

SPORT INDUSTRY TRAINING PACKAGE - SRS03

The contents of this volume refer only to the Endorsed Components of SRS03 Sport Industry Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Please refer to the following page for details of other volumes in this Training Package.

This volume contains:

Volume 4 Sport Specific Units of Competency

Associated Sport Training Package volumes contain:

**Pre-amble, Qualification Framework
& Assessment Guidelines**

Volume 1 Generic Units of Competency

Volume 2 Generic Units of Competency

Volume 3 Generic Units of Competency

Volume 5 Sport Specific Units of Competency

Volume 6 Sport Specific Units of Competency

© COMMONWEALTH OF AUSTRALIA, 2003

This work has been produced with the assistance of funding provided by the Commonwealth Government through ANTA.

- An individual may make a photocopy of all or part of the work for their personal use.
- A Registered Training Organisation may make photocopies of all or part of the work for the teaching purposes of that organisation, including for supply to its students provided that any consideration does not exceed the marginal cost of preparation, reproduction, assembly and delivery.

Except as permitted under the *Copyright Act 1968*, all other rights are reserved. Requests for permission may be directed to:

Australian National Training Authority
Level 11, AMP Place
10 Eagle Street
BRISBANE, QLD 4000
Phone: (07) 3246 2300 Fax: (07) 3246 2490

This work is the result of wide consultations with Australian industry participants. It is a collaborative view and does not necessarily represent the view of ANTA or any specific body. For the sake of brevity it may omit factors which could be pertinent in particular cases.

While care has been taken in the preparation of this Training Package, ANTA and the original developer do not warrant that any licensing or registration requirements specified here are either complete or up-to-date for your State or Territory. ANTA and the original developer do not accept any liability for any damage or loss (including indirect and consequential loss) incurred by any person as a result of relying on the information contained in this Training Package.

This Training Package should not be regarded as professional advice and it should not be relied upon in any important matter without obtaining appropriate advice relevant to your circumstances.

Published by: Australian Training Products Ltd
Level 25, 150 Lonsdale St
Melbourne 3000
Phone: +61 3 96550600 Fax: +61 3 9639 4684
www.atpl.net.au e-mail: sales@atpl.net.au

First Published: March, 2003

STOCKCODE: ATP12382D

ISBN: 0 642 80456 7

Sport Industry Training Package SRS03 (V2) 7 Volume Set

Printed for Australian Training Products Ltd by Document Printing Australia, Melbourne, Australia

AESharenet: Ffe

Version 2

31/03/2003

Release Date: 13 September 2006

IMPORTANT

Training packages are not static documents. Changes are made periodically to reflect the latest industry practices.

Before commencing any form of training or assessment, you must ensure delivery is from the *current version* of the Training Package.

To ensure you are complying with this requirement :

- Check the Print Version Number just below the copyright statement on the imprint pages of your current Training Package.
- Access the ATP website (<http://www.atpl.net.au>) and check the latest Print Number.
- In cases where the Print Version Number is later than yours, the Print Version Modification History in the Training Package sample on the ATP website will indicate the changes that have been made.

The Modification History is also available on the website of the developer of the Training Package: Sport & Recreation Training Australia Ltd <http://www.srt.org.au>

The National Training Information Service (<http://www.ntis.gov.au>) also displays any changes in Units of Competency and the packaging of qualifications.

Contents of the Sport Industry Training Package

Units of Competency Preamble Assessment Guidelines Qualifications Framework Mapping Tables	Volume 1 Generic Units of Competency	Volume 2 Generic Units of Competency	Volume 3 Generic Units of Competency
	Volume 4 Sport Specific Units of Competency	Volume 5 Sport Specific Units of Competency	Volume 6 Sport Specific Units of Competency

MODIFICATION HISTORY – ENDORSED MATERIALS			
Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information (http://www.ntis.gov.au).			
Sport Industry Training Package SRS03			Sheet: 1 of 1
Version	Date of Release	Authorisation:	Comments
2	13 September 2006	NQC	<ul style="list-style-type: none"> - Repackaging of ALL SRS qualifications. Core BSB and ICAITU units moved to the elective stream, where appropriate - Inclusion of the Units of Competency from TAA04 to replace the BSZ98 Training and Assessment units - Repackaging of the Sports Trainer (SPT) co-requisite requirements - Inclusion of Units of Competency developed for the Tennis (TNS) and Soccer (SOC) industries
1	21/10/2005	DEST	Insertion of SRO50404 Diploma of Facility Management. Insertion of THT50203 Diploma of Event Management.
1.00	29/05/03	NTQC	Removal of nominal hours
1.00	31/03/03	NTQC	Primary Release of fully revised version which supersedes the previous version coded SRS99

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

TABLE OF CONTENTS

SECTION 1:

COMPETENCY STANDARDS PREAMBLE.....

ASSESSMENT GUIDELINES.....

QUALIFICATIONS FRAMEWORK.....

SECTION 2:

Volume 1 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

GENERAL ADMINISTRATION..... (ADM)

COACHING AND INSTRUCTION..... (CAI)

COMMUNICATION..... (COM)

DISABILITY..... (DIS)

EMERGENCY RESPONSE..... (EMR)

ENVIRONMENT..... (ENV)

EVENTS..... (EVT)

FACILITY MANAGEMENT..... (FAC)

FIRST AID..... (FAD)

FINANCE..... (FIN)

Volume 2 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

FRONT LINE MANAGEMENT..... (FLM)

CLIENT SERVICE..... (GCS)

ORGANISATION GOVERNANCE..... (GOV)

GROUPS..... (GRO)

HOSPITALITY..... (HOS)

HUMAN RESOURCE MANAGEMENT..... (HRM)

HORTICULTURE..... (HRT)

INNOVATION..... (INN)

INDUSTRY..... (INU)

Volume 3 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

MARKETING.....	(MKT)
ORGANISATION OF WORK.....	(OGN)
OCCUPATIONAL HEALTH AND SAFETY.....	(OHS)
PLANNING.....	(PLA)
RESOURCE MANAGEMENT.....	(RES)
RETAIL.....	(RET)
RISK MANAGEMENT.....	(RIK)
SALES.....	(SAL)
SMALL BUSINESS.....	(SMB)
TECHNOLOGY.....	(TCN)
TRAINING AND ASSESSMENT.....	(TAA)
WORKING IN TEAMS.....	(TEM)
YOUTH.....	(YTH)

Volume 4 SPORT UNITS OF COMPETENCY

AUSTRALIAN FOOTBALL.....	(AFL)
ATHLETICS.....	(ATH)
BASKETBALL.....	(BSB)
COACHING GENERAL PRINCIPLES.....	(CGP)
CRICKET.....	(CKT)
CANOEING.....	(CNO)
CAREER ORIENTED PARTICIPATION.....	(COP)
EQUESTRIAN ACTIVITIES (INCLUDING RECREATIONAL HORSERIDING, HORSE TRAIL RIDING AND/OR SPORTS).....	(EQS)
GOLF.....	(GLF)
GYMNASTICS.....	(GYN)

Volume 5 SPORT UNITS OF COMPETENCY

MARTIAL ARTS.....	(MAR)
MASSAGE THERAPY.....	(MAS)
NETBALL.....	(NTB)
OFFICIATING GENERAL PRINCIPLES.....	(OGP)
RUGBY LEAGUE.....	(RGL)
RUGBY UNION.....	(RGU)
SAILING.....	(SAI)

Volume 6 SPORT UNITS OF COMPETENCY

SPORTS ADMINISTRATION.....	(SPA)
SPORTS TRAINER.....	(SPT)
SQUASH.....	(SQU)
STRENGTH AND CONDITIONING.....	(STC)
SURF LIFE SAVING.....	(SUR)
SWIMMING.....	(SWM)
TOUCH.....	(TOU)
TENNIS.....	(TNS)
TENPIN BOWLING.....	(TPB)
VOLLEYBALL.....	(VOL)
YACHTING – SMALL BOATS.....	(YSB)

AUSTRALIAN FOOTBALL

AFL

Contents

SRSAFL001A Perform the intermediate skills of Australian football	1
SRSAFL002A Perform the intermediate tactics of Australian football.....	9
SRSAFL003A Participate in conditioning for Australian football.....	17
SRSAFL004A Interpret and apply the fundamental rules of Australian football at a junior or beginner level	25
SRSAFL005A Use basic communication strategies to umpire Australian football at a junior or beginner level.....	35
SRSAFL006A Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level	43
SRSAFL007A Demonstrate fundamental positioning skills relevant to umpiring Australian football at a junior or beginner level	49
SRSAFL008A Perform the advanced skills of Australian football.....	57
SRSAFL009A Perform the advanced tactics of Australian football	63
SRSAFL010A Interpret and apply the rules of Australian football at a local or district level	71
SRSAFL011A Use communication strategies to umpire Australian football at a local or district level.....	79
SRSAFL012A Demonstrate positioning skills relevant to umpiring Australian football at a local or district level.....	87
SRSAFL013A Teach or develop the intermediate skills of Australian football	93
SRSAFL014A Apply the intermediate tactics and strategies of Australian football in a competitive situation	103
SRSAFL015A Interpret and apply the rules of Australian football at an advanced level	113
SRSAFL016A Use communication strategies to umpire Australian football at an advanced level.....	121
SRSAFL017A Demonstrate positioning skills relevant to umpiring Australian football at an advanced level	129

SRSAFL001A	PERFORM THE INTERMEDIATE SKILLS OF AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to undertake drills, activities and games to develop and perform the intermediate skills of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of Australian football	1.1 Explain <i>basic biomechanical principles</i> as they apply to Australian football 1.2 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the intermediate skills of Australian football	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>rules, regulations and policies</i> of the National Activity Organisation 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of skill
3 Perform the intermediate skills of Australian football under competition conditions	3.1 Identify the <i>intermediate skills of Australian football players (as applicable to each position/player) and their purpose</i> 3.2 Link the intermediate Australian football skills to perform a sequence of movements in competition condition
4 Review and adapt the intermediate skills in response to feedback	4.1 Participate in a <i>review</i> process to identify necessary performance modifications 4.2 Identify aspects of <i>work environment</i> needing further emphasis and/or attention, and incorporate into future training session

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Basic biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • balance • motion • force • momentum • power
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • show a sequential progression to an 'on field' situation, or starts with the 'on field' situation and then breaks down skills • are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session • are designed to develop the intermediate skills of Australian football • should include <ul style="list-style-type: none"> ○ intermediate skill drills ○ grid work ○ relevant modified games • manual
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for the relevant position, or skill of the game, under competition conditions is between 60% - 70% effectiveness/accuracy • achieve 60% - 70% effectiveness on approved national skills test
Intermediate skills of Australian football players (as applicable to each position/player) and their purpose	<p>[all categories]</p> <ul style="list-style-type: none"> • offensive skills of Australian football <ul style="list-style-type: none"> ○ kicking <ul style="list-style-type: none"> ▪ drop punt ▪ torpedo punt ▪ banana kick ○ handball ○ marking <ul style="list-style-type: none"> ▪ arm or chest ▪ hand mark ▪ overhead mark ○ general skills <ul style="list-style-type: none"> ▪ pick up ▪ hand dribbling ▪ ball handling ▪ running bouncing the ball ▪ sidestep

	<ul style="list-style-type: none"> ▪ blind turn ▪ dummy/baulk ▪ crumbing the ball off the pack ○ goal kicking • checking skills of Australian football <ul style="list-style-type: none"> ○ tacking ○ bumping ○ blocking and shepherding ○ smothering ○ spoiling ○ standing on the mark • positional skills <ul style="list-style-type: none"> ○ full back line ○ half back line ○ the centre line ○ half forward line ○ full forward line ○ ruckman ○ ruck rover and rover ○ interchange players • specialist skills <ul style="list-style-type: none"> ○ body positioning skills for defensive play ○ defensive tactical skills ○ defensive roles in set plays (kick out, boundary throw ins) ○ body positioning skills for offensive play ○ offensive tactical skills ○ offensive skills under competition conditions, eg, goal kicking ○ offensive and checking skill proficiency demonstrated on both sides of the body, where appropriate
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Football League laws of the game and notes on the laws • best practice codes of conducts such as Australian Football League code of conduct • policies of the employer organisation such as, eg, Anti doping policy, Australian Sports Commission Harassment-free Sport policy • the Australian Football League racial vilification policy
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian footballs • witches hats • tackle bags • bump pads • videos • goal posts

Work environment	[all categories] <ul style="list-style-type: none">• organisational health and safety requirements and equipment include<ul style="list-style-type: none">○ safety requirements as listed in the Australian Football League rules of the game and notes on the laws• other recommended safety guidelines are<ul style="list-style-type: none">○ mouthguards/protection to be worn○ no jewellery to be worn○ training aids should be inspected before use○ sun safety guidelines should be followed○ hydration guidelines should be followed○ access to first aid facilities/equipment○ blood borne infectious disease policy○ hygiene policy• conditions and external influences include<ul style="list-style-type: none">○ environmental/weather conditions○ other facility users○ spectators○ parents○ referees and administrators○ other coaches
-------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and execution of the intermediate skills of Australian football • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the intermediate skills of Australian football as applicable to each position/player ○ perform the intermediate skills of Australian football under competition conditions ○ apply the rules, regulations and policies of the Australian Football League ○ review own and team performance and identify modifications for future training sessions
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL002A Develop the intermediate tactics of Australian football ○ SRSAFL003A Participate in conditioning for Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic skills of Australian football ○ Knowledge of the rules and regulations of the Australian Football League ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the basic tactics and strategies of Australian football • Required skills <ul style="list-style-type: none"> ○ Ability to play Australian football at beginner level ○ Communication skills in order to understand coaching instructions relating to demonstrations, drills, activities and games ○ Ability to apply the rules and regulations while playing Australian football ○ Ability to participate in conditioning and training activities
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ a group of players in the Australian Football League talented program ○ equipment ○ Australian Football League rule book ○ Australian Football League code of conduct ○ Australian Football League policies such as anti doping policy ○ Australian Sports Commission harassment free sport policy • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching Australian Rules Football at intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable playing conditions this unit of competency must be assessed over a period of time at least five (5) times, and in a number of locations, at least three (3), in order to ensure consistency in performance over the Range Statements and contexts applicable to playing Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players from Australian Football League talented program. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate skills • Communicating ideas and information - Talk to other players during activities and games • Planning and organising activities - Plan training session • Working with teams and others - Work with other players and coaches • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Identify performance modifications • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL002A	PERFORM THE INTERMEDIATE TACTICS OF AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in activities, games, discussions and other strategies to develop the intermediate tactics of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Develop intermediate tactics of Australian football	1.1 Identify the tactics and strategies to be developed in consultation with the coach and other players 1.2 Use appropriate methods to develop the identified <i>intermediate tactics</i> 1.3 Use appropriate <i>psychological methods</i> in pre-game preparation
2 Participate in a pre-match analysis and preparation session	2.1 Identify techniques used to prepare psychologically, using strategies commonly used at intermediate level within Australian football 2.2 Analyse strengths and weaknesses of individual opposition player/s and identify counter strategies 2.3 Identify use of <i>game plans</i> 2.4 Identify the <i>role of the coach</i> and <i>support staff</i> regarding tactics for training, team preparation, match situations and the <i>work environment</i>
3 Demonstrate ability to implement agreed strategies and game plans, and make decisions during the match	3.1 Identify strategies to counter strengths and weaknesses of own player/s and opposition player/s 3.2 Identify the application of <i>game plans</i> 3.3 Identify <i>statistics</i> for team and player 3.4 Demonstrate communication with team mates in order to develop own and team performance
4 Participate in a post-match analysis and follow-up	4.1 Identify methods for post-match de-briefing, highlighting pre and in-match performance 4.2 Demonstrate application of post match analysis including <i>strengths and weaknesses of own player/s and opposition player/s</i> in relation to field positioning and match-ups for future referral 4.3 Record and analyse <i>statistics</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Game plans	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team • set plays • targeting opposition players • style of play • situational plays
Intermediate tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • team set-ups • centre bounce • free kicks • kick outs • patterns of play in attack • patterns of play in defence • analysing the match • game plans for team and individuals • weather/ground condition • communication • the level of tactics and strategies relevant to the player's position is a minimum of 70% effectiveness/accuracy
Psychological methods	<p>[all categories]</p> <ul style="list-style-type: none"> • goal setting • visualisation • relaxation techniques • motivation techniques • focusing
Role of the coach	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team preparation • identify strengths and weaknesses • develop strategies to improve weaknesses/strengths • developing and implementing tactics and strategies • performance assessment of team/opposition • administer

Statistics	<p>[all categories]</p> <ul style="list-style-type: none"> • 50m penalty • ball up bounce • behind • block • centre bounce • clanger handball • clanger kick • clanger kick in • contested mark • dispossessed • handball • earned mark • rushed behind • short kick • short kick in • tackle • free kick - advantage • free kick against • free kick for • gather • goal • ground kick • ineffective kick • ineffective kick in • inside 50m • kick in to self • knock on • long kick • long kick in • no pressure error • out of bounds • rebound 50m • running bounce • uncontested mark
Strengths and weaknesses of own player/s and opposition player/s	<p>[all categories]</p> <ul style="list-style-type: none"> • physical strengths and weaknesses (height, weight, speed, passing accuracy) • tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)

Support staff	[all categories] <ul style="list-style-type: none">• operations/manager<ul style="list-style-type: none">○ equipment○ gear○ buses○ meals○ accommodation○ coordinate time/training schedules○ physical well being• physiotherapist/strappers<ul style="list-style-type: none">○ prevention of injuries○ treatment of injuries• sports trainer<ul style="list-style-type: none">○ on field assessment of injuries○ initiate first aid (where appropriate)○ strapping• doctor• skills coach• fitness advisor• statistician
----------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of intermediate level tactics and strategies of Australian football • Assessment of performance should be over a period of time covering all categories of player participation from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ participate in the process of identifying appropriate methods of implementing tactics for the game ○ psychologically prepare for the game ○ use strategies to counter strengths and weaknesses of opposition player/s ○ follow the game plan during the actual game ○ participate in post match analysis and follow-up
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL001A Perform the intermediate skills of Australian football ○ SRSAFL003A Participate in conditioning for Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate tactics and strategies of Australian football ○ Knowledge of drills, activities and games ○ Knowledge of the rules and regulations of Australian football ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Ability to play Australian football at intermediate level ○ Application of the tactics of Australian football at intermediate level

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants from Australian Football League talented players program ○ Australian Football League rule book ○ Australian Football League code of conduct ○ Australian Football League policies such as anti doping policy ○ Australian Sports Commission harassment free sport policy • Human resources - assessment of this competency requires <ul style="list-style-type: none"> ○ personnel with competency in coaching at the intermediate level ○ personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ personnel to have attained the National Competency Standards for Assessment BSZ401A, BSZ402A and BSZ403A
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as player effectiveness this unit of competency must be assessed over a two games in order to ensure consistency in performance over the Range Statements and contexts applicable to playing Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players from Australian Football League talented program. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate advanced strategies and tactics • Communicating ideas and information - Give clear directions on how to perform tactics • Planning and organising activities - Plan team tactics • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Develop counter strategies • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL003A	PARTICIPATE IN CONDITIONING FOR AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to develop a basic understanding of fitness and conditioning programs to play Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Identify physiological elements of Australian football	1.1 Identify the basic energy systems required for Australian football players for different position requirements 1.2 Identify an analysis of muscle groups required for playing Australian football 1.3 Identify fitness tests appropriate to different levels of play 1.4 Identify suitable training regimes for each major fitness component used in Australian football
2 Identify and perform basic techniques to improve speed	2.1 Identify basic training techniques for the improvement of speed and implement with advice from specialist/s 2.2 Implement identified basic training techniques for the improvement of speed 2.3 Implement frequency/quantity of training sessions as identified by specialist 2.4 Identify over training symptoms 2.5 Participate with a specialist/s in the development of a recovery plan for over training
3 Identify and perform basic techniques to improve agility	3.1 Identify basic training techniques for the improvement of agility and implement with advice from specialist/s 3.2 Implement identified basic training techniques for the improvement of agility 3.3 Implement frequency/quantity of training sessions as identified by specialist 3.4 Identify over training symptoms 3.5 Participate with a specialist/s in the development of a recovery plan for over training
4 Identify and perform basic techniques to improve endurance	4.1 Identify basic training techniques for the improvement of endurance and implement with advice from specialist/s 4.2 Identified basic training techniques for the improvement of endurance are implemented 4.3 Implement frequency/quantity of training sessions as identified by specialist 4.4 Identify over training symptoms 4.5 Participate with a specialist/s in the development of a recovery plan for over training
5 Identify and perform basic techniques to improve strength	5.1 Identify basic training techniques for the improvement of strength and implement with advice from specialist/s 5.2 Implement identified basic training techniques for the improvement of strength 5.3 Implement frequency/quantity of training sessions as identified by specialist 5.4 Identify over training symptoms 5.5 Participate with a specialist/s in the development of a recovery plan for over training

6 Identify and perform basic techniques to improve power	6.1 Identify basic training techniques for the improvement of power and implement with advice from specialist/s 6.2 Implement identified basic training techniques for the improvement of power 6.3 Implement frequency/quantity of training sessions as identified by specialist 6.4 Identify over training symptoms 6.5 Participate with a specialist/s in the development of a recovery plan for over training
7 Identify and perform basic techniques to improve flexibility	7.1 Identify basic training techniques for the improvement of flexibility and implement with advice from specialist/s 7.2 Implement identified basic training techniques for the improvement of flexibility 7.3 Implement frequency/quantity of training sessions as identified by specialist 7.4 Identify over training symptoms 7.5 Participate with a specialist/s in the development of a recovery plan for over training

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Analysis of muscle groups	[all categories] <ul style="list-style-type: none"> active muscles involved in football are identified for the benefit of prescription for conditioning
Basic energy systems	[all categories] <ul style="list-style-type: none"> general understanding of the principles involved the supply of chemical energy during muscular contraction
Basic training techniques for the improvement of agility	[all categories] <ul style="list-style-type: none"> lateral movement forward and back movement evasion skills
Basic training techniques for the improvement of endurance	[all categories] <ul style="list-style-type: none"> game duration stamina muscle duration performance
Basic training techniques for the improvement of flexibility	[all categories] <ul style="list-style-type: none"> understanding of stretching to increase flexibility peripheral neuromuscular facilitation dynamic stretching routine stretching exercises muscle balance and imbalance
Basic training techniques for the improvement of power	[all categories] <ul style="list-style-type: none"> understanding of power continuum muscle strength contributes to increased power optimising force-velocity relationship techniques for increasing muscle power

Basic training techniques for the improvement of speed	<p>[all categories]</p> <ul style="list-style-type: none"> • combination of arm and leg movement • contact time • body positioning • leg drive
Basic training techniques for the improvement of strength	<p>[all categories]</p> <ul style="list-style-type: none"> • resistance training • techniques for increasing muscle size • techniques for increasing muscle strength
Fitness tests	<p>[all categories]</p> <ul style="list-style-type: none"> • laboratory tests • field tests
Over training	<p>[all categories]</p> <ul style="list-style-type: none"> • tired/sore muscles • feeling unwell • fatigue • stress • increase in injuries • poor performance
Specialist/s	<p>[all categories]</p> <ul style="list-style-type: none"> • doctor • physiotherapist • coach • strength and conditioning coach • skill coach • personal trainer

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of conditioning techniques to improve and maintain physical conditioning for Australian football • Assessment of performance should be over a period of time covering all categories of conditioning from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify the different energy systems for individual positions ○ implement techniques to improve speed, agility, endurance, strength, power and flexibility to play Australian football at intermediate level ○ identify over training symptoms and seek advice from a specialist coach and implement a recovery plan
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL001A Perform the intermediate skills of Australian football ○ SRSAFL002A Perform the intermediate tactics of Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of injury prevention and management relevant to Australian football at intermediate level ○ Knowledge of fitness components for playing Australian football at intermediate level • Required skills <ul style="list-style-type: none"> ○ Ability to play Australian football at intermediate level ○ Motor and physical skills to participate in conditioning activities relevant to intermediate level ○ Communications skills in order to understand and follow instructions relating to conditioning activities

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ gym ○ weight gym ○ training field ○ testing equipment training facilities ○ qualified support staff ○ player participating in a conditioning session • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching and/or conditioning for Australian football ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to conditioning for Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a conditioning session of Australian football with players participating at an appropriate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	1	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate fitness tests and suitable training regimes • Communicating ideas and information - Explain basic training techniques • Planning and organising activities - Design and deliver training sessions • Working with teams and others - Work with other specialists • Using mathematical ideas and techniques - Not applicable • Solving problems - Respond appropriately to overtraining symptoms • Using technology - Use suitable fitness testing equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL004A	INTERPRET AND APPLY THE FUNDAMENTAL RULES OF AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the fundamental rules that are required to manage an Australian football match at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for a match at junior or beginner level	1.1 Assess the physical condition of the players and/or other officials prior to the game in accord with the accepted best practice principles of Australian football 1.2 Rate qualification and registration details of the players and/or other officials prior to the game in accord with the accepted best practice principles of Australian football 1.3 Assess environment, facilities and equipment prior to the game in accord with the accepted best practice principles of Australian football 1.4 Confirm external influences , safety and risk factors prior to the commencement of the match 1.5 Assess conditions and resources and undertake appropriate response
2 Observe a match and identify information on which to base fundamental decisions	2.1 Observe players and club officials to see that the match is conducted in accordance with the rules and regulations of Australian football including local rules 2.2 Undertake observation with minimal disruption to the conduct of the match 2.3 Identify breaches of fundamental rules and regulations by players and club officials and take appropriate action
3 Interpret and apply rules and regulations in accord with the spirit of the game	3.1 Make decisions using relevant information 3.2 Interpret the rules and regulations for a given situation consistently in accord with spirit of the laws of Australian football 3.3 Make decisions accurately and consistently, and based on impartiality, participant safety and spirit of the law
4 Communicate decisions and manage the outcomes of decision making while umpiring the match	4.1 Communicate decisions in accord with accepted best practice principles of Australian football at junior or beginner level of competition 4.2 Manage reactions of players and club officials in accordance with the fundamental rules and regulations of Australian football

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles of Australian football	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Football League <i>Code of Conduct</i> policy • the National Officiating Program's <i>Officials Code of Conduct</i> policy • National Activity Organisation or local association regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian football • accepted 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
Conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • playing surface • weather
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment eg, whistle, notebook, pen, report sheets • red and yellow cards • personal equipment <ul style="list-style-type: none"> ○ uniform off-field/on-field
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • ground conditions • weather conditions • ball condition • spectators/parents • coaches bench • comments to umpires and players

Fundamental rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • for field umpires refers to <ul style="list-style-type: none"> ○ the ability to apply the spirit of the laws regarding <ul style="list-style-type: none"> ▪ contest for the ball ▪ tackling the player in possession of the ball ○ knowledge of and ability to apply modified rules appropriate to age group and skill level of players in relation to <ul style="list-style-type: none"> ▪ marking ▪ tackling ▪ free kicks ▪ kicking off the ground ○ for boundary umpires refers to <ul style="list-style-type: none"> ▪ out of bounds decision ○ for goal umpires refers to <ul style="list-style-type: none"> ▪ scoring decisions
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • laws and interpretations • control of the match • infringements • scoring • out of bounds • competitive positioning eg, ruckmen at centre bounces • player/on field club official reactions/umpiring colleague eg, verbal, non verbal • other officials eg, field umpires, goal umpires, boundary umpires, runners, trainers • positioning of umpire • cooperation between umpires
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • in writing • verbally • indications • signals
Junior or beginner level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with limited or no umpiring experience in Australian football • players range from under age to open competition • adequate health status • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition

Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • timekeepers • field umpires • boundary umpires • goal umpires • interchange steward • team managers • coaches • sport medicine personnel • controlling body official • coaches • runners • trainers • water carriers
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • marked ground • padded goal and behind posts • interchange area • materials eg, controlling body paperwork • health and safety provisions eg, stretcher, trainer • siren • players • competing team officials • timekeepers/official scorers
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • laws of Australian football • Level 1 Australian Football League field umpire coaching manual, video and workbook • Level 1 Australian Football League boundary umpiring coaching manual, video and workbook • Level 1 Australian Football League goal umpire coaching manual, video and workbook • Australian Football League junior policy booklet • rules of Aussie footy • Australian Football League codes of conduct
Spirit of the laws	<p>[all categories]</p> <ul style="list-style-type: none"> • a philosophical guideline accepted within the culture of Australian football regarding the interpretation of the laws of the game

Spirit of the game	[all categories] <ul style="list-style-type: none">• player safety paramount• notion of fair play• sportsmanship• spirit of the laws• Australian Football League junior policy• enjoyment
---------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to successfully interpret and apply the fundamental rules that are required to manage an Australian football match at a junior or beginner level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess the physical condition of the players and/or other officials ○ ratify qualification and registration details of the players and/or other officials ○ assess environment, facilities and equipment prior to the game and act appropriately ○ observe a match and identify information on which to base fundamental decisions ○ interpret and apply rules and regulations in accord with the spirit of the game ○ communicate decisions and manage the outcomes of decision making while umpiring the match ○ communicate decisions to players, coaches and spectators
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL005A Use basic communication strategies to umpire Australian football at a junior or beginner level ○ SRSAFL006A Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level ○ SRSAFL007A Demonstrate fundamental positioning skills relevant to umpiring Australian football at junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during officiating duties ○ Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during officiating duties ○ Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted ○ Knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand officiating philosophies

	<ul style="list-style-type: none"> ○ Knowledge of the career path for umpires in order to develop own career path in officiating ○ Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required ○ Working in a team environment in order to develop rapport with other members and achieve set outcomes ○ Knowledge of the match and match environment in order to effectively officiate an Australian football match ○ Knowledge of the role of the field, boundary and goal umpire in order to work as a team ● Required skills <ul style="list-style-type: none"> ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ players competing at a junior or beginner level in registered fixtures ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training <i>Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in observation and judgment this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Interpret and apply rules and regulations in accord with the spirit of the game • Communicating ideas and information - Explain the rules and regulations in accord with the spirit of the game using written, verbal, and hand communications • Planning and organising activities - Complete necessary paperwork correctly • Working with teams and others - Work as a member of a team to develop rapport with players, coaches, and spectators • Using mathematical ideas and techniques - Modify field requirements for various age groups • Solving problems - Manage conflict by resolving any situation that arises while umpiring a game of Australian football • Using technology - Use a whistle to stop play or indicate a violation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL005A	USE BASIC COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise fundamental communication strategies required to umpire an Australian football game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Use basic oral communication skills	1.1 Explain decisions to players and other officials through simple verbal information 1.2 Demonstrate effective use of voice 1.3 Listen to players and other officials and respond 1.4 Interact with players at junior or beginner level and other officials in a friendly and professional manner using best practice principles
2 Use fundamental indications	2.1 Use fundamental indications/signals associated with Australian football to clearly convey an explanation of decisions to players, spectators, scorers or timekeepers 2.2 Interpret signals from other officials 2.3 Use indications to work as a team with other officials
3 Use fundamental auditory devices	3.1 Perform the complete range of whistle commands 3.2 Use a strong whistle to convey decisions for a given situation/s in an authoritative manner
4 Make effective use of body language	4.1 Use an open body stance and posture when interacting with others 4.2 Use firm, confident indications and movements while umpiring 4.3 Make eye contact when communicating with other

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles	[all categories] <ul style="list-style-type: none"> • the Australian Football League Code of Conduct policy • the National Officiating Program's Officials Code of Conduct policy • Australian Football League or Local Activity Organisation regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian football • accepted 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
Fundamental auditory devices	[all categories] <ul style="list-style-type: none"> • whistle • siren • horn • bell
Fundamental indications/signals	[all categories] <ul style="list-style-type: none"> • field umpire <ul style="list-style-type: none"> ○ push in the back ○ high tackle ○ holding the man ○ holding the ball ○ start of match/quarter ○ end of quarter/match ○ all clear - goal, behind ○ blood rule ○ throw the ball in (out of bounds) ○ play on ○ advantage ○ 50m penalty • boundary umpire <ul style="list-style-type: none"> ○ out of bounds ○ out on the full ○ blood rule • goal umpire <ul style="list-style-type: none"> ○ goal ○ behind

	<ul style="list-style-type: none"> • assisting with <ul style="list-style-type: none"> ○ out of bounds ○ out on the full ○ blood rule
Given situation/s	<p>[all categories]</p> <ul style="list-style-type: none"> • infringement • interaction with players – verbal • scoring • general play • set play • out of bounds • blood rule • reportable offence • order off • interaction with other umpires/officials
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • infringements • scoring – all clears • general play • set play • commencement of game/end of game • time on/off • blood rule • send off • advantage • participant reactions • other officials boundary/goal umpires/time keepers interaction • in writing • verbally • indications • signals • aurally
Junior or beginner level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with/without experience in Australian football • players are mainly children and young people • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical

Other officials	[all categories] <ul style="list-style-type: none">• timekeepers• boundary umpires• goal umpires• trainers• water carriers• sports administrators• coaches• umpires escort• interchange steward
------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of basic communication strategies used to umpire Australian football at a junior or beginner level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate orally with players and other officials in an effective manner ○ use and interpret fundamental indications/signals ○ use the whistle in a strong manner ○ convey a confident and friendly manner through body and posture while performing the role of the umpire on match day
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL004A Interpret and apply the fundamental rules of Australian football at a junior or beginner level ○ SRSAFL006B Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level ○ SRSAFL007A Demonstrate fundamental positioning skills relevant to umpiring Australian football at junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted ○ Knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies ○ Knowledge of the career path for umpires in order to develop your own career path in umpiring ○ Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required ○ Working in a team environment in order to develop rapport with other members and achieve set outcomes ○ Knowledge of the match and match environment in order to effectively umpire an Australian football match

	<ul style="list-style-type: none"> ○ Knowledge of the role of the field, boundary and goal umpire in order to work as a team ● Required skills <ul style="list-style-type: none"> ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a junior or beginner level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgment and observation this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key rules and regulations • Communicating ideas and information - Use clear indications and signals • Planning and organising activities - Organise participants and other officials • Working with teams and others - Interact with other umpires and officials • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Clarify decisions to players and other support personnel • Using technology - Use whistle to stop play <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL006A	PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to complete written reports and/or provide oral reports that are relevant to umpiring Australian football at a junior or beginner level and implement changes to improve the quality of umpiring based on formal and/or informal feedback provided by mentors and advisers.

ELEMENT	PERFORMANCE CRITERIA
1 Perform the administrative duties and responsibilities which have to be carried out on match day	1.1 Complete <i>relevant paperwork</i> and sign as required by leagues/associations or controlling body 1.2 Forward written reports to the leagues/association or controlling body as per the local guideline
2 Provide oral /written reports	2.1 Provide formal oral/written reports to controlling body, mentor, adviser, or other relevant person 2.2 Forward informal oral/written reports to controlling body, mentor, adviser, or other relevant person
3 Attend to the reporting and tribunal procedures	3.1 Follow <i>appropriate procedures</i> for reporting players for <i>reportable offences</i>
4 Receive feedback	4.1 Discuss and analyse feedback provided by others in a rational and constructive way 4.2 Implement changes to improve the quality of umpiring based on formal feedback provided by appointed mentors, advisers, and other relevant persons 4.3 Implement changes to improve the quality of umpiring based on informal discussions with players, other officials and parent

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • on ground <ul style="list-style-type: none"> ○ identify reportable offences ○ stop the match, blow time on ○ advise the offender ○ make a brief note at the time of the report ○ blow time off and recommence the match • post match <ul style="list-style-type: none"> ○ complete the report of player forms accurately ○ sign each copy of the report form ○ distribute copies of the report form to a representative from each club ○ forward original copy to the controlling body ○ umpire keeps a copy for his reference • at tribunal <ul style="list-style-type: none"> ○ arrive at hearing in plenty of time, well presented • present evidence/answers to questions in a positive, clear, forthright and honest manner
Relevant paperwork	<p>[all categories]</p> <ul style="list-style-type: none"> • best and fairest votes • report of player forms • timekeepers cards • team sheets • goal umpires cards • interchange steward sheets • controlling body match report
Reportable offences	<p>[all categories]</p> <ul style="list-style-type: none"> • towards/on an umpire • towards/on a player • intrusion on the match/safety of other players

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of providing reports and receiving feedback relevant to Australian football at junior or beginner level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ receive feedback and react positively ○ identify reportable offences ○ accurately complete report of player forms ○ present at a tribunal hearing ○ convey oral reports to others
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL004A Interpret and apply the fundamental rules of Australian football at a junior or beginner level ○ SRSAFL005A Use basic communication strategies to umpire Australian football at a junior or beginner level ○ SRSAFL007A Demonstrate fundamental positioning skills to relevant umpiring Australian football at a junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted ○ Knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies ○ Knowledge of the career path for umpires in order to develop your own career path in umpiring ○ Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required ○ Working in a team environment in order to develop rapport with other members and achieve set outcomes ○ Knowledge of the match and match environment in order to effectively umpire an Australian football match

	<ul style="list-style-type: none"> ○ Knowledge of the role of the field, boundary and goal umpire in order to work as a team ● Required skills <ul style="list-style-type: none"> ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a junior or beginner level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a period three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify appropriate procedures on ground, post-match and at tribunal • Communicating ideas and information - Receive feedback openly and react positively • Planning and organising activities - Not applicable • Working with teams and others - Develop rapport with other members • Using mathematical ideas and techniques - Complete match report • Solving problems - Present evidence to questions in clear manner • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL007A	DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the fundamental positioning skills of the one umpire system required to manage an Australian football game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to start or recommence play	1.1 Identify <i>start/recommencement play situations</i> and, considering all <i>information</i> , adopt the appropriate position for umpiring a game at <i>junior or beginner level</i>
2 Adopt appropriate position/s for set plays	2.1 Identify <i>set play situations</i> and adopt the appropriate position 2.2 Identify <i>environmental conditions</i> and adopt the appropriate position
3 Adopt appropriate position/s for general play	3.1 Identify <i>general play situations</i> and adopt the appropriate position 3.2 Identify <i>environmental conditions</i> and adopt the appropriate position
4 Move appropriately to maintain optimal position to view play throughout the game	4.1 Analyse play and select the best <i>fundamental positions</i> to see all elements of the situation at hand 4.2 Adjust position according to the direction or movement of play 4.3 Cooperate with <i>other officials</i> in a friendly and professional manner

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Environmental conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • sun • wind • location on the ground • position accordingly <ul style="list-style-type: none"> ○ distance from set play ○ distance from likely contest
Fundamental positions	<p>[all categories]</p> <ul style="list-style-type: none"> • major axis • minor axis • initial position • side on • inside play • set play • general play • long side of the ground • short side of the ground • boundary line • scoring line • centre square • 50m arc • goal/behind posts
General play situations	<p>[all categories]</p> <ul style="list-style-type: none"> • around the ground • play heads towards the boundary line • play heads towards goal • umpire level with, or behind the player who has kicked the ball
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • verbal control • distance from play • wind • sun • wing • centre of the ground • player in possession • forward of play

	<ul style="list-style-type: none"> • anticipated destination of the kick • half way between kicker and catcher • 45 degrees from kicker • goal square • goal post • behind post <ul style="list-style-type: none"> ○ verbally ○ indications ○ signals
Junior or beginner level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants without experience in Australian football • mainly children and young people • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • timekeepers/scorers • boundary umpires • goal umpires • field umpires • interchange steward • sports administrators • coaches • trainers • runners • water carriers • team managers • umpires coaches/advisors/observers
Set play situations	<p>[all categories]</p> <ul style="list-style-type: none"> • around the ground • kick in after a behind • kick at goal likely to score • kick from deep in defence • position accordingly <ul style="list-style-type: none"> ○ distance from set play ○ distance from likely contest
Start/recommencement play situations	<p>[all categories]</p> <ul style="list-style-type: none"> • start of match/quarter • field bounce • following a goal • boundary throw-in

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of fundamental positioning skills relevant to umpiring Australian football at junior or beginner level in an actual game situation • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ effectively see the situation at hand ○ position appropriately at set plays ○ position appropriately in general play ○ position appropriately in the scoring area
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL004A Interpret and apply the fundamental rules of Australian football at a junior or beginner level ○ SRSAFL005A Use basic communication strategies to umpire Australian football at a junior or beginner level ○ SRSAFL006A Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties ○ Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted ○ Knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies ○ Knowledge of the career path for umpires in order to develop your own career path in officiating ○ Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required ○ Working in a team environment in order to develop rapport with other members and achieve set outcomes ○ Knowledge of the match and match environment in order to effectively umpire an Australian football match

	<ul style="list-style-type: none"> ○ Knowledge of the role of the field, boundary and goal umpire in order to work as a team ● Required skills <ul style="list-style-type: none"> ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a junior or beginner level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over three (3) fixture matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key rules and regulations • Communicating ideas and information - Convey information verbally, through indications and signals • Planning and organising activities - Position in accordance to play situations • Working with teams and others - Cooperate with other officials and support personnel • Using mathematical ideas and techniques - Complete scorecards and match report forms • Solving problems - Respond quickly to position changes • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL008A	PERFORM THE ADVANCED SKILLS OF AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to undertake drills, activities and games to develop and perform the advanced skills of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill of Australian football	1.1 Explain <i>biomechanical principles</i> as they apply to <i>advanced skills</i> of Australian football 1.2 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the advanced skills of Australian football	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>rules, regulations and policies</i> of Australian football 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of skills in a safe <i>work environment</i>
3 Perform the advanced skills of Australian football under match conditions	3.1 Identify the <i>advanced skills of Australian football</i> and their purpose 3.2 Link advanced Australian football skills to perform a sequence of movements
4 Review and adapt the advanced skills in response to feedback	4.1 Participate in a <i>review</i> process to identify necessary performance modifications 4.2 Identify aspects needing further emphasis and/or attention, and incorporate into future training sessions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills	[all categories] <ul style="list-style-type: none"> skill level for the relevant position, or skill of the game, under match conditions is a minimum of 70% effectiveness/accuracy
Advanced skills of Australian football	[all categories] <ul style="list-style-type: none"> offensive skills of Australian football checking skills of Australian football positional skills specialist skills offensive and checking skill proficiency demonstrated on both sides of the body, where appropriate
Biomechanical principles	[all categories] <ul style="list-style-type: none"> balance motion force momentum power
Drills, activities and/or games	[all categories] <ul style="list-style-type: none"> show a sequential progression to an 'on field' situation, or starts with the 'on field' situation and then breaks down skills are prescribed by the coach at each training session based on the needs of the players/game, assessment of opposition, stage of the season, objectives of the session are designed to develop the advanced skills of Australian football should include <ul style="list-style-type: none"> advanced skill drills grid work relevant modified games there are many good manuals that describe these activities
Review	[all categories] <ul style="list-style-type: none"> individual as a member of the team

Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Football League rules of the game and notes on the laws • best practice codes of conducts such as Australian Football League code of conduct • policies of the employer organisation such as, eg, Anti doping policy, Australian Sports Commission Harassment-free Sport policy • the Australian Football League racial vilification policy
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian footballs • witches hats • tackle bags • bump pads • videos • goal posts
Work Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • organisational health and safety requirements and equipment include <ul style="list-style-type: none"> ○ safety requirements as listed in the Australian Football League rules of the game and notes on the laws • other recommended safety guidelines are <ul style="list-style-type: none"> ○ mouthguards/protection to be worn ○ no jewellery to be worn ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ access to first aid facilities/equipment ○ blood borne infectious disease policy ○ hygiene policy • conditions and external influences include <ul style="list-style-type: none"> ○ environmental/weather conditions ○ other facility users ○ spectators ○ parents ○ umpires and administrators ○ other coaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and execution of the advanced skills of Australian football • Assessment of performance should be over a period of time covering all categories of skill acquisition for Australian football from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the advanced skills of Australian football as applicable to selected position/player ○ perform the advanced skills of Australian football under match conditions ○ apply the rules, regulations and policies of Australian Football League ○ review own and team performance and identify modifications for future training sessions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL009A Perform the advanced tactics of Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of Australian football ○ Sound knowledge of the rules and regulations of Australian football ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of safety issues when undergoing physical training • Required skills <ul style="list-style-type: none"> ○ Ability to play Australian football at the intermediate level ○ Motor and physical skills to participate in physical training ○ Ability to perform the tactics of Australian football at intermediate level

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at an advanced level of competition at a registered fixture • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over five (5) matches and three (3) different ground locations in order to ensure consistency in performance over the Range Statements and contexts applicable to playing Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during training session or game of Australian football with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key advanced skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan training session • Working with teams and others - Work with players and other coaches • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify necessary performance modifications • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL009A	PERFORM THE ADVANCED TACTICS OF AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in activities, games, discussions and other strategies to develop and perform the advanced tactics of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Develop advanced tactics of Australian football	1.1 Identify the tactics and strategies to be developed in consultation with the coach and other players 1.2 Use appropriate methods to develop the identified advanced tactics 1.3 Use appropriate psychological methods in pre-game preparation
2 Participate in a pre-match analysis and preparation session	2.1 Identify techniques used to prepare psychologically, using strategies commonly used at advanced level within Australian football 2.2 Analyse strengths and weaknesses of individual opposition player/s and identify counter strategies 2.3 Identify use of game plans 2.4 Identify the role of the coach and support staff regarding tactics for training, team preparation and match situations
3 Demonstrate ability to implement agreed strategies and game plans, and make decisions during the match	3.1 Identify strategies to counter strengths and weaknesses of own player/s and opposition player/s 3.2 Identify the application of game plans 3.3 Identify statistics for team and player 3.4 Demonstrate communication with team mates in order to develop own and team performance
4 Participate in a post-match analysis and follow-up	4.1 Identify methods for post-match de-briefing, highlighting pre and in-match performance 4.2 Demonstrate application of post match analysis including strengths and weaknesses of own player/s and opposition player/s in relation to field positioning and match-ups for future referral 4.3 Record and analyse statistics

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • the level of tactics and strategies relevant to the player's position is a minimum of 70% effectiveness/accuracy • team set-ups • centre bounce • free kicks • kick outs • patterns of play in attack • patterns of play in defence • analysing the match • game plans for team and individuals • weather/ground condition • communication
Game plans	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team • set plays • targeting opposition players • style of play • situational plays
Psychological methods	<p>[all categories]</p> <ul style="list-style-type: none"> • goal setting • visualisation • relaxation techniques • motivation techniques • focusing
Role of the coach	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team preparation • identify strengths and weaknesses • develop strategies to improve weaknesses/strengths • developing and implementing tactics and strategies • performance assessment of team/opposition • administer

Statistics	<p>[all categories]</p> <ul style="list-style-type: none"> • 50m penalty • ball up bounce • behind • block • centre bounce • clanger handball • clanger kick • clanger kick in • contested mark • dispossessed • handball • earned mark • rushed behind • short kick • short kick in • tackle • free kick - advantage • free kick against • free kick for • gather • goal • ground kick • ineffective kick • ineffective kick in • inside 50m • kick in to self • knock on • long kick • long kick in • no pressure error • out of bounds • rebound 50m • running bounce • uncontested mark
Strengths and weaknesses of own player/s and opposition player/s	<p>[all categories]</p> <ul style="list-style-type: none"> • physical strengths and weaknesses (height, weight, speed, passing accuracy) • tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)

Support staff	[all categories] <ul style="list-style-type: none">• operations/manager<ul style="list-style-type: none">○ equipment○ gear○ buses○ meals○ accommodation○ coordinate time/training schedules○ physical well being• physiotherapist/strappers<ul style="list-style-type: none">○ prevention of injuries○ treatment of injuries• sports trainer<ul style="list-style-type: none">○ on field assessment of injuries○ initiate first aid (where appropriate)○ strapping• doctor• skills coach• fitness advisor• statistician
----------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of advanced level tactics of Australian football as applied in a game of Australian football • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ participate in the process of identifying appropriate methods of implementing tactics for the up coming game ○ psychologically prepare for the game ○ use strategies to counter strengths and weaknesses of opposition player/s ○ follow the game plan during the actual game ○ participate in post match analysis and follow-up
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL008A Perform the advanced skills of Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate tactics and strategies of Australian football ○ Knowledge of drills, activities and games ○ Knowledge of the rules and regulations of Australian football ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Ability to play Australian football at advanced level ○ Application of the tactics of Australian football, at least at intermediate level

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ Australian football players at State or National level ○ Australian Football League rule book ○ Australian Football League code of conduct ○ Australian Football League policies such as anti doping policy ○ Australian Sports Commission harassment free sport policy • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching at the advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as player effectiveness this unit of competency must be assessed over a two (2) games in order to ensure consistency in performance over the Range Statements and contexts applicable to playing Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate advanced strategies and tactics • Communicating ideas and information - Give clear directions on how to perform tactics • Planning and organising activities - Plan team tactics • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Develop counter strategies • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL010A	INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage an Australian football game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game at the local or district level	1.1 Assess the condition of the players/ <i>other officials</i> in terms of their suitability to participate in the match and in accord with the accepted <i>best practice principles of Australian football</i> 1.2 Assess the environment, <i>external influences</i> , facilities and <i>equipment</i> to ensure they are in accordance with the requirements for the match 1.3 Assess and confirm the safety and other risks are within acceptable levels prior to commencement of the match 1.4 Act appropriately based on assessment of the conditions
2 Observe a match and identify information on which to base decisions	2.1 Observe players and club officials to see that the match is conducted in accordance with the <i>rules and regulations</i> of Australian football including local rules 2.2 Undertake observation with minimal disruption to the conduct of the game 2.3 Identify breaches of <i>rules and regulations</i> by players and club officials and take appropriate action
3 Interpret and apply rules and regulations in accord with the spirit of the game	3.1 Apply the laws using relevant <i>information</i> 3.2 Ensure the interpretation of the <i>rules and regulations</i> is consistent with the <i>spirit of the laws</i> of Australian football 3.3 Demonstrate accurate and consistent decision making based on fairness, participant safety and the <i>spirit of the laws</i>
4 Communicate decisions and manage the outcomes of decision making while umpiring the match	4.1 Communicate decisions in accordance with the prescribed procedures and <i>resources</i> for Australian football at <i>local or district level</i> of competition 4.2 Manage the reactions of participants in accordance with the <i>rules and regulations</i> of Australian football at <i>local or district level</i> of competition, including the umpiring guidelines

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] <ul style="list-style-type: none"> • whistle • personal equipment - uniform, notebook, pen, report sheets, scorecards, flags • equipment for visual aids - red/yellow cards
External influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ ground condition ○ fencing • weather conditions <ul style="list-style-type: none"> ○ wind ○ sun ○ rain • coaches benches • spectators
Information	[all categories] <ul style="list-style-type: none"> • laws and interpretations • regulations • player injury • competitive positioning of players • participant reactions - verbal • field umpire • relevant laws and interpretations • spirit of the laws <ul style="list-style-type: none"> ○ contest for the ball - general play ○ contest for the ball - marking contests ○ contest for the ball - ruck contests ○ tackling the player in possession ○ advantage plays ○ 50m penalty ○ diving on the ball • other free kicks • order off law • contests between players • scoring • goal umpire <ul style="list-style-type: none"> ○ relevant laws and interpretations ○ scoring ○ positioning of umpire

	<ul style="list-style-type: none"> • boundary umpire <ul style="list-style-type: none"> ○ relevant laws and interpretations ○ out of bounds/out off the full • is imparted <ul style="list-style-type: none"> ○ signals ○ in writing ○ verbally ○ indications
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 experience in umpiring Australian football • participants with appropriate levels of fitness – cardiorespiratory, strength, endurance and flexibility • participants with appropriate motor performance factors – agility, speed, coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs, eg gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • players and club officials up to senior local or district level of competition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • timekeepers • colleagues • sports administrators • team Managers • coaches • sport medicine personnel • interchange steward • runners • trainers • water carriers
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • playing ground <ul style="list-style-type: none"> ○ marked ○ padded posts • team of umpires • controlling body paperwork • football • stretcher • medical kit • ice • change rooms • siren/bell/horn

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the laws of Australian Football League • Level 2 Australian Football League field umpire coaching manual, workbook and video • Level 2 Australian Football League boundary umpire coaching manual and workbook • Level 2 Australian Football League goal umpire coaching manual and workbook • Australian Football League codes of conduct
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • advantage rule • creating a flowing game • enjoyment
Spirit of the laws	<p>[all categories]</p> <ul style="list-style-type: none"> • a philosophical guideline accepted within the culture of Australian football regarding the interpretation

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of interpreting and applying the rules of Australian football at a local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the match ○ observe a game and recognise when breaches of rules and regulations occur ○ make a correct decision for a particular situation ○ communicate that decision to the players, coaches, spectators
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL011A Use communication strategies to umpire Australian football at a local or district level ○ SRSAFL012A Demonstrate positioning skills relevant to umpiring Australian football at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to officiate effectively ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to umpire effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions

	<ul style="list-style-type: none"> ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out ○ Knowledge of the order off procedures in order to umpire effectively ● Required skills <ul style="list-style-type: none"> ○ Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football ○ Decision making skills in order to umpire effectively making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a local or district level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at local or district level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
<p>Consistency in performance</p>	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Interpret key laws and regulations • Communicating ideas and information - Convey information using appropriate indications, verbal and written techniques • Planning and organising activities - Assess environment, facilities, and equipment • Working with teams and others - Demonstrate interpersonal skills and coping skills to develop rapport with players and support personnel • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Negotiate situation to achieve desired outcome • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL011A	USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise communication strategies required to manage an Australian football match at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Provide verbal <i>information</i> and instruction to explain decisions to players, coaches, club officials and other umpires 1.2 Use voice effectively 1.3 Listen to <i>local or district level</i> players and <i>other officials</i> and respond 1.4 Interact with players and <i>other officials</i> in a friendly and professional manner
2 Use indications	2.1 Use indications associated with Australian football to convey an explanation of decisions to other umpires, players, spectators, interchange stewards, scorers or timekeepers 2.2 Interpret <i>signals</i> from <i>other officials</i>
3 Use auditory devices	3.1 Perform the complete range of whistle commands 3.2 Demonstrate effective use of a whistle to effectively influence outcomes
4 Employ interpersonal skills	4.1 Demonstrate a range of interpersonal skills when handling on ground situations 4.2 Demonstrate a range of interpersonal skills when handling off ground situations
5 Make effective use of body language	5.1 Use an open body stance and posture when interacting with others 5.2 Use firm, confident <i>signals</i> and movements 5.3 Make eye contact

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Auditory devices	all categories may include but not limited to <ul style="list-style-type: none"> • siren • whistles
Information	all categories may include but not limited to <ul style="list-style-type: none"> • laws and interpretations • regulations • player injury • competitive positioning of players • participant reactions - verbal • field umpire <ul style="list-style-type: none"> ○ relevant laws and interpretations ○ spirit of the laws ○ contests between players ○ scoring • goal umpire <ul style="list-style-type: none"> ○ relevant laws and interpretations ○ scoring ○ scoring - all clears ○ start/end match or quarter ○ delay in play ○ participant reactions - verbal and physical ○ other officials ○ positioning of umpires • positioning of umpires <ul style="list-style-type: none"> ○ boundary umpire ○ relevant laws and interpretations ○ out of bounds/out of the full ○ scoring - all clears ○ start/end match or quarter ○ delay in play ○ participant reactions - verbal and physical ○ other officials • information is imparted <ul style="list-style-type: none"> ○ verbally ○ in writing ○ aurally ○ signals ○ indications

Local or district level	<p>all categories may include but not limited to</p> <ul style="list-style-type: none"> • participants with Level 1 experience in umpiring Australian football • participants with appropriate levels of fitness, cardio-respiratory, strength, endurance and flexibility • participants with appropriate motor performance factors - agility, speed, coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs eg gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • players and club officials up to senior local or district level of competition
Other officials	<p>all categories may include but not limited to</p> <ul style="list-style-type: none"> • the umpire • timekeepers • colleagues • sports administrators • team managers • coaches • sport medicine personnel <ul style="list-style-type: none"> ○ doctor ○ physiotherapist • interchange steward • runners • trainers • water carriers • umpires coaches/advisors/observers

Signals	all categories may include but not limited to <ul style="list-style-type: none">• field umpire• push in the back<ul style="list-style-type: none">○ high tackle○ holding the man○ holding the ball○ start of match/quarter○ end of quarter/match○ all clear eg, goal, behind○ blood rule○ throw the ball in (out of bounds)○ change of control○ retaining control• boundary umpire<ul style="list-style-type: none">○ out of bounds○ out on the full○ blood rule• goal umpire<ul style="list-style-type: none">○ goal○ behind• assisting with<ul style="list-style-type: none">○ out of bounds○ out on the full○ blood rule
----------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of communication strategies used to umpire Australian football at a local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ employ interpersonal skills to communicate orally with players and other officials in an effective manner ○ use and interpret signals ○ use auditory devices ○ convey a confident and friendly manner through body and posture
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL010A Interpret and apply the rules of Australian football at a local or district level ○ SRSAFL012A Demonstrate positioning skills relevant to umpire Australian football at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to umpire effectively ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to umpire effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions

	<ul style="list-style-type: none"> ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out ○ Knowledge of the order off procedures in order to umpire effectively ● Required skills <ul style="list-style-type: none"> ○ Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football ○ Decision making skills in order to officiate effectively, making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability to position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a local or district level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at local or district level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key rules, regulations, and infringements and relevant signals • Communicating ideas and information - Convey explanations of decisions clearly • Planning and organising activities - Organise personal equipment • Working with teams and others - Demonstrate interpersonal skills to develop rapport with players and support personnel • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Manage situations using conflict resolution skills • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL012A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of umpire positioning skills required to manage an Australian football game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to start or restart play	1.1 Identify and note the positioning principles for field umpiring (1 and 2 umpire system) and/or goal umpiring and/or boundary umpiring at the commencement or recommencement of a match 1.2 Demonstrate the appropriate positioning for field umpiring (1 and 2 umpire system), goal umpiring and boundary umpiring at the commencement or recommencement of a match in a game at the local or district level
2 Adopt appropriate position/s for general plays	2.1 Identify and note the positioning principles for field umpiring (1 and 2 umpire system) goal umpiring and/or boundary umpiring in general play and play near scoring line and boundary line 2.2 Demonstrate the appropriate positioning for field umpiring (1 and 2 umpire system), goal umpiring and boundary umpiring in general play and play near scoring line and boundary line 2.3 Apply positioning principles for a set shot at goal likely to score (1 and 2 umpire systems)
3 Move appropriately to maintain optimal position to view play throughout the game	3.1 Obtain the best position to see all elements of the situation at hand (1 and 2 umpire system) 3.2 Demonstrate teamwork with umpiring colleagues and other officials (1 and 2 umpire system)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level 1 experience in umpiring Australian football • participants with appropriate levels of fitness, eg, cardio-respiratory, strength, endurance and flexibility • participants with appropriate motor performance factors, eg, agility, speed, coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • players and club officials up to senior local or district level of competition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • timekeepers • colleagues • sports administrators • team managers • coaches • sport medicine personnel <ul style="list-style-type: none"> ○ doctor ○ physiotherapist • interchange steward • runners • trainers • water carriers
Positioning	<p>[all categories]</p> <ul style="list-style-type: none"> • starting play • set play • general play • change of control • retaining control • second umpire • end of quarters • pre determined areas of control • position of other umpire • player being reported by umpire

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of positioning skills relevant to umpire Australian football at a local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position effectively to see the situation at hand and make the correct decision ○ position appropriately for set plays ○ cooperate with partner and other officials
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL010A Interpret and apply the rules of Australian football at a local or district level ○ SRSAFL011A Use communication strategies to umpire Australian football at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to umpire effectively ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to umpire effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out

	<ul style="list-style-type: none"> ○ Knowledge of the order off procedures in order to umpire effectively ● Required skills <ul style="list-style-type: none"> ○ Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football ○ Decision making skills in order to umpire effectively, making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability to position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a local or district level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at local or district level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football

<p>Context for assessment</p>	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
--------------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify refereeing guidelines, responsibilities and procedures • Communicating ideas and information - Convey information using appropriate indications, verbal and written communication • Planning and organising activities - Organise effective refereeing activities • Working with teams and others - Demonstrate teamwork and cooperation with partner and other officials • Using mathematical ideas and techniques - Record results accurately • Solving problems - Make accurate, effective and correct decisions • Using technology - Use technical aids properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL013A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF AUSTRALIAN FOOTBALL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop intermediate skills of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of Australian football	1.1 Explain basic biomechanical principles in the context of Australian football skills 1.2 Identify an intermediate skill and its purposes and break the skill into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to performance of the skill 1.4 Ensure organisation's Occupational Health and Safety requirements are in accordance with Australian Football
2 Identify appropriate teaching methods and coaching styles to develop the intermediate skills of Australian football	2.1 Reinforce the Show, Practice, Instruct, Reward method of teaching in the context of Australian football intermediate skills 2.2 Identify appropriate communication techniques and their application to a variety of players and situations 2.3 Identify effective group organisation and note to ensure optimum use of resources and effective communication 2.4 Identify best practice principles of Australian Football
3 Assess players readiness to acquire and perform the intermediate skills of Australian football	3.1 Identify the skill or skills to be developed 3.2 Identify and describe factors which affect the acquisition of the intermediate skills of Australian football in relation to skill acquisition of players 3.3 Assess players regarding their readiness to acquire the skill being taught or developed 3.4 Use the Show, Practice, Instruct, Reward method of skill development is used. 3.5 Identify aspects needing further emphasis and/or attention for intervention or progression in future sessions

<p>4 Conduct drills, activities and/or games to teach or develop the intermediate skills of Australian football</p>	<p>4.1 Select teaching methods and coaching styles to match the players readiness, the monitored environment, the intermediate skills and the equipment available</p> <p>4.2 Conduct training activities in accordance with a clearly developed set of team rules and laws of the game and regulations</p> <p>4.3 Conduct training activities as part of a periodised year-long program</p> <p>4.4 Provide relevant information, explanations and demonstrations to ensure that drills, activities and/or games are to achieve identified outcomes relating to skill development</p> <p>4.5 Allocate sufficient space and resources for the drill, activity or game</p> <p>4.6 Keep verbal instructions to a minimum</p> <p>4.7 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis</p> <p>4.8 Observe players to see that the drills, activities and/or games are conducted in a safe and appropriate environment</p> <p>4.9 Observe with minimal disruption to the flow of the drill, activity or game</p> <p>4.10 Provide corrections and feedback regarding skill acquisition on a team or individualised basis</p>
<p>5 Adapt the teaching of an intermediate skill in response to feedback</p>	<p>5.1 Teach an intermediate skill using the Show, Practice, Instruct, Reward method in a monitored environment</p> <p>5.2 Monitor the teaching method and coaching effectiveness during the instruction and assess following the instruction</p> <p>5.3 Implement any required modifications to the teaching method and coaching style in response to results of the monitoring</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate communication techniques	[all categories] <ul style="list-style-type: none"> • communication with a large group of players in an open environment • one-on-one communication • use of runners during matches • 2 way radios (during matches) • white-board or static presentation • computer-generated information/reports • video analysis/match analysis • factors to be considered <ul style="list-style-type: none"> ○ age ○ gender ○ ethnicity ○ preferred language ○ sensory or intellectual impairment (sight loss or hearing loss) ○ education background
Best practice principles	[all categories] <ul style="list-style-type: none"> • Australian Football League policies, eg, blood rule, racial vilification, drug code • Australian Football League Coaches Code of Conduct • Australian Football Coaches Association • Australian Coaching Council's Coaches Code of Conduct policy • Australian Sports Commission Harassment-free Sport policy • Australian Football League skills manual and videos
Basic biomechanical principles	all categories may include but not limited to <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate skills of Australian football • such as those described in Kick Left, Kick Right video and manual • should include <ul style="list-style-type: none"> ○ basic skill drills ○ grid work ○ relevant modified games

Drills, activities and games to teach or develop the intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • individual skill development (pairs, small groups) • drills (full ground, triangular, grids, lane work) • conditioned games • set play rehearsals • simulated match conditions • there are a number of variations on each of the above activities
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • the following skills performed accurately in a competitive environment <ul style="list-style-type: none"> ○ handball ○ kicking ○ ruckwork ○ marking ○ general skills, eg, bouncing, picking up ○ checking skills, eg, shepherding/blocking, screening, tackling ○ team play • there are a number of variations on each of the above skills, eg, Australian Football League coaching manuals or similar • intermediate skills vary from basic skills in that the former need to be performed effectively under pressure in match conditions while the latter may be demonstrated under minimal or no pressure
Laws of the game and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the laws of Australian Football League • spirit of the laws booklet • Australian Football League junior policy document (including the rules of Aussie footy) • Australian Football League Level 2 coaching manual
Monitored environment	<p>[all categories]</p> <ul style="list-style-type: none"> • peer feedback • coach feedback • qualified assessor feedback
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • as set out in the laws of Australian football • professionally fitted mouthguards should be worn • safe ground for training and competition • no jewellery to be worn at training • goal posts should be padded • change rooms and facilities conforming to appropriate health and safety regulations • use of drink bottles consistent with policies avoiding spread of hepatitis, human immuno-deficiency virus • first aid adequately resourced at training and at matches • blood rule policies implemented at all times

Periodised	<p>[all categories]</p> <ul style="list-style-type: none"> • periodised plan refers to a yearly plan taking account of variations in emphasis on skill development at training sessions during pre-season, in-season, post-season while also recognising specificity as a major principle of all aspects of training in Australian football
Show, Practice, Instruct, Reward	<p>[all categories]</p> <ul style="list-style-type: none"> • show <ul style="list-style-type: none"> ○ name the skill ○ demonstrate three times (minimum) ○ give three coaching points (maximum) • practice <ul style="list-style-type: none"> ○ allow players to practise • instruct <ul style="list-style-type: none"> ○ provide instruction on the coaching points ○ players are given the opportunity to ask questions • reward <ul style="list-style-type: none"> ○ provide feedback
Team rules	<p>[all categories]</p> <ul style="list-style-type: none"> • underpinning rules for each individual team developed by the coach, perhaps in consultation with players, regarding on-field performance <ul style="list-style-type: none"> ○ run to support ○ no u-turns ○ handball from ground level

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the intermediate skills of Australian football • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ teach and correct intermediate Australian football skills ○ review and adapt coaching methods to improve effectiveness
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL014A Apply the intermediate tactics and strategies of Australian Football in a competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of Australian football in order to pass this knowledge onto others in a teaching/coaching situation ○ Knowledge of drills, activities and games to teach the intermediate skills of Australian football ○ Knowledge of basic team formations, tactics and strategies for Australian football in order to pass these on in a teaching or coaching situation ○ Knowledge of the laws and regulations of Australian football in order to instruct according to these laws and regulations ○ Knowledge of the relevant modified rules and regulations of Australian football to use in an instructing situation ○ Knowledge of relevant equipment and safety requirements and policies to conduct a safe teaching session

	<ul style="list-style-type: none"> ○ Knowledge of the development structure of Australian football in order to assist participants to develop their game ○ Knowledge of appropriate physical conditioning practices in Australian football in order to conduct safe training sessions ○ Knowledge of nutrition and hydration requirements for Australian football in order to conduct safe training sessions ○ Knowledge of the benefits and dangers of introducing a weight training program in relation to skill development and performance ○ Knowledge of basic psychological considerations in coaching individuals and teams, especially as they relate to effective communication ● Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of Australian football eg movement, voice, use of technical aids, judgement, reporting ○ Ability to teach effectively, especially through implementation of Show, Practice, Instruct, Reward method and use of technical aids, support staff and appropriate feedback mechanisms ○ Ability to implement an appropriate fitness training program which complements skill development of individuals and the team, including awareness of appropriate nutrition and hydration for footballers, weight training, and effective recovery and rehabilitation practices ○ Ability to develop team play through introduction and refinement of strategies and tactics which build upon team rules and skill levels of players ○ Ability to develop appropriate behaviours of self and players in relation to officials, especially to umpires ○ Ability to work as a member of a team, including specialist coaches, selectors
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at the intermediate level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over at least one (1) training session and one (1) match in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching Australian football

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game or training session of Australian football with players participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Evaluate key intermediate skills • Communicating ideas and information - Use appropriate verbal, non-verbal, and written forms of communication in any given situation • Planning and organising activities - Develop and coordinate drills and training activities • Working with teams and others - Develop team play and cooperation among players and support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Correct skill development and acquisition • Using technology - Use technological aids appropriately <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL014A	APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF AUSTRALIAN FOOTBALL IN A COMPETITIVE SITUATION
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to apply the intermediate tactics and strategies of Australian football.

ELEMENT	PERFORMANCE CRITERIA
1 Assess the <i>player readiness</i> to implement intermediate tactics and strategies of Australian football	1.1 Identify the tactics and/or strategies to be developed for intermediate level players 1.2 Assess <i>player readiness</i> to acquire the intermediate tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the intermediate tactics and strategies of Australian football
2 Develop intermediate attacking and defensive tactics of Australian football	2.1 Assess and note the <i>strengths and weaknesses</i> of the team 2.2 Develop a team plan consistent with the <i>team personnel</i> 2.3 Implement <i>appropriate methods</i> to develop the players' ability to utilise attacking and <i>defensive tactics and strategies</i> 2.4 Implement <i>appropriate methods</i> and use of <i>resources</i> to develop the players' ability to appreciate and understand the interactive processes involved in tactical aspects of the game 2.5 Develop and implement <i>intermediate attacking tactics and strategies</i> through effective training practices and in fixture matches over the course of a season 2.6 Use <i>appropriate methods</i> to develop the players' ability to implement counteractive strategies encountered during competition
3 Undertake pre-match analysis and preparation	3.1 Ensure that match preparation is appropriate to the players and the environment and follows <i>endorsed standards promoted by Australian Football</i> 3.2 Make decisions regarding team selection and player positions after careful analysis of own player/s in relation to field positioning and likely match-ups 3.3 Analyse <i>strengths and weaknesses</i> of opposition player/s and that advise own players on how to approach their opponents 3.4 Identify the <i>rules and regulation</i> for a given situation
4 Undertake in-match analysis and decision making	4.1 Adopt appropriate psychological approaches to enhance performance at this level of competition, with particular emphasis on effective communication, motivation and feedback 4.2 Make decisions regarding substitutions and positional changes in the light of analysis of comparative <i>strengths and weaknesses</i> of own player/s and opposition players in relation to field positioning and match-ups 4.3 Provide appropriate advice to own players in relation to their <i>strengths and weaknesses</i> and those of opposition players on how to approach opponents and/or situations 4.4 Monitor the situation of the game and make positional changes, interchanges and counter tactics to best effect 4.5 Analyse statistics, seek advice from support staff and players and make relevant adjustments to team line-up and individual match-ups

5 Undertake post-match analysis and follow-up	5.1 Debrief players appropriately following the game 5.2 Review performance of individual players and the team and implement appropriate on-going coaching strategies to enhance performance
--	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate methods	<p>[all categories]</p> <ul style="list-style-type: none"> • using the Show, Practice, Instruct, Reward method to introduce and teach new team tactics and strategies • making verbal instructions concise and relevant • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback on organisational issues not individual issues • selecting methods of teaching/learning to suit the tactical strategies being developed • monitoring and adjusting instruction to players' responses during and/or between sessions
Defensive tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • the considerations relevant to development of defensive tactics and strategies in Australian football include <ul style="list-style-type: none"> ○ on an individual basis within the team environment • being accountable for opponent when own team not in possession • minimising attacking options by pressure in mid-field • forcing opponent onto his non-preferred side • playing between own opponent and the ball • forcing opponent to the boundary • channelling opponents and the ball to non-preferred scoring areas • spoiling, playing safe rather than taking risks • applying a tag to selected players • filling spaces at set plays while remaining accountable for opponent <ul style="list-style-type: none"> ○ team • man on man defence • zone defence • overloading the defensive area • counteracting actions to opposition set-plays, eg, man-up • defensive pattern of moving the ball wide of the central corridor • defensive clearance through a switch of play across the face of goal • defensive clearance from kick off by flooding the defensive area • defensive clearance through use of the huddle at centre half back • slowing down play by sharing the ball via short kicks to unmanned team mates <ul style="list-style-type: none"> ○ considerations • safety in preference to risk • time available, slow things down • stage of the game (time remaining) • occupying or restricting space within the defensive zone • decision making • anticipation • field setting

	<ul style="list-style-type: none"> • defensive balance and/or patterns • regaining possession • minimising angles of attack • concentration on proximity to opponent rather than ball-chasing • reading the play
<p>Endorsed standards promoted by Australian football</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • the standards endorsed by Australian football as they relate to coaches include <ul style="list-style-type: none"> ○ the Australian Football League Coaches Code of Conduct ○ Australian Football League policies, eg, blood rule, racial vilification, drug code ○ Australian Football Coaches Association ○ Australian Sports Commission Harassment-free Sport policy ○ Australian Football League skills manuals and videos
<p>Intermediate attacking tactics and strategies</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • the considerations relevant to development of attacking tactics and strategies in Australian football include <ul style="list-style-type: none"> ○ on an individual basis within the team environment • exploiting opponent's weaker side or one-sidedness • exploiting opponent's weaknesses (fitness) • employing deception skills (feint, baulk, dummy lead) • accountability for opponent when own team not in possession • preparedness to sacrifice own possession gathering for team possessions <ul style="list-style-type: none"> ○ team • attacking pattern of using the central corridor forward of the centre zone • creating space within the forward zone • getting greater numbers to the ball • set plays at centre bounces, field bounces, boundary throw-ins, free kicks, kicks after a mark, kick-ins after behinds are scored, and set kicks from outside attacking 50 metre line • quick movement of the ball through overlapping handpasses and kicks <ul style="list-style-type: none"> ○ considerations • deception • risk versus safety • shot selection and placement • time available • stage of the game (time remaining) • space, depth and/or width • field setting/rehearsal • decision making • anticipation • penetration • attacking and scoring • keeping possession • delay • reading the play

<p>Player readiness</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • players at intermediate level need to have sound development as follows <ul style="list-style-type: none"> ○ physical, eg, all core areas of fitness need to be developed to a stage where participation in full competition can be undertaken ○ motor skills are fully developed to a level that enables the basic skills of Australian football to be performed automatically under limited pressure ○ social/psychological/emotional, eg, a capacity to effectively work as a member of a fully functioning team is essential, while also taking pride in ongoing individual development and achievement
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical <ul style="list-style-type: none"> ○ Australian Football League staff and publications/videos ○ Australian football National Coach Accreditation Scheme courses in each state/territory ○ state directors of coaching in each state/territory ○ development managers in each State/Territory Activity Organisation ○ Australian Football Coaches Association branches in each state/territory ○ Australian Football League club personnel • equipment <ul style="list-style-type: none"> ○ footballs ○ portable goal posts ○ tackle bags ○ ruck bags ○ marker cones ○ video cameras/players ○ computer statistics systems • materials <ul style="list-style-type: none"> ○ Australian Football League coaching manuals ○ books/articles on team play and tactics ○ books/articles on game sense ○ books/articles on modified games and training drills ○ videos on team play and tactics ○ Australian Coaching Council texts and videos • health and safety provisions <ul style="list-style-type: none"> ○ guidelines produced by the Sports Medicine Australia and Australian Sports Commission • indoor/outdoor facilities <ul style="list-style-type: none"> ○ ovals ○ gymnasiums ○ lecture theatres
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the laws of Australian football booklet

Strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • personnel • physical attributes • skill level
Team personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with adequate health status • participants with appropriate motor performance factors, eg, agility, speed, coordination • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • coaches at regional or local level up to state level of competition • registered members of the Australian football coaches association • actively coaching a team competing in a season-long fixture in a registered competition

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to successfully interpret, develop and communicate patterns of team play and tactics necessary for a team to participate effectively at an intermediate level • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ teach and correct intermediate Australian football tactics ○ review and adapt coaching methods to improve effectiveness ○ observe a player/s and recognise when and how intervention should take place to improve individual/team tactics and strategies ○ motivate participants to achieve set training goals ○ review and adapt coaching method effectiveness
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL013A Teach or develop intermediate skills of Australian football • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate tactics and strategies of Australian football ○ Knowledge of drills, activities and games to teach the intermediate tactics and strategies of Australian football ○ Knowledge of the laws and regulations of Australian football in order to pass this information on to participants in a training session ○ Knowledge of relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) ○ Knowledge of the intermediate skills of Australian football in order to link these with the intermediate tactics and strategies in a training session ○ Knowledge of basic team formations, tactics and strategies for Australian football ○ Knowledge of the relevant modified rules and regulations of Australian football ○ Knowledge of relevant equipment and safety requirements and policies in order to conduct a safe training session ○ Knowledge of the development structure of Australian football in order to pass this information on to participants in training sessions ○ Knowledge of appropriate physical conditioning practices in Australian football ○ Knowledge of nutrition and hydration requirements for Australian football in order to conduct a safe training session ○ Knowledge of the benefits and dangers of introducing a weight training program in relation to skill development and performance ○ Knowledge of basic psychological considerations in coaching individuals and teams, especially as they relate to effective communication • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of Australian football, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide demonstrations, ie, self, other athletes as models, videos ○ Ability to teach effectively, especially through implementation of Show, Practice, Instruct, Reward method and use of technical aids, support staff and appropriate feedback mechanisms ○ Ability to implement an appropriate fitness training program which complements skill development of individuals and the team, including awareness of appropriate nutrition and hydration for footballers, weight training, and effective recovery and rehabilitation practices ○ Ability to develop team play through introduction and refinement of strategies and tactics which build upon team rules and skill levels of players ○ Ability to develop appropriate behaviours of self and players in relation to officials, especially to umpires ○ Ability to work as a member of a team including specialist coaches, selectors
---	--

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at the intermediate level of competition at a registered fixture • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in coaching effectiveness this unit of competency must be assessed over one (1) training session and one (1) match in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate intermediate strategies and tactics • Communicating ideas and information - Give clear directions on how to perform tactics • Planning and organising activities - Prepare team for match competition • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Perform assessment of team and opposition • Using technology - Use audio-visual equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL015A	INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage an Australian football game at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game at the advanced level	1.1 Assess the environment, resources facilities and equipment to ensure they are in accordance with requirements for the match 1.2 Assess and confirm safety and other risks as within acceptable levels prior to commencement of the match 1.3 Take appropriate actions based on an assessment of the conditions
2 Observe a game and identify information on which to base decisions	2.1 Observe players and club officials to see that the game is conducted in accordance with the rules and regulations of Australian football 2.2 Undertake observation with minimal disruption to the conduct of the match 2.3 Identify and note breaches of rules and regulations by players and club officials
3 Interpret and apply rules and regulations in accord with the spirit of the game	3.1 Apply laws using relevant information 3.2 Ensure the interpretation of rules and regulations is consistent with the spirit of the laws of Australian football 3.3 Demonstrate accurate and consistent decision making based on fairness and participant safety
4 Communicate decisions and manage the outcomes of decision making while officiating	4.1 Communicate decisions in accordance with the prescribed procedures for Australian football at a state or national level of competition 4.2 Manage the reactions of players and club officials in accordance with the rules and regulations of Australian football at a state or national level of competition, including the umpiring guidelines

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 experience in umpiring Australian football • participants with appropriate levels of fitness, cardio-respiratory, strength, endurance and flexibility • participants with appropriate motor performance factors, eg, agility, speed, coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • players and club officials up to state or national level of competition
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ whistle ○ uniform ○ report sheets ○ pen ○ notebook • equipment for visual aids
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • scoring • competitive positioning • participant reactions • other officials • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ indications ○ signals ○ aurally ○ computer reports

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • playing ground <ul style="list-style-type: none"> ○ marked ○ padded posts • team of umpires • controlling body paperwork • football • stretcher • medical kit • ice • change rooms • siren/bell/horn
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the laws of Australian football • Level 3 Australian Football League field umpire coaching manual and workbook • Australian Football League codes of conduct
Spirit of the laws	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • advantage rule • creating a flowing game • enhancing the spectacle • enjoyment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of interpreting and applying the rules of Australian football at an advanced level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statement • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the game ○ observe a game and recognise when breaches of rules and regulations occur ○ make a correct decision ○ communicate that decision to the players, colleagues, coaches and spectators ○ thoroughly prepare for and maximise performance during a match ○ understand a range of tactics and patterns of play employed at State or National level of competition
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL016A Use communication strategies to umpire Australian football at an advanced level ○ SRSAFL017A Demonstrate positioning skills relevant to umpiring Australian football at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to umpire effectively ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to umpire effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively

	<ul style="list-style-type: none"> ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out ○ Knowledge of the order off procedures in order to umpire effectively ● Required skills <ul style="list-style-type: none"> ○ Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football ○ Decision making skills in order to umpire effectively, making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ For boundary umpires ability to position appropriately, throw the ball in, use a whistle, run and indicate appropriately ○ For goal umpires ability to position appropriately and signal appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football ○ Public speaking skills in order to represent organisation in an effective manner when required
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at a state or national level at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) <ul style="list-style-type: none"> ○ Must be competent in umpiring at state or national level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret advanced rules, regulations and infringements • Communicating ideas and information - Convey information using appropriate indications, verbal and written communications • Planning and organising activities - Organise personal equipment • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Record results accurately • Solving problems - Use conflict resolution skills to manage situation • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL016A	USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skill required to successfully utilise communication strategies required to manage an Australian football game at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to players through clear and concise verbal communication 1.2 Demonstrate effective use of voice, including projecting voice over distances 1.3 Apply listening skills and respond to players and other officials in a positive and non threatening manner 1.4 Interact with advanced level players and other officials in a friendly and professional manner
2 Use signals	2.1 Use signals associated with Australian football to convey an explanation of decisions to other umpires, players, coaches, spectators, interchange stewards and timekeepers 2.2 Interpret and respond to signals from other officials 2.3 Demonstrate the use of signals to effectively cooperate with umpiring colleagues
3 Use auditory devices	3.1 Demonstrate the range of whistle commands in an authoritative manner 3.2 Use the whistle to influence outcomes on the field
4 Make effective use of body language	4.1 Use an open body stance and posture when interacting with others 4.2 Demonstrate firm, confident signals and movements while performing the role of an umpire

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 experience in umpiring Australian football • participants with appropriate levels of fitness, cardio-respiratory, strength, endurance and flexibility • participants with appropriate motor performance factors, agility, speed, coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance and enhancement • participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition • players and club officials at State or National level of competition
Auditory devices	<p>[all categories]</p> <ul style="list-style-type: none"> • whistle • siren
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • timekeepers • colleagues • sports administrators • team managers • team coaches • sport medicine personnel <ul style="list-style-type: none"> ○ doctors ○ physiotherapists • interchange steward • runners • trainers • water carriers • observers • umpire coaches

Signals	[all categories] <ul style="list-style-type: none">• field umpire<ul style="list-style-type: none">○ push in the back○ high tackle○ holding the man○ holding the ball○ start of match/quarter○ end of quarter/match○ all clear - goal, behind○ blood rule○ throw the ball in (out of bounds)○ change of control○ retaining control○ advantage○ play on○ 50m penalty• boundary umpire<ul style="list-style-type: none">○ out of bounds○ out on the full○ blood rule• goal umpire<ul style="list-style-type: none">○ goal○ behind• assisting with<ul style="list-style-type: none">○ out of bounds○ out on the full○ blood rule
----------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of communication strategies to umpire Australian football at an advanced level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate with fellow umpires ○ communicate orally with elite players, club officials and other officials in an effective manner ○ use and interpret signals ○ use auditory devices ○ convey a confident and friendly manner through body and posture while performing the role of an umpire
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL015A Interpret and apply the rules of Australian football at an advanced level ○ SRSAFL017A Demonstrate positioning skills relevant to umpiring Australian football at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to umpire effectively at the advanced level ○ Knowledge of signals and indications used in umpiring in Australian football ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to officiate effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively

	<ul style="list-style-type: none"> ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out ○ Knowledge of the order off procedures in order to umpire effectively ○ Knowledge of team tactics and patterns of play in order to understand what is happening on the field during a match ● Required skills <ul style="list-style-type: none"> ○ Decision making skills in order to umpire effectively, making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football ○ Public speaking skills in order to represent organisation in an effective manner when required ○ Interpersonal skills in order to develop rapport with participants, other officials, coaches, spectators and other relevant persons and conduct the match in a friendly and professional manner
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at the advanced level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent umpiring advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgment and observation this unit of competency must be assessed over three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret advanced rules, regulations and infringements • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Organise personal resources • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Record results accurately • Solving problems - Use conflict resolution skills to manage situation • Using technology - Use auditory devices properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSAFL017A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL
AFL	Australian football

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills required to manage an Australian football match at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s for set plays	1.1 Identify and note the <i>positioning</i> principles in the three umpire system applying to set play situations 1.2 Demonstrate <i>positioning</i> skills applying to set play situations 1.3 Apply cooperative <i>positioning</i> skills at set play situations
2 Adopt appropriate position/s to observe general play	2.1 Identify and note the <i>positioning</i> principles in the three umpire system applying to general play situations 2.2 Demonstrate <i>positioning</i> skills applying to general play situations 2.3 Apply cooperative <i>positioning</i> skills at general play situations 2.4 Identify <i>external influences</i> that may apply to play situations
3 Move appropriately to maintain optimal position to view play throughout the match	3.1 Demonstrate <i>positioning</i> skills to consistently obtain the best position to see all elements of the situation at hand 3.2 Demonstrate teamwork with on-field colleagues to achieve correct <i>positioning</i> throughout the match

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ ground condition • weather conditions <ul style="list-style-type: none"> ○ wind ○ sun ○ rain • coaches benches • spectators • television • media
Positioning	<p>[all categories]</p> <ul style="list-style-type: none"> • side-on to the contests • 20/25m from play • angle when the ball heads to the boundary line • pre-determined areas of control • position of other umpires

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of positioning skills relevant to umpire Australian football at an advanced level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position to control set plays ○ position to control general play ○ position cooperatively with umpiring colleagues
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSAFL015A Interpret and apply the rules of Australian football at an advanced level ○ SRSAFL016A Use communication strategies to umpire Australian football at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of Australian football in order to umpire effectively ○ Knowledge of signals and indications used in umpiring in Australian football ○ Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management ○ Knowledge of the role of the umpires in order to umpire with authority and effectiveness ○ Knowledge of the two umpire system in order to work as a team when required ○ Knowledge of an umpiring game plan in order to umpire effectively ○ Knowledge of the principles of controlling general play and set play situations in order to umpire effectively ○ Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences

	<ul style="list-style-type: none"> ○ Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions ○ Knowledge of the legal responsibilities of an umpire to ensure all responsibilities while umpiring a game are carried out ○ Knowledge of the order off procedures in order to umpire effectively ○ Knowledge of team tactics and patterns of play in order to understand what is happening on the field during a match ● Required skills <ul style="list-style-type: none"> ○ Decision making skills in order to umpire effectively making decisions relevant to the game flow ○ Player management skills in order to develop rapport with players and control the game ○ Communication skills to ensure information is given and received accurately and understood by all relevant persons ○ Motor skills in order to umpire efficiently and effectively ○ Whistle, running, indications in order to umpire effectively ○ For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately ○ Planning and organising skills to ensure the management of the game is effective ○ Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism ○ Administrative skills in order to complete necessary paperwork correctly ○ Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football ○ Public speaking skills in order to represent organisation in an effective manner when required ○ Interpersonal skills in order to develop rapport with participants, other officials, coaches, spectators and other relevant persons and conduct the match in a friendly and professional manner
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ Australian football facility ○ equipment ○ participants competing at the advanced level of competition at a registered fixture ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in umpiring at advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance	<ul style="list-style-type: none"> Due to the issues such as variation in judgement and observation this unit of competency must be assessed over three (3) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring Australian football
Context for assessment	<ul style="list-style-type: none"> This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of Australian football with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify positioning process in three umpire system • Communicating ideas and information - Convey positioning responsibilities clearly • Planning and organising activities - Organise personal equipment • Working with teams and others - Demonstrate cooperative positioning skills • Using mathematical ideas and techniques - Record results accurately • Solving problems - Make accurate and consistent decisions • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

ATHLETICS

ATH

Contents

SRSATH001A Teach and/or develop the fundamental skills of athletics1

SRSATH002A Manage an athletics competition/event at a beginner level.....9

SRSATH001A	TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF ATHLETICS
ATH	Athletics

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach and develop the fundamental skills of athletics.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare athletes for participation in a athletics lesson	1.1 Meet athletes and make them feel welcome and at ease 1.2 Ensure athletes dress and equipment is safe and appropriate to participate in the lesson 1.3 Identify and apply a range of class organisational methods to the lesson 1.4 Ensure organisation's occupational health and safety requirements are in accordance with requirements for the lesson 1.5 Assess and confirm safety as acceptable prior to commencement of participation 1.6 Act appropriately based on assessment of the conditions and external influences 1.7 Explain to athletes the aims and objectives of each lesson 1.8 Explain to athletes the rules and safety requirements 1.9 Ensure athletes are 'warmed up' for injury prevention and mentally prepared to participate through activities that are safe and appropriate to the athletes age and level of development
2 Assess athletes readiness to acquire and perform the fundamental skill/s of athletics	2.1 Identify and document the skill/s to be developed 2.2 Identify and document the stages of learning for a skill/s 2.3 Assess athletes regarding their readiness to perform the fundamental skill being taught or developed 2.4 Facilitate learning through employing the appropriate sequential progressions of the skill/s 2.5 Modify learning strategies for athletes with a disability
3 Conduct drills, activities and games to teach or develop the fundamental skills of athletics	3.1 Allocate sufficient space and resources for the drill, activity and/or game 3.2 Choose and organise equipment to maximise safe learning 3.3 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience 3.4 Use effective communication and demonstrations, appropriate to the athletes age and level, to facilitate learning 3.5 Facilitate learning through practical involvement by the athletes 3.6 Observe athletes to ensure the activities are performed safely 3.7 Use appropriate activities to develop and improve physical fitness and enable skill learning 3.8 Undertake activities in accordance with accepted best practice of athletics 3.9 Keep all athletes in view at all times throughout the lesson 3.10 Provide corrections and feedback regarding skill acquisition, whether in a group or individual situation, on an individualised basis

<p>4 Teach fundamental skills of athletics</p>	<p>4.1 Use teaching/learning methods that match the athlete's age and level of development</p> <p>4.2 Use a variety of effective class organisation methods to provide maximum participation opportunities</p> <p>4.3 Apply and implement the general coaching theory to the teaching of athletic activities</p> <p>4.4 Use a variety of equipment and resources or teaching aids to enhance skill learning</p> <p>4.5 Monitor the development of fundamental skills of athletics in athletes</p> <p>4.6 Modify teaching method during implementation according to results of the monitoring</p> <p>4.7 Explain further modifications following the instruction, according to results of the assessment</p>
<p>5 Communicate in a style appropriate to the age and level of the athletes</p>	<p>5.1 Use effective communication techniques between athlete and coach throughout the lesson</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • the safety considerations for program content • guiding principles for nationally recognised programs • the athletics coaches code of conduct policy • safety considerations with regards to running, jumping, throwing • sport program management and technical regulations
Athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • intellectual • sensory <ul style="list-style-type: none"> ○ sight loss ○ hearing loss • physical <ul style="list-style-type: none"> ○ amputees ○ wheelchair athletes • les autres
Communicate in a style appropriate to the age and level	<p>[all categories]</p> <ul style="list-style-type: none"> • age <ul style="list-style-type: none"> ○ children to the mature aged athlete • sensory, physical or intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ physical disability • athletics coaches code of conduct policy
Drills, activities and games to teach or develop the fundamental skills	<p>[all categories]</p> <ul style="list-style-type: none"> • running • jumping • throwing

Fundamental skills	<p>[all categories]</p> <ul style="list-style-type: none"> • running <ul style="list-style-type: none"> ○ run using various paths and directions ○ run using shortening of levers ○ run from reacting quickly ○ running for speed ○ running for endurance • jumping <ul style="list-style-type: none"> ○ hopping ○ standing long jump ○ standing triple jump ○ vertical jump ○ speed bounce ○ balance • throwing <ul style="list-style-type: none"> ○ chest push ○ standing put ○ seated throw ○ target throw ○ javelin throw
General coaching theory	<p>[all categories]</p> <ul style="list-style-type: none"> • repetition • systemisation • durability • gradual loading
Injury prevention	<p>[all categories]</p> <ul style="list-style-type: none"> • warm up and warm down
Organisation's Occupational Health and Safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safety considerations for <ul style="list-style-type: none"> ○ the participant ○ the environment ○ coaching personnel ○ program content ○ running, throwing, jumping ○ activities not recommended for athletes ○ environment ○ facilities ○ equipment
Physical fitness	<p>[all categories]</p> <ul style="list-style-type: none"> • strength (abdominal, leg, upper body) • flexibility (shoulders, legs) • endurance • speed • power

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human <ul style="list-style-type: none"> ○ accredited athletics course presenters and assessors ○ accredited athletics coaches qualified to supervisor training • equipment <ul style="list-style-type: none"> ○ junior reverse board ○ team-tumble mat ○ folding hurdles ○ high stepper ○ tunnel ○ junior relay batons ○ lap counters ○ lane markers ○ standing long jump ○ standing triple jump ○ vertical jump ○ portable shot circle ○ variety indoor shots, 2.72kg, 3.25kg, 4.0kg ○ high jump bed, bar, stands ○ coloured plastic cones ○ speed bounce ○ target throw ○ balance beam ○ foam caber ○ 1kg medicine ball ○ foam javelin ○ graduated roll mat ○ football size 4 ○ judging discs • facilities <ul style="list-style-type: none"> ○ sufficient open space for at least thirty participants • materials <ul style="list-style-type: none"> ○ Team Athletes coaching manual ○ accreditation/technical resources and information ○ program resources (Aussie gym fun) • health and safety provisions <ul style="list-style-type: none"> ○ first aid equipment/facilities ○ access to phone ○ immediate access to ice
Teaching/learning methods	<p>[all categories]</p> <ul style="list-style-type: none"> • class organisation methods <ul style="list-style-type: none"> ○ circuits ○ partner work ○ activity cards • displays • teaching aids

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the fundamental skills of athletics • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the participation ○ observe athletes and recognise when and how intervention should take place to improve individual skill performance ○ observe athletes and recognise the physical preparation required to improve running, jumping, throwing ○ observe athletes and recognise their readiness to progress to the next level of skill development
Interdependent assessment of units	<p>This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) SRSATH002A Manage an athletics competition/event at a beginner level For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities SRSOGP002A Apply rules and regulations to conduct games and competitions SRXCAI001B Assist in preparing sport and recreation sessions for participants SRXCAI002B Assist in conducting sport and recreation session for participants SRXCAI003B Provide equipment for activities</p>
Required knowledge and skills	<p>⇒ Required knowledge</p> <ul style="list-style-type: none"> ○ Knowledge of the fundamental skills of athletics ○ Knowledge of the physical preparation required for safe performance of fundamental athletic skills ○ Knowledge of drills, activities and games to teach the fundamental skills of athletics ○ Knowledge of growth and development characteristics of children for maximising safe learning opportunities for young participants ○ Knowledge of adult learning principles for maximising safe learning opportunities for adult participants ○ Knowledge of the fundamental rules and regulations of athletics ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the benefits of sports and children's play <p>⇒ Required skills</p> <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the basic skills of athletics ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure coaching processes are understood ○ Apply the rules of athletics in order to coach the basic skills ○ Ability to provide demonstrations of basic athletic skills, eg, self, other athletes as models, videos

	<ul style="list-style-type: none"> ○ Feedback and questioning skills in order to communicate effectively with athletes ○ Observation skills in order to successfully observe the individual skill performance ○ Organise drills and activities for participants ○ Risk management skills to ensure the safety of athletes
Resource implications	<p>⇒ Physical resources - assessment of this competency requires access to</p> <ul style="list-style-type: none"> ○ a group of athletes participating at basic level athletics ○ personal safety equipment, eg, hat, sunscreen ○ athletic facility ○ athletic equipment <p>⇒ Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> ○ be competent in coaching competencies above basic level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching athletics
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an athletics facility or playing field with junior level athletes. The environment should be safe, with noise to a level experienced with activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ul style="list-style-type: none"> • Use routine approaches • Select from routine approaches • Establish new approaches • Collect, analyse and organise Information - Identify key fundamental skills • Communicate ideas and information - Explain instructions clearly • Plan and organise activities - Organise drills and activities for training session • Work with others and in teams - Cooperate with athletes and other support personnel • Use mathematical ideas and techniques - Not applicable • Solve problems - Observe athletes and determine physical preparation requirements • Use technology - Proper use of equipment set-up <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSATH002A	MANAGE AN ATHLETICS COMPETITION/EVENT AT A BEGINNER LEVEL
ATH	Athletics

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to manage an athletics competition/event at a beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare athletes for participation in an athletics lesson	1.1 Meet athletes and make them feel welcome and at ease 1.2 Ensure athletes dress and equipment is safe and appropriate to participate in the session 1.3 Ensure organisation's Occupational Health and Safety requirements are in accordance with requirements for the session 1.4 Assess and confirm safety is acceptable prior to commencement of participation 1.5 Act appropriate based on assessment of the conditions and external influences 1.6 Explain to athletes the aims and objectives of the session 1.7 Explain to athletes the rules and safety requirements 1.8 Prepare athletes in a 'warm up' for injury prevention and mentally prepare them to participate through activities that are safe and appropriate to the athletes age and level of development
2 Plan and implement the format of an athletics competition/event	2.1 Identify and explain competition formats including the selection of events in terms of suitability for the specified competition 2.2 Select a competition format , timetable, team size, and scoring that meets the objectives of the competition and the requirements of the organisation 2.3 Identify competition area layout and equipment 2.4 Conduct pre-meeting considerations and preparations 2.5 Conduct planning to implement selected athletics competition/event 2.6 Conduct athletics competition/event as planned to meet practical purpose of the beginner level
3 Plan and implement specific applications of an athletics competition/event	3.1 Identify competition formats for specific applications 3.2 Plan athletics competition/event to meet specific application 3.2 Conduct athletics competition/event to meet practical purpose
4 Coordinate the recording and processing of the results of an athletics competition/event	4.1 Interpret result notifications and document the results as directed by the organising body 4.2 Record and communicate decisions received about disqualification's and penalties to athletes affected by the decisions, according to the requirements of the organising body 4.3 Process results as directed by the organising body 4.4 Communicate results to all individuals within the timeframe specified by the organising body using the necessary devices 4.5 Maintain competition format according to results
5 Communicate in a style appropriate to the age and level of the athletes	5.1 Use effective communication techniques throughout the session

6 Evaluate practical application of athletics competition/ event	6.1 Conduct review of <i>competition format</i> , timetable, team size and scoring 6.2 Conduct review of <i>competition area layout</i> and equipment to meet competition needs
---	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
All individuals	<p>[all categories]</p> <ul style="list-style-type: none"> • competitors • coaches • officials • media • organising body
Beginner level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with little or no experience in athletics • participants may be 6-13 years • participants with adequate health status • competitors at basic level of competition • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability ○ medical condition
Communicate	<p>[all categories]</p> <ul style="list-style-type: none"> • in writing • verbally • orally
Communicate in a style appropriate to the age and level	<p>[all categories]</p> <ul style="list-style-type: none"> • age <ul style="list-style-type: none"> ○ children to the mature aged athlete • sensory, physical, intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ physical disability • athletes coaches code of conduct policy
Competition area layout	<p>[all categories]</p> <ul style="list-style-type: none"> • competition area layout may include <ul style="list-style-type: none"> ○ indoor eg gymnasium ○ outdoor facility

Competition formats	<p>[all categories]</p> <ul style="list-style-type: none"> • competition formats may be determined by <ul style="list-style-type: none"> ○ team size ○ competition area layout ○ equipment available ○ time ○ officials available
Competition format for specific applications	<p>[all categories]</p> <ul style="list-style-type: none"> • specific applications may include <ul style="list-style-type: none"> ○ alternative school sport days ○ talent identification ○ athletics agility challenges ○ school holiday programs ○ corporate athletics
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ junior reversaboard ○ team-tumble mat ○ folding hurdles ○ high stepper ○ tunnel ○ junior relay batons ○ lap counters ○ lane markers ○ standing long jump ○ standing triple jump ○ vertical jump ○ portable shot circle ○ variety indoor shots - 2.72kg, 3.25kg, 4.0kg ○ high jump bed, bar, stands ○ coloured plastic cones ○ speed bounce ○ target throw ○ balance beam ○ foam caber ○ 1kg medicine ball ○ foam javelin ○ graduated roll mat ○ football size 4 ○ judging discs • personal equipment – athletics uniform if specified

External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental • ground/track conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ lightning ○ storms • spectators • other facility users
Injury prevention	<p>[all categories]</p> <ul style="list-style-type: none"> • warm up and cool down
Organisation's Occupational Health and Safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safety considerations for <ul style="list-style-type: none"> ○ the participant ○ the environment ○ coaching personnel ○ program content ○ running, jumping, throwing ○ activities not recommended for athletes ○ environment ○ facilities ○ equipment
Selection of events	<p>[all categories]</p> <ul style="list-style-type: none"> • events may include <ul style="list-style-type: none"> ○ sprinting ○ balance ○ agility ○ hurdles ○ hammer throw ○ javelin ○ shot put ○ discus ○ target throw ○ long jump ○ triple jump

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of athletics competition/event to manage a competition/event at a beginner level • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess conditions and prepare athletes for participation in an athletics lesson ○ plan and implement the format of an athletics competition/event ○ plan and implement specific applications of an athletics competition/event ○ coordinate the recording and processing of the results of an athletics competition/event ○ communicate in a style appropriate to the age and level of the athletes ○ evaluate practical application of athletics competition/ event
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSATH001A Teach and/or develop the fundamental skills of athletics • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRXCAI001B Assist in preparing sport and recreation sessions for participants ○ SRXCAI002B Assist in conducting sport and recreation sessions for participants ○ SRXCAI003B Provide equipment for activities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the Team Athletics competition manual ○ Knowledge of the rules and regulations of Team Athletics ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of growth and development characteristics of children for maximising safe learning opportunities for young participants ○ Knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the benefits of sports and children's play ○ Knowledge of the requirements for Team Athletics officials • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the basic skills of athletics ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instructions are understood by athletes and officials

	<ul style="list-style-type: none"> ○ Listening skills in order to receive feedback from other officials and athletes ○ Ability to provide demonstrations of basic athletic skills, eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with athletes ○ Risk management skills to ensure the safety of athletes
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of athletes participating at basic level athletics ○ personal safety equipment, eg hat, sunscreen ○ athletic facility ○ athletic equipment ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching competencies at a level above basic coaching ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching athletics
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an athletics facility or playing field with junior level athletes. The environment should be safe, with noise to a level experienced with activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ul style="list-style-type: none"> • Use routine approaches • Select from routine approaches • Establish new approaches • Collect, analyse and organise information - Identify suitable events and competition formats • Communicate ideas and information - Clearly communicate competition results • Plan and organise activities - Plan an athletics competition • Work with others and in teams - Coordinate participants, team of officials and other support personnel • Use mathematical ideas and techniques - Interpret results on competitive events • Solve problems - Review and evaluate competition format and layout • Use technology - Use technical and communication devices <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

BASKETBALL

BSB

Contents

SR SBSB001A Teach or develop the basic skills of basketball.....	1
SR SBSB002A Teach or develop the basic tactics and strategies of basketball	13
SR SBSB003A Interpret and apply the fundamental rules of basketball at a junior or beginner level	23
SR SBSB004A Use fundamental communication strategies to officialiate basketball at a junior or beginner level.....	31
SR SBSB005A Provide reports and receive feedback relevant to officialiating basketball at a junior or beginner level	37
SR SBSB006A Demonstrate fundamental positioning skills relevant to officialiating basketball at a junior or beginner level	43
SR SBSB007A Teach or develop the intermediate skills of basketball.....	49
SR SBSB008A Teach or develop the intermediate tactics and strategies of basketball.....	59
SR SBSB009A Interpret and apply the rules of basketball at an intermediate level	71
SR SBSB010A Use communication strategies to officialiate basketball at an intermediate level	81
SR SBSB011A Demonstrate positioning skills relevant to officialiating basketball at an intermediate level.....	89
SR SBSB012A Interpret and apply the rules of basketball at an advanced level.....	95
SR SBSB013A Use communication strategies to officialiate basketball at an advanced level	105
SR SBSB014A Demonstrate positioning skills relevant to officialiating basketball at an advanced level	111

SRSBSB001A	TEACH OR DEVELOP THE BASIC SKILLS OF BASKETBALL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and the skills to use drills, activities and games to teach or develop basic skills of basketball.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse a <i>basic skill</i> of basketball	1.1 Identify biomechanical principals in the context of basic basketball skills 1.2 Identify basic skills and break into learning components 1.3 Identify observable body movements for each stage of the skill in priority of importance to performance of the skill
2 Identify appropriate teaching methods and coaching styles to develop the basic skills of basketball	2.1 Identify teaching methods and coaching styles and explain in the context of specific skills 2.2 Use feedback in the coaching process 2.3 Use demonstrations in the coaching process 2.4 Use questioning in the coaching process 2.5 Use a range of coaching styles and ethical considerations in the coaching process in response to a range of coaching situations 2.6 Use a variety of communication styles for effective communication in the sporting environment
3 Assess players readiness to acquire and perform the basic skills of basketball	3.1 Identify the basic skills of basketball to be developed 3.2 Identify factors which affect the acquisition of the basic skills of basketball and describe in relation to skill acquisition of players 3.3 Assess players regarding their readiness to acquire the skill being taught or developed 3.4 Assess organisation's occupational health and safety requirements , safe and appropriate dress and equipment
4 Conduct drills activities and/or games to teach or develop the basic skills of basketball	4.1 Select teaching methods and coaching styles to match the players readiness, the environment , the basic skill/s and the equipment available 4.2 Allocate sufficient space and resources for the drills, activities and/or games 4.3 Use space and training equipment effectively to conduct the training session 4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for basketball 4.5 Use technological aids to supplement presentations 4.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis 4.7 Observe players to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of basketball 4.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 4.9 Observe with minimal disruption to the drills, activities and/or games 4.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess following the instruction 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group by endorsed standards , and a satisfactory outcome to the experience

5 Review and adapt the teaching of a basic skill in response to feedback	5.1 Make relevant points of emphasis before, during and/or after coaching sessions 5.2 Detect faults/errors and use correctional techniques in the coaching process 5.3 Adapt coaching methods and procedures to the current needs of players 5.4 Provide players with the opportunity to have input to the coaching sessions 5.5 Modify the planned program to accommodate players actual progress 5.6 Adapt coaching methods and instructional techniques to suit children and special populations
---	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Basic Skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for player at beginner level <p>[all categories]</p> <ul style="list-style-type: none"> • dribbling <ul style="list-style-type: none"> ○ form dribble ○ control and sped dribble ○ crossover dribble ○ retreat dribble ○ onside dribble (fake crossover) ○ stutter dribble ○ between the legs ○ behind the back ○ reverse dribble • passing and receiving <ul style="list-style-type: none"> ○ triple treat position ○ chest pass ○ bounce pass ○ overhead pass ○ baseball pass ○ push pass • combinations <ul style="list-style-type: none"> ○ passing on the run (lead passes) ○ pass off a jump stop ○ pass off a stride stop • shooting <ul style="list-style-type: none"> ○ set shot ○ shooting off dribble ○ shooting off pass ○ lay up left hand ○ lay up right hand • rebounding <ul style="list-style-type: none"> ○ body position ○ forward and reverse pivoting to block out ○ jumping ○ outlet pass

Biomechanical principals	<p>[all categories]</p> <ul style="list-style-type: none"> • balance and centre of gravity • footwork - forwards, sideways, backwards • use of elastic energy • use of body segments to produce force • injury prevention • angles • match play • examining models of other players
Coaching styles	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the participant/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors ○ numerous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the basketball community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord <ul style="list-style-type: none"> ○ with appropriate use of verbal, non-verbal and written modes ○ Basketball Australia's Coach's Code of Ethics ○ the culture of the sport of basketball • type of player <ul style="list-style-type: none"> ○ age ○ sensory or intellectual impairment eg. sight/hearing loss ○ physical disability, wheelchair players
Correctional techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • tasks, activities and drills that assist in the stages of skill acquisition

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the basic skills of tennis • such as those described in <i>Basketball Level 1 Coaching Manual</i> or similar • type of activities include <ul style="list-style-type: none"> ○ basic skills, drills and activities ○ relevant modified games and activities
Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • Basketball Australia's Coach's Code of Ethics • Basketball Australia's policies, eg, anti doping, blood policy • Australian Sports Commission Harassment-free Sport policy, Junior Sport policy • Other state and commonwealth legislation, eg, Child Protection
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • playing surfaces, eg, indoor and outdoor • basketball facilities • spectators must behave in a manor which reflects the intention of the spectators code of conduct as prescribed by Basketball Australia • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Ethical considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • effectively represents basketball in a positive manner to the broader community
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • basketball equipment • safe court surface and environment • basketballs lying on the court • personal equipment <ul style="list-style-type: none"> ○ appropriate clothing and footwear

Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • flexibility • motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for participants • equipment eg basketballs • playing facility, eg, indoor or outdoor
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of basketball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Basketball Australia Coach's Code of Ethics • policies of the employer such as • Basketball Australia anti doping policy • Australian Sports Commission harassment free sport. Junior Sport policy • age restrictions, applicable
Space	<p>[all categories]</p> <ul style="list-style-type: none"> • court area • indoor and outdoor facility

Teaching methods	[all categories] <ul style="list-style-type: none">• instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the participant/athlete• depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations<ul style="list-style-type: none">○ whole, part approaches○ shaping approaches○ modelling approaches○ command and response approaches○ directive approaches through specific set tasks○ reciprocal or peer tutoring approaches○ feedback and refinement approaches○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or○ experimental or problem solving approaches
-------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the basic skills of basketball • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider an individual player in the context of a total lifestyle ○ analyse a basic skill of basketball ○ identify appropriate teaching methods and coaching styles to develop the basic skills of basketball ○ conduct drills, activities and/or games to teach or develop the basic skills of basketball ○ review and adapt the teaching of a basic skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB002A Teach or develop the basic tactics and strategies of basketball • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRXCAI001B Assist in preparing sport and recreation sessions for participants ○ SRXCAI002B Assist in conducting sport and recreation session for participants ○ SRXCAI003B Provide equipment for activities
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic skills of basketball to ensure instruction for skills acquisition ○ Knowledge of biomechanics of the basic skills of basketball ○ Knowledge of coaching principles to teach and develop skill acquisition ○ Knowledge of human growth and development to ensure appropriate instruction for skill acquisition for different athletes ○ Knowledge of range of physical abilities, fitness and motor performance to ensure readiness of learner ○ Knowledge of drills, activities and games to teach the basic skills of basketball ○ Knowledge of the rules of basketball related to teaching the basic skills of basketball ○ Knowledge of stroke correction to assist skill acquisition ○ Knowledge of the relevant modified rules and regulations of basketball in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements

	<ul style="list-style-type: none"> ○ Knowledge of legal and ethical responsibilities appropriate to coaching athletes ○ Knowledge of risk management related to coaching athletes on a basketball court in a basketball facility ● Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the basic skills of basketball ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of basketball in order to coach the basic skills of basketball ○ Ability to provide demonstrations of basic basketball skills, eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players ○ Conflict resolution skills to manage disputes or disagreements while coaching ○ Negotiation skills to achieve set goals for skill acquisition ○ Risk management skill to ensure safety of athletes
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of athletes participating at basic level basketball ○ personal safety equipment, eg, hat, sunscreen ○ basketball facilities ○ basketball equipment ○ indoor teaching facility with whiteboard, overhead projector ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching basketball at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the sporting activity should be conducted at a basketball facility with basic level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key basic skills • Communicating ideas and information - Provide clear and concise instruction • Planning and organising activities - Plan basic drills and activities • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Identify basic faults in skill acquisition • Using technology - Identify appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB002A	TEACH OR DEVELOP THE BASIC TACTICS AND STRATEGIES OF BASKETBALL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop basic tactics and/or strategies of basketball.

ELEMENT	PERFORMANCE CRITERIA
1 Assess players readiness to implement <i>basic tactics and strategies</i> of basketball	1.1 Identify the <i>basic tactics and/or strategies</i> to be developed for basic or beginner level players 1.2 Assess the <i>readiness</i> of basic level players in tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the tactics and strategies by basic level basketball players
2 Identify <i>appropriate teaching methods and coaching/instructional styles</i> to develop the basic tactics and strategies of basketball	2.1 Identify and explain <i>teaching methods</i> in the context of specific skills and tactics 2.2 Use feedback in the coaching process 2.3 Use of demonstrations in the coaching process 2.4 Use questioning in the coaching process 2.5 Use a range of <i>coaching/instructional styles</i> in the coaching process in response to different coaching situations 2.6 Use a variety of <i>communication</i> styles for effective communication in the sporting environment 2.7 Ensure <i>organisation's Occupational Health and Safety requirements</i> are in accordance with requirements for the session
3 Conduct <i>drills, activities and/or games</i> to teach or develop the <i>basic tactics and strategies</i> of basketball	3.1 Select <i>teaching methods</i> and <i>coaching/instructional styles</i> to match the players <i>readiness</i> , the <i>environment</i> , the <i>basic tactics and strategies</i> and the <i>equipment</i> available 3.2 Allocate sufficient space and <i>resources</i> for the <i>drills, activities and/or games</i> 3.3 Use space and training <i>equipment</i> to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> for basketball 3.5 Use <i>technological aids</i> to supplement presentations 3.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 3.7 Observe players to see that the <i>drills, activities and/or games</i> are conducted to enhance the <i>rules, regulations and policies</i> of basketball 3.8 Observe players skills execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Undertake observation with minimal disruption to the flow of the <i>drills, activities and/or games</i> 3.10 Monitor the <i>teaching method</i> and <i>coaching/instructional styles</i> during the instruction and assess following the instruction 3.11 Maintain group control to ensure the safety and enjoyment of the individual and group by <i>endorsed standards</i> , and a satisfactory outcome to the experience

4 Prepare for competition	<p>4.1 Prepare players of intermediate standard at an appropriate <i>motivational and psychological</i> level for basketball competition</p> <p>4.2 Coach players of basic level in basketball to maximise their potential in terms of their individual and team responsibilities</p> <p>4.3 Plan and develop individual and team tactics appropriate to opponents</p>
5 Conduct in game analysis	<p>5.1 Maintain appropriate levels of motivation for duration of performance</p> <p>5.2 Analyse strengths and weaknesses of own players and opposition players and make decisions regarding substitutions and changes accordingly</p> <p>5.3 Analyse strengths and weaknesses of own players and opposition players and provide advice on how to approach opponents and/or situations</p> <p>5.4 Monitor the game and develop appropriate tactics to suit the game situation that exists</p> <p>5.5 Analyse game performances and develop relevant coaching strategies to enhance performance</p>
6 Conduct post game analysis and follow-up	<p>6.1 Debrief players following the game</p> <p>6.2 Review game performance of individual players and the team and implement appropriate on going coaching strategies to enhance performance</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate methods	<p>[all categories]</p> <ul style="list-style-type: none"> • making verbal instructions relevant • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback on organisational issues not individual issues • selecting methods of teaching instructions to suit the tactical strategies being developed • monitoring and adjusting instruction to players responses during and/or between sessions
Basic tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • individual offence <ul style="list-style-type: none"> ○ creating a lead <ul style="list-style-type: none"> ▪ V cut for guard to forward pass ▪ sealing off technique ○ square up into triple threat position using forward or reverse pivot ○ back door cut <ul style="list-style-type: none"> ▪ jab and drive to basket (onside) ▪ jab step and shoot ▪ jab step and crossover ▪ shot fake and drive (onside) ▪ shot fake and shoot ▪ shot fake and crossover • individual defence <ul style="list-style-type: none"> ○ correct defensive stance hand position and foot position ○ correct defensive footwork <ul style="list-style-type: none"> ▪ shuffle ▪ drop step ▪ slide run slide (recovery steps) ○ defending the dribbler ○ denying the pass ○ defending the back door ○ close out technique • team offence <ul style="list-style-type: none"> ○ man to man ○ zone defence <ul style="list-style-type: none"> ▪ give and go ▪ flash cut ▪ penetration and dish ▪ dribble entry and shallow cut ▪ screening technique ▪ screen on the ball ▪ screen off the ball ▪ alignment, court balance, timing and spacing ▪ diagramming

	<ul style="list-style-type: none"> • team defence <ul style="list-style-type: none"> ○ man to man ○ zone defence <ul style="list-style-type: none"> ▪ defending give and go ▪ defending flash cut ▪ flat triangle position ▪ help and recover ▪ rotation • Rebounding offensive transition <ul style="list-style-type: none"> ○ player position ○ ball movement ○ primary and secondary break <ul style="list-style-type: none"> ▪ 2 on 1 ▪ 3 on 2 ▪ 4 on 3 • Rebounding defensive transition <ul style="list-style-type: none"> ▪ 2 on 1 ▪ 3 on 2
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • the presentation style/s adopted by the instructor or coach to communicate with the participant/athlete • the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non-negotiable issues eg safety factors ○ humorous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in participants
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the basketball community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ Basketball Australia's Coach's Code of Ethics policy ○ the culture of basketball

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the basic tactics and strategies of basketball • such as those described in <i>Basketball Australia's Level 1 Coaches Manual</i> or similar • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices • drills include <ul style="list-style-type: none"> ○ individual offence ○ individual defence ○ team offence ○ team defence
Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • the Basketball Australia Coach's Code of Ethics • the culture of basketball • Basketball Australia policies, eg, anti doping, blood policy • Australian Sports Commission Harassment-free Sport policy, Junior Sport policy • other state and commonwealth legislation eg Child Protection
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • indoor and outdoor facilities • playing surface, eg, water • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Basketball Australia • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Motivation and psychological level	<p>[all categories]</p> <ul style="list-style-type: none"> • basic psychological and motivation principles are applies to suit competition and players

Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment • technical equipment - safe working order • assess, prescribe and monitor athlete loading • Australian Sports Commission doping policy • State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises • local council facilities and private facilities
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio-respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of basketball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Basketball Australia Coach's Code of Ethics • policies of the employer such as <ul style="list-style-type: none"> ○ Basketball Australia anti doping policy • Australian Sports Commission Harassment-free Sport policy, Junior Sport policy • age restrictions, as applicable

Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions) ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video camera • stop watch • witches hats • sports science testing equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop basic tactics and strategies of basketball • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe playing environment ○ assess intermediate level players readiness to implement tactics and strategies of basketball ○ develop basic offensive and defensive tactics of basketball ○ prepare players for competition ○ implement in game analysis ○ implement post game analysis and follow-up
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SR SBSB001A Teach or develop the basic skills of basketball • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SR SCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SR SOGP002A Apply rules and regulations to conduct games and competitions ○ SR XCAI001B Assist in preparing sport and recreation sessions for participants ○ SR XCAI002B Assist in conducting sport and recreation session for participants ○ SR XCAI003B Provide equipment for activities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the tactics and strategies of basketball at a basic level ○ Knowledge of activities and games to teach tactics and strategies of basketball at the basic level ○ Knowledge of coaching principles to enable the effective instruction of tactics and strategies ○ Knowledge of the rules and regulations of basketball and their relevance for developing tactics ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities, activities and games to teach the basic tactics and strategies of basketball ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of basketball in order to coach the basic tactics and strategies of basketball ○ Provide demonstrations eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players

	<ul style="list-style-type: none"> ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of basketball participants at the basic level ○ basketball facility ○ equipment ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching basketball at the intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching basketball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the sporting activity should be conducted at a basketball facility with basic level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key basic tactics and strategies • Communicating ideas and information - Provide clear and concise instruction • Planning and organising activities - Plan basic drills and activities • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Identify basic faults in skill acquisition • Using technology - Identify appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB003A	INTERPRET AND APPLY THE FUNDAMENTAL RULES OF BASKETBALL AT A JUNIOR OR BEGINNER LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the fundamental rules that are required to manage a basketball game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for a basketball game	1.1 Observe the physical condition of the players and/or <i>other officials</i> prior to the game in accord with the accepted <i>best practice principles</i> of basketball 1.2 Rate the appropriateness of the players and/or <i>other officials</i> to participate prior to the game in accord with the accepted <i>best practice principles</i> of basketball 1.3 Assess environment, facilities, <i>equipment</i> and <i>resources</i> prior to the game in accord with the accepted <i>best practice principles</i> of basketball 1.4 Confirm <i>safety</i> and risk factors prior to the commencement of the game 1.5 Assess <i>conditions</i> and respond appropriately
2 Observe a basketball game and identify information on which to base fundamental decisions	2.1 Observe players, club officials and <i>external influences</i> to see that the game is conducted in accordance with the <i>rules and regulations</i> of basketball including local <i>rules and regulations</i> 2.2 Undertake observation with minimal disruption to the conduct of the game 2.3 Identify breaches of <i>rules and regulations</i> by players and club officials and act accordingly
3 Interpret and apply rules and regulations in accord with the intent of the rules	3.1 Make decisions using relevant <i>information</i> 3.2 Interpret <i>rules or regulations</i> for a given situation consistently in accord with <i>intent of the rules</i> of basketball 3.3 Make decisions accurate and consistent, based on impartiality, participant safety, <i>national guidelines, intent of the rules</i> and the <i>spirit of the game</i>
4 Communicate decisions and manage the outcomes of decision making while refereeing	4.1 Communicate decisions in accord with accepted <i>best practice principles</i> of basketball at <i>junior or beginner level</i> of competition 4.2 Manage reactions of players and club officials in accordance with the <i>fundamental rules and regulations</i> of basketball
5 Complete scoresheets	5.1 Complete game scoresheet in accord with basketball refereeing guidelines and/or local association requirements

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles	<p>[all categories]</p> <ul style="list-style-type: none"> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation Code of conduct policy • the National Officiating Program's Officials Code of Conduct policy • Basketball Australia, State Activity Organisation and/or Local Activity Organisation regulations and guidelines • relevant Basketball Australia, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian basketball • accepted 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
Conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • playing surface • weather eg, humidity
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ clock ○ bench • personal equipment <ul style="list-style-type: none"> ○ uniform ○ whistle • game ball
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental conditions • coaches/team bench • other facility users • spectators/parents • comments to referees and players

<p>Fundamental rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • pushing fouls • holding fouls • hand fouls • out of bounds • double dribble • blatant travels • modified rules - some latitude is given on violation calls, but not on contact
<p>Given situation</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • contact situations • ball handling situation/s • out of bounds • interaction with players
<p>Information</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • basic contact and ball handling situations • scoring • competitive positioning eg, players have an entitlement to a position on the floor - (1st there retains) • participant reactions eg, assessed by other official • other officials eg, partner, score table • is imparted <ul style="list-style-type: none"> ○ verbally ○ indications ○ signals ○ in writing
<p>Intent of the rules</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
<p>Junior or beginner level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • mainly children and young people • can be adults with little or no experience in basketball • participants have adequate health status • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability ○ medical condition

National guidelines	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • awareness of advantage/disadvantage interpretation • enjoyable experience • creating a flowing game • junior sports policy
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • partner • scorers/timekeepers • coaches • bench chairperson
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Basketball Australia <i>Official Basketball Rules</i> • current edition of Basketball Australia <i>Basket Rules - Simplified and Illustrated</i> • current edition of Basketball Australia <i>Official Basketball Referees Manual</i> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy • relevant Basketball Australia modified rules for juniors
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • intent of the rules • junior sports policy • enjoyment
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • marked court • score table/bench • team bench • health and safety provisions • indoor facilities • padded backboard and stand • materials - controlling body paperwork • electronic and/or manual scoring system • horns, buzzers and bells • game clock • competing team officials • timekeepers/official scorers • ring and net

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to successfully interpret and apply the fundamental rules that are required to manage a basketball game at a junior or beginner level • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ observe the physical condition of the players and/or other officials ○ ratify qualification and registration details of the players and/or other officials ○ assess environment, facilities and equipment prior to the game and act appropriately ○ observe a game and identify information on which to base fundamental decisions ○ observe a game and recognise when breaches of rules and regulations occur ○ interpret and apply rules and regulations in accord with the spirit of the game ○ communicate decisions and manage the outcomes of decision making while refereeing the game ○ communicate decisions to players, coaches and spectators and scorers in an appropriate manner ○ complete real game score-sheets in accord with Basketball Australia refereeing guidelines or local association requirements
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB004A Use basic communication strategies to officiate basketball at a junior or beginner level ○ SRSBSB005A Provide reports and receive feedback relevant to basketball at junior or beginner level ○ SRSBSB006A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Rules and regulations of basketball in order to make accurate decisions when officiating at a junior or beginner level ○ Relevant modified rules and regulations of basketball in order to make accurate decisions when officiating a game of this nature at a junior or beginner level ○ Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators ○ Knowledge of career paths for referees in order to develop an officiating career plan ○ Knowledge of presentation requirements for referees in order to effectively represent organisation in an officiating capacity ○ Knowledge of game and game environment in order to effectively apply the rules of basketball at a junior or beginner level ○ Knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball • Required skills <ul style="list-style-type: none"> ○ Basic motor skills in order to be able to officiate a game of basketball for the required game period ○ Whistle blowing, running, signalling, ball handling skills necessary to officiate a game of basketball ○ Basic positioning skills of basketball in order to effectively officiate a game of basketball ○ Basic communication skills in order to convey refereeing decisions to participants ○ Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner
<p>Resource implications</p>	<ul style="list-style-type: none"> • Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an junior or beginner level • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent refereeing at an intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over two (2) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Locate key rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Assess environment, facilities, and equipment prior to game • Working with teams and others - Manage players and club officials • Using mathematical ideas and techniques - Complete game score sheet accurately • Solving problems - Make accurate and consistent decisions • Using technology - Properly use whistle and time clock <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSBSB004A	USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT A JUNIOR OR BEGINNER LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise fundamental communication strategies required to referee a basketball game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Use fundamental oral communication skills	1.1 Identify and document fundamental infractions for players and the score table 1.2 Communicate fundamental infractions to players and the score table in a confident manner 1.3 Demonstrate effective use of voice when communicating with players 1.4 Listen to players' and other officials' requests and respond to confidently 1.5 Interact with players and team officials with in a friendly and professional manner with the accepted best practice principles
2 Use fundamental signals	2.1 Demonstrate the fundamental signals associated with basketball to convey an explanation of decisions to players, score table and spectators 2.2 Interpret signals from other officials
3 Use fundamental auditory devices	3.1 Use the whistle in a strong manner to stop play 3.2 Respond to score table requests conveyed by audible signals
4 Make effective use of body language	4.1 Use an open body stance and posture when interacting with others 4.2 Demonstrate firm, confident signals and movements when officiating the fundamental rules and regulations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles	[all categories] <ul style="list-style-type: none"> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation Code of conduct policy • the National Officiating Program's Officials Code of Conduct policy • Basketball Australia, State Activity Organisation and/or Local Activity Organisation regulations and guidelines • relevant Basketball Australia, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian basketball • accepted 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
Fundamental auditory devices	[all categories] <ul style="list-style-type: none"> • whistles • horns • buzzers and bells
Fundamental rules and regulations	[all categories] <ul style="list-style-type: none"> • pushing fouls • holding fouls • hand fouls • out of bounds • double dribble • blatant travels • modified rules, eg, some latitude is given on violation calls, but not on contact
Fundamental signals	[all categories] <ul style="list-style-type: none"> • foul infraction • violation infraction • jump ball

<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • partner • scorers • timekeepers • sports administrators • coaches • first aid personnel
-------------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully utilise fundamental communication strategies required to manage a basketball game at a junior or beginner level • Assessment of performance should be over a period of time covering all categories refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate orally with players and other officials in an effective manner ○ to convey a confident and friendly manner through body and posture ○ use a whistle ○ communicate decisions and manage the outcomes of decision making while refereeing the game ○ communicate decisions to players, coaches and spectators and scorers in an appropriate manner
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB003A Interpret and apply the fundamental rules of basketball at a junior or beginner level ○ SRSBSB005A Provide reports and receive feedback relevant to basketball at junior or beginner level ○ SRSBSB006A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Rules and regulations of basketball in order to use accurate communication strategies when officiating at a junior or beginner level ○ Basic signals and equipment in order to accurately communicate decisions when officiating at a junior or beginner level ○ Basic knowledge of game and game environment in order to use effective communication strategies to officiate a game of basketball at a junior or beginner level ○ Basic knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball ○ Presentation requirements for referees in order to effectively represent organisation in an officiating capacity

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Listening skills in order to understand and interpret the mood of the game ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball ○ Basic positioning skills of basketball in order to effectively officiate a game of basketball ○ Basic communication skills in order to convey refereeing decisions ○ Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this unit of competency requires access to a <ul style="list-style-type: none"> ○ basketball facility ○ equipment ○ players competing at a junior or beginner level • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent refereeing at an intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over two (2) fixture matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Clarify differences between various fouls and violations • Communicating ideas and information - Use firm, confident signals and movements • Planning and organising activities - Organise players • Working with teams and others - Interact with players and team officials in friendly manner • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Clarify decisions to players, spectators, and score table • Using technology - Use whistle to stop play <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB005A	PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO OFFICIATING BASKETBALL AT A JUNIOR OR BEGINNER LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to complete written reports and/or provide oral reports that are relevant to refereeing basketball at a junior or beginner level and implement changes to improve the quality of officiating based on formal or informal feedback provided by mentors, advisers and other officials.

ELEMENT	PERFORMANCE CRITERIA
1 Provide written reports	1.1 Identify and document the important aspects of the scoresheet 1.2 Assess the scoresheet and sign to finalise the result of a game 1.3 Forward the completed scoresheet to the match manager
2 Provide oral reports	2.1 Provide oral reports to the other officials as required by Local Sport Organisations 2.2 Provide oral reports and feedback to mentor, coach and other officials
3 Receive feedback	3.1 Discuss feedback provided by others in a rational and constructive way 3.2 Implement changes to improve the quality of officiating based on informal discussions with mentors, players, other officials , parents, and other relevant persons
4 Engage in a self reflection process	4.1 Identify and document the key elements of the self reflection process 4.2 Implement self reflection process in relation to 'control' and 'decision making' areas of performance

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • partner • scorers • timekeepers • sports administrators • coaches • first aid personnel • coaches • bench chairperson
Self reflection process	<p>[all categories]</p> <ul style="list-style-type: none"> • action • review • aspects to improve • planning for improvement • implementing the changes

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to complete written reports and/or provide oral reports that are relevant to refereeing basketball at a junior or beginner level and implement changes to improve the quality of officiating based on formal or informal feedback provided by mentors, advisers and other officials • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide accurate oral reports to appropriate personnel ○ accurately complete appropriate documentation ○ receive and accept feedback ○ take action to implement changes suggested in feedback ○ implement a basic self reflection process ○ communicate in an effective manner
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB003A Interpret and apply the fundamental rules of basketball at a junior or beginner level ○ SRSBSB004A Use basic communication strategies to officiate basketball at junior or beginner level ○ SRSBSB006A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level • For the purpose of integrating assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Rules and regulations of basketball in order to provide accurate reports when officiating at a junior or beginner level ○ Basic understanding of self reflection process in order to receive feedback in a constructive manner and provide accurate and relevant reports ○ Basic knowledge of the administrative requirements for refereeing basketball at a junior or beginner level and providing accurate reports and feedback ○ Basic knowledge of the performance review and feedback process in order to provide accurate and relevant reports ○ Presentation requirements for referees in order to effectively represent organisation in an officiating capacity

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Listening skills in order to understand and interpret the mood of the game ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball ○ Basic positioning skills of basketball in order to effectively officiate a game of basketball ○ Basic communication skills (written and verbal) in order to convey refereeing decisions ○ Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner
Resource implications	<ul style="list-style-type: none"> • Physical resources – assessment of this unit of competency requires access to a <ul style="list-style-type: none"> ○ basketball facility ○ equipment ○ players competing at a junior or beginner level <p>Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must</p> <ul style="list-style-type: none"> ○ be competent in refereeing at intermediate level or above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for <i>Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over two (2) fixture matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Locate key rules and regulations • Communicating ideas and information - Receive feedback openly • Planning and organising activities - Develop plan for improvement • Working with teams and others - Interact with mentors, players, officials, and other relevant personnel • Using mathematical ideas and techniques - Complete score sheets accurately • Solving problems - Implement changes to improve quality • Using technology - Use whistle and time clock properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSBSB006A	DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATING BASKETBALL AT A JUNIOR OR BEGINNER LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of fundamental positioning skills required to referee a basketball game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s for set play situations	1.1 Identify and apply the positioning elements for <i>set play situations</i>
2 Adopt appropriate position/s to observe general play from the sideline and baseline	2.1 Discuss and apply the <i>fundamental considerations</i> positioning elements required for observing <i>general play</i> from the baseline and sideline
3 Move appropriately to maintain optimal position to view the play throughout the game	3.1 Obtain the best positions to see all elements of the play and space between players 3.2 Discuss and apply the important elements of working as a team 3.3 Demonstrate specific on court areas of responsibility

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Fundamental positioning considerations	[all categories] <ul style="list-style-type: none"> • commencement of or restarting play • offensive and defensive • areas of responsibility • 6 boxes <ul style="list-style-type: none"> ○ trail 1 - 3 ○ lead 4 - 6 ○ 5 shared • obtaining the best view
General play	[all categories] <ul style="list-style-type: none"> • loose ball situations • offensive plays • defensive plays, eg, man to man/zone • the elements of working as a team in terms of the 'sandwich principle'
Set play situations	[all categories] <ul style="list-style-type: none"> • starting the game/periods, eg, jump ball • free throw penalties • working as a team • sandwich principle

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of fundamental positioning skills required to referee a basketball game at a junior or beginner level • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position effectively to see the situation at hand ○ position for set plays ○ position for general play
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB003A Interpret and apply the fundamental rules of basketball at a junior or beginner level ○ SRSBSB004A Use basic communication strategies to officiate basketball at junior or beginner level ○ SRSBSB005A Provide reports and receive feedback relevant to officiating basketball at junior or beginner level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSOGP001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSOGP003A Judge competitive situations ○ SRXCAI003B Provide equipment for activities ○ SRXFAC001B Maintain equipment for activities ○ SRXFAC002B Maintain sport and recreational facilities
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Fundamental rules and regulations of basketball in order to understand correct positioning for officiating basketball at a junior or beginner level ○ Relevant modified rules and regulations of basketball in order to take up correct positions when officiating a game of this nature at a junior or beginner level ○ Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators ○ Basic knowledge of game and game environment in order to take up correct positions to officiate at a junior or beginner level ○ Basic knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball ○ Presentation requirements for referees in order to effectively represent organisation in an officiating capacity • Required skills <ul style="list-style-type: none"> ○ Listening skills in order to understand and interpret the mood of the game

	<ul style="list-style-type: none"> ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball ○ Basic positioning skills of basketball in order to effectively officiate a game of basketball ○ Basic communication skills (written and verbal) in order to convey your refereeing decisions ○ Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at a junior or beginner level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent refereeing at intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over two (2) fixture matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the junior or beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify relevant and modified rules and regulations • Communicating ideas and information - Convey refereeing decisions • Planning and organising activities - Position in accordance to play situations • Working with teams and others - Cooperate with other officials • Using mathematical ideas and techniques - Identify positioning considerations and principles • Solving problems - Respond quickly to position changes • Using technology - Use whistle and time clock properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SR SBSB007A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF BASKETBALL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and the skills to use drills, activities and games to teach or develop intermediate skills of basketball.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of basketball	1.1 Identify <i>biomechanical principles</i> in the context of intermediate basketball skills 1.2 Identify <i>intermediate skills</i> and break into learning components 1.3 Identify observable body movements for each stage of the skill in priority of importance to performance of the skill
2 Identify appropriate teaching methods and coaching styles to develop the intermediate skills of basketball	2.1 Identify <i>teaching methods</i> and <i>coaching styles</i> and explain in the context of specific skills 2.2 Use feedback in the coaching process 2.3 Use demonstrations in the coaching process 2.4 Use questioning in the coaching process 2.5 Use a range of <i>coaching styles</i> in the coaching process in response to a range of coaching situations 2.6 Use a variety of <i>communication</i> styles for effective <i>communication</i> in the sporting <i>environment</i>
3 Assess players readiness to acquire and perform the intermediate skills of basketball	3.1 Conduct a pre-skill competency assessment 3.2 Identify the <i>intermediate skills</i> of basketball to be developed 3.3 Identify factors which affect the acquisition of the <i>intermediate skills</i> of basketball and describe in relation to skill acquisition of players 3.4 Assess players regarding their <i>readiness</i> to acquire the skill being taught or developed 3.5 Assess <i>organisation's Occupational Health and Safety requirements</i> , safe and appropriate dress and equipment

<p>4 Conduct drills, activities and/or games to teach or develop the intermediate skills of basketball</p>	<p>4.1 Select teaching methods and coaching styles to match the players readiness, the environment, the intermediate skill/s and the equipment available</p> <p>4.2 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>4.3 Use space and training equipment effectively to conduct the training session</p> <p>4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for basketball</p> <p>4.5 Use technological aids to supplement presentations</p> <p>4.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis</p> <p>4.7 Observe players to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of basketball</p> <p>4.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>4.9 Observe with minimal disruption to the drill, activity or game</p> <p>4.10 Monitor the skill being taught, the teaching methods and coaching/instructing styles during the instruction and assess following the instruction</p> <p>4.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p>
<p>5 Review and adapt the teaching of an intermediate skill in response to feedback</p>	<p>5.1 Make relevant points of emphasis before, during and/or after coaching sessions</p> <p>5.2 Detect faults/errors and use correctional techniques in the coaching process</p> <p>5.3 Adapt coaching methods and procedures to the current needs of players</p> <p>5.4 Provide players with the opportunity to have input to the coaching sessions</p> <p>5.5 Modify the planned program to accommodate players actual progress</p> <p>5.6 Adapt coaching methods and instructional techniques to suit children and special populations</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • balance and centre of gravity • footwork, eg, forwards, sideways, backwards • use of elastic energy • use of body segments to produce force • injury prevention • angles • match play • examining models of other players
Coaching styles	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the participant/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear precise and if appropriate, directive regarding non-negotiable issues, eg, safety factors ○ numerous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the basketball community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord <ul style="list-style-type: none"> ○ with appropriate use of verbal, non-verbal and written modes ○ Basketball Australia's Coach's Code of Ethics ○ the culture of the sport of basketball • type of player <ul style="list-style-type: none"> ○ age ○ sensory or intellectual impairment, eg, sight/hearing loss ○ physical disability, wheelchair players

Correctional techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • tasks, activities and drills that assist in the stages of skill acquisition
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the basic skills of basketball • such as those described in <i>Basketball Level 2 Coaching Manual</i> or similar • drills and game configurations <ul style="list-style-type: none"> ○ 1 x 0 ○ 1 x 1 ○ 2 x 2 ○ 3 x 2 ○ 4 x 4 ○ 5 x 5 ○ drills and games can be developed by using the above progressions in a changing environment of half and full court configurations
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • playing surfaces eg indoor and outdoor • basketball facilities • spectators must behave in a manor which reflects the intention of the spectators code of conduct as prescribed by Basketball Australia • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • dribbling <ul style="list-style-type: none"> ○ form dribble ○ control and sped dribble ○ crossover dribble ○ retreat dribble ○ onside dribble (fake crossover) ○ stutter dribble ○ between the legs ○ behind the back ○ reverse dribble • passing and receiving <ul style="list-style-type: none"> ○ triple treat position ○ chest pass ○ bounce pass

	<ul style="list-style-type: none"> ○ overhead pass ○ baseball pass ○ push pass ● combinations <ul style="list-style-type: none"> ○ passing on the run (lead passes) ○ pass off a jump stop ○ pass off a stride stop ● shooting <ul style="list-style-type: none"> ○ set shot ○ shooting off dribble ○ shooting off pass ○ lay up left hand ○ lay up right hand ● rebounding <ul style="list-style-type: none"> ○ body position ○ forward and reverse pivoting to block out ○ jumping ○ outlet pass ● individual offensive and perimeter ● inside defensive skills specific to playing position ● shoot, fake or drive ● post play including leading and receiving (offensive and defensive) ● point guard range game (the jump shot) ● sealing ● handle ball ● catch and shoot ● pivoting ● pass ● vision ● shoot
<p>Organisation's Occupational Health and Safety requirements</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● basketball equipment ● safe court surface and environment ● basketballs lying on the court ● personal equipment <ul style="list-style-type: none"> ○ appropriate clothing and footwear
<p>Readiness</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● appropriate levels of fitness ● cardio respiratory capacity ● endurance ● strength ● flexibility ● motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination ● social, compatibility between players in the match situations ● psychological, level of arousal which will enhance performance ● emotional, stable and positive approach to enjoyment and performance

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for participants • equipment, eg, basketballs • playing facility, eg, indoor or outdoor • first aid kit • sufficient resources must be made available to maintain a safe and enjoyable experience while using maximum time on task activities
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of basketball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Basketball Australia Coach's Code of Ethics • policies of the employer such as <ul style="list-style-type: none"> ○ Basketball Australia anti doping policy ○ Australian Sports Commission Harassment-free Sport policy, Junior Sport policy ○ age restrictions, applicable
Space	<p>[all categories]</p> <ul style="list-style-type: none"> • court area • indoor and outdoor facility
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the participant/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole and part approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the intermediate skills of basketball • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider an individual player in the context of a total lifestyle ○ analyse an intermediate skill of basketball ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of basketball ○ conduct drills, activities and/or games to teach or develop the intermediate skills of basketball ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRBSB008A Teach and develop the intermediate tactics and strategies of basketball • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required Knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of basketball to ensure instruction for skills acquisition ○ Knowledge of biomechanics of the intermediate skills of basketball ○ Knowledge of coaching principles to ensure the progressive and effective motor learning of the intermediate skills of basketball ○ Knowledge of human growth and development to ensure appropriate instruction for skill acquisition for different athletes ○ Knowledge of range of physical abilities, fitness and motor performance to ensure readiness of learner ○ Knowledge of drills, activities and games to teach the intermediate skills of basketball ○ Knowledge of the rules of basketball related to teaching the intermediate skills of basketball ○ Knowledge of stroke correction to assist skill acquisition ○ Knowledge of the relevant modified rules and regulations of basketball in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of legal and ethical responsibilities appropriate to coaching athletes ○ Knowledge of risk management related to coaching athletes on a basketball court in a basketball facility • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the intermediate skills of basketball ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of basketball in order to coach the intermediate skills of basketball ○ Ability to provide demonstrations of intermediate basketball skills, eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players ○ Conflict resolution skills to manage disputes or disagreements while coaching ○ Negotiation skills to achieve set goals for skill acquisition ○ Risk management skill to ensure safety of athletes
---	--

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of athletes participating at intermediate level basketball ○ personal safety equipment, eg, hat, sunscreen ○ basketball facilities ○ basketball equipment ○ indoor teaching facility with whiteboard, overhead projector • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching basketball at the intermediate level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training <i>Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as coaching effectiveness this unit of competency must be assessed over three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching basketball
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a basketball facility with intermediate level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate skills • Communicating ideas and information - Provide clear and concise instruction • Planning and organising activities - Plan intermediate drills, activities and games to teach skills • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Use offence and defence techniques • Solving problems - Identify faults in skill acquisition for correction • Using technology - Identify appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB008A	TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF BASKETBALL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop intermediate tactics and/or strategies of basketball.

ELEMENT	PERFORMANCE CRITERIA
1 Assess players readiness to implement intermediate tactics and strategies of basketball	1.1 Identify the tactics and/or strategies to be developed for intermediate level players 1.2 Assess the readiness of intermediate level players in tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the tactics and strategies by basic level basketball players
2 Identify appropriate teaching methods and coaching styles to develop the intermediate tactics and strategies of basketball	2.1 Identify and explain teaching methods in the context of specific tactics and strategies 2.2 Use feedback in the coaching process 2.3 Use of demonstrations in the coaching process 2.4 Use questioning in the coaching process 2.5 Use a range of coaching styles in the coaching process in response to different coaching situations 2.6 Use a variety of communication styles for effective communication in the sporting environment
3 Conduct drills, activities and/or games to teach or develop the intermediate tactics and strategies of basketball	3.1 Select teaching methods and coaching styles to match the players readiness , the environment , the intermediate tactics and/or strategies and the equipment available 3.2 Allocate sufficient space and resources for the drills, activities and/or games 3.3 Use space and training equipment to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for basketball 3.5 Use technological aids to supplement presentations 3.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 3.7 Observe players to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of basketball 3.8 Observe players skills execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Undertake observation with minimal disruption to the flow of the drills, activities and/or games 3.10 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction 3.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
4 Prepare for competition	4.1 Prepare players of intermediate standard at an appropriate motivational and psychological level for basketball competition 4.2 Coach players of basic level in basketball to maximise their potential in terms of their individual and team responsibilities 4.3 Plan and develop individual and team tactics appropriate to opponents

5 Conduct in game analysis	5.1 Maintain appropriate levels of motivation for duration of performance 5.2 Analyse strengths and weaknesses of own players and opposition players and make decisions regarding substitutions and changes accordingly 5.3 Analyse strengths and weaknesses of own players and opposition players and provide advice on how to approach opponents and/or situations 5.4 Monitor the game and develop appropriate tactics to suit the game situation that exists 5.5 Analyse game performances and develop relevant coaching strategies to enhance performance
6 Conduct post game analysis and follow-up	6.1 Debrief players following the game 6.2 Review game performance of individual players and the team and implement appropriate on going coaching strategies to enhance performance

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate methods	<p>[all categories]</p> <ul style="list-style-type: none"> • making verbal instructions relevant • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback on organisational issues not individual issues • selecting methods of teaching instructions to suit the tactical strategies being developed • monitoring and adjusting instruction to players responses during and/or between sessions
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • the presentation style/s adopted by the instructor or coach to communicate with the participant/athlete • the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in participants
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the basketball community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ Basketball Australia's Coach's Code of Ethics policy ○ the culture of basketball

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the basic tactics and strategies of basketball • such as those described in <i>Basketball Australia's Level 2 Coaches Manual</i> or similar • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices • drills include <ul style="list-style-type: none"> ○ individual offence ○ individual defence ○ team offence ○ team defence
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • indoor and outdoor facilities • playing surface, eg, water • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Basketball Australia • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Intermediate tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • individual offence <ul style="list-style-type: none"> ○ creating a lead <ul style="list-style-type: none"> ▪ V cut for guard to forward pass ▪ sealing off technique ○ square up into triple threat position using forward or reverse pivot ○ back door cut <ul style="list-style-type: none"> ▪ jab and drive to basket (onside) ▪ jab step and shoot ▪ jab step and crossover ▪ shot fake and drive (onside) ▪ shot fake and shoot ▪ shot fake and crossover • individual defence <ul style="list-style-type: none"> ○ correct defensive stance hand position and foot position ○ correct defensive footwork <ul style="list-style-type: none"> ▪ shuffle ▪ drop step ▪ slide run slide (recovery steps)

	<ul style="list-style-type: none"> ○ defending the dribbler ○ denying the pass ○ defending the back door ○ close out technique ● team offence <ul style="list-style-type: none"> ○ motion offence versus man to man defence ○ 5 out ○ 4 out ○ 3 out ○ continuity ○ terminal ○ screening and cutting ○ motion without screens ○ out of bounds sideline and baseline ○ last shot plays ○ post plays ○ breakdowns <ul style="list-style-type: none"> ▪ 1 on 1 ▪ 2 on 2 ▪ 3 on 3 ○ reading the defence ● team defence <ul style="list-style-type: none"> ○ defence on the ball <ul style="list-style-type: none"> ▪ stance, body movement fundamental ▪ channelling and turning ▪ trapping and rotating ○ defence away from the ball <ul style="list-style-type: none"> ▪ vision ▪ position on floor ▪ communication ▪ help and recover (hedging) ▪ rotate ● transition offence and defence <ul style="list-style-type: none"> ○ transition offence <ul style="list-style-type: none"> ▪ rebound and outlet ▪ filling the lanes ▪ advancing the basketball ▪ creating numbers advantage ▪ scoring options ▪ numbered break ○ transition defence <ul style="list-style-type: none"> ▪ guard the ball ▪ protect the basket ▪ find the runners ▪ channel to sideline ▪ rotate ● Zones-offence and defence <ul style="list-style-type: none"> ○ zone defence <ul style="list-style-type: none"> ▪ defence on the ball ▪ defending away from the ball ○ Zone offence <ul style="list-style-type: none"> ▪ 2 out ▪ 3 out ▪ 4 out ▪ continuity and terminal ● Rebounding offensive transition <ul style="list-style-type: none"> ▪ player position ▪ ball movement
--	---

	<ul style="list-style-type: none"> ○ primary and secondary break <ul style="list-style-type: none"> ▪ 2 on 1 ▪ 3 on 2 ▪ 4 on 3 • Rebounding defensive transition <ul style="list-style-type: none"> ▪ 2 on 1 ▪ 3 on 2
Motivation and psychological level	<p>[all categories]</p> <ul style="list-style-type: none"> • basic psychological and motivation principles are applied to suit competition and players
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of basketball • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of basketball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Basketball Australia Coach's Code of Ethics • policies of the employer such as <ul style="list-style-type: none"> ○ Basketball Australia anti doping policy • Australian Sports Commission Harassment-free Sport policy, Junior Sport policy • age restrictions, applicable

Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the participant/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions) ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video camera • stop watch • witches hats • sports science testing equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop intermediate tactics and strategies of basketball • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe playing environment ○ assess intermediate level players readiness to implement tactics and strategies of basketball ○ develop intermediate offensive and defensive tactics of basketball ○ prepare players for competition ○ implement in game analysis ○ implement post game analysis and follow-up
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB007A Teach or develop the intermediate skills of basketball • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate tactics and strategies of basketball ○ Knowledge of activities and games to teach intermediate tactics and strategies of basketball ○ Knowledge of coaching principles to enable the effective instruction of intermediate tactics and strategies ○ Knowledge of the rules and regulations of basketball and their relevance for developing intermediate tactics and strategies ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities, activities and games to teach the intermediate tactics and strategies of basketball ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of basketball in order to coach the intermediate tactics and strategies of basketball ○ Provide demonstrations, eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of basketball participants at the intermediate level ○ basketball facility ○ equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching basketball at the intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the sporting activity should be conducted at a basketball facility with intermediate level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate tactics and strategies • Communicating ideas and information - Provide clear and concise instruction • Planning and organising activities - Plan intermediate drills, activities and games • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Use ideas and techniques in offence and defence • Solving problems - Identify faults in skill acquisition • Using technology - Identify appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB009A	INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN INTERMEDIATE LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage a basketball game at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a basketball game	1.1 Observe the condition of the players and/or other officials in terms of their suitability to participate in a game 1.2 Assess the environment, facilities, external influences and equipment to ensure they are in accordance with the accepted best practice principles of basketball 1.3 Confirm resources safety and risk factors prior to the commencement of the game 1.4 Take appropriate actions based on an assessment of the conditions
2 Observe a game and identify information on which to base decisions	2.1 Observe players and team officials to see that the game is conducted in accordance with the rules and regulations of basketball, including local rules and regulations and documentation 2.2 Undertake observation with minimal disruption to the performance of the game 2.3 Identify breaches of rules and regulations by players and team officials and take appropriate action in given situations
3 Interpret and apply rules and regulations in accord with the intent of the rules	3.1 Make decisions using relevant information 3.2 Interpret rules or regulations for a given situation in accord with intent of the rules of basketball 3.3 Make decisions accurate and consistent, and based on fairness, participant safety and intent of rules 3.4 Identify the timekeeper, scorer, assistant scorer and 30 seconds operator 3.5 Designate the official timepiece
4 Communicate decisions and manage the outcomes of decision making while officiating	4.1 Communicate decisions in accordance with the prescribed procedures for basketball at an intermediate level 4.2 Manage reactions of participants in accordance with the rules and regulations of basketball

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate actions	[all categories] <ul style="list-style-type: none"> confer with match manager make adjustments to court, net, surrounds postpone the game
Best practice principles	[all categories] <ul style="list-style-type: none"> Basketball Australia, State Activity Organisation and/or Local Activity Organisation Code of conduct policy the National Officiating Program's Officials Code of Conduct policy Basketball Australia, State Activity Organisation and/or Local Activity Organisation regulations and guidelines relevant national, state/territory or local government regulations and guidelines employer organisations policies and procedures the culture of Australian basketball accepted 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
Conditions	[all categories] <ul style="list-style-type: none"> playing surface weather - humidity
Documentation	[all categories] <ul style="list-style-type: none"> score-sheets personal journal personal feedback sheet
Equipment	[all categories] <ul style="list-style-type: none"> technical equipment - clock, score table personal equipment - uniform, whistle game ball

External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental conditions • coaches/team bench • other facility users • spectators/parents • comments to referees and players
Given situation/s	<p>[all categories]</p> <ul style="list-style-type: none"> • contact situations • ball handling situation/s • out of bounds • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • basic contact and ball handling situations • scoring • competitive positioning, eg, players have an entitlement to a position on the floor (1st there retains) • participant reactions, eg, assessed by other official • other officials, eg, partner, score table • is imparted <ul style="list-style-type: none"> ○ verbally ○ indications ○ signals ○ in writing
Intent of the rules	<p>[all categories]</p> <ul style="list-style-type: none"> • a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
Intermediate level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants which <ul style="list-style-type: none"> ○ have Level 1 experience in basketball refereeing ○ have adequate health status ○ are players up to local or regional level ○ may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition

<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • major contact situations <ul style="list-style-type: none"> ○ legal guarding ○ players with and without the ball ○ basic screening ○ act of shooting ○ verticality unsportsmanlike fouls ○ advantage/disadvantage principles ○ incidental contact ○ contact from unfavourable positions ○ a disqualifying foul ○ an unsportsmanlike foul ○ fighting ○ a double foul • ball handling violations <ul style="list-style-type: none"> ○ travel violations ○ legal movement with the ball ○ illegal dribbles ○ out of bounds ○ ball returning to back of court ○ fumble ○ kicked ball ○ centre line ○ jump ball ○ throw in • administrative violations <ul style="list-style-type: none"> ○ jump balls ○ basket interference ○ free throws • technical infractions <ul style="list-style-type: none"> ○ rules of conduct ○ technical, rules relating to players, coaches and bench personnel • timing Regulations <ul style="list-style-type: none"> ○ correctable errors ○ ball alive ○ ball in play ○ ball dead ○ time out ○ substitution • 3, 5, 10 and 30 seconds
<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • colleague/partner • scorer • assistant scorer • timekeepers • 30 second operator • team administrators • coaches • first aid personnel

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • score table/board • team bench • health and safety provisions • indoor facilities • padded backboards and stands • materials, eg, controlling body paperwork • electronic and/or manual scoring system • hooter, buzzer and/or bell • game clock • competing team officials • timekeepers/official scorers • marked court • backboard • baskets • ring • paperwork, eg, scoresheet • team bench areas • basketball • a 30 second device • player foul markers • team foul markers • team fouls indicator • timeout indicator
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of Basketball Australia <i>Official Basketball Rules</i> • current edition of Basketball Australia <i>Basket Rules - Simplified and Illustrated</i> • current edition of Basketball Australia <i>Official Basketball Referees Manual</i> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully interpret and apply the rules that are required to manage a basketball game at an intermediate level • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether players and conditions are suitable to commence the game ○ take appropriate action to rectify an unsuitable condition ○ observe a game and recognise when breaches of rules and regulations occur ○ make a correct decision ○ communicate that decision to the players, coaches, scorers, spectators
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB010A Use communication strategies to officiate basketball at intermediate level ○ SRSBSB011A Demonstrate positioning skills relevant to officiating basketball at intermediate level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of rules and regulations of basketball in order to effectively officiate a game of basketball at an intermediate level ○ Knowledge of relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators ○ Knowledge of the role of scorers, timekeepers, 30 second operator, assistant scorer and the bench chairperson in order to effectively officiate a game of basketball ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices ○ Knowledge of game and game environment in order to correctly officiate at an intermediate level

	<ul style="list-style-type: none"> ○ Knowledge of presentation requirements for referees in order to effectively represent organisation in an officiating capacity ○ Knowledge of career paths for referees in order to develop an officiating career plan ● Required skills <ul style="list-style-type: none"> ○ Listening skills in order to understand and interpret the mood of the game ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball ○ Positioning skills of basketball in order to effectively officiate a game of basketball ○ Communication skills (written and verbal) in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively
Resource implications	<ul style="list-style-type: none"> ● Physical resources – assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at a intermediate level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent refereeing at intermediate or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over four (4) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key infractions, violations, and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Assess environment, facilities, and equipment • Working with teams and others - Manage players and club officials • Using mathematical ideas and techniques - Complete game score sheet accurately • Solving problems - Make accurate and consistent decisions • Using technology - Use whistle and time piece properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB010A	USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise communication strategies needed to referee a basketball game at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to players, coaches and spectators 1.2 Use voice effectively to communicate with colleagues, scorers table, players, team bench and other officials 1.3 Listen to players and other officials and respond to confidently 1.4 Interact with players, team officials and other personnel in a friendly and professional manner
2 Use signals	2.1 Convey signals associated with basketball to players, colleagues, spectators, scorers, timekeepers and the team bench as an explanation of decisions 2.2 Interpret signals from other officials accurately 2.3 Demonstrate signals in a confident manner
3 Use auditory devices	3.1 Apply the whistle commands in an authoritative manner during play. 3.2 Respond to auditory signals from other officials in a professional manner
4 Make effective use of body language	4.1 Use an open body stance and posture when interacting with others 4.2 Demonstrate firm, confident signals and movements while refereeing

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Auditory devices	[all categories] <ul style="list-style-type: none"> • whistles • horns, buzzers and bells
Other officials	[all categories] <ul style="list-style-type: none"> • colleague/partner • scorer • assistant scorer • timekeepers • 30 second operator • team administrators • coaches • first aid personnel • bench chairperson
Resources	[all categories] <ul style="list-style-type: none"> • score table/board • team bench • health and safety provisions • indoor facilities • padded backboards and stands • materials, eg, controlling body paperwork • electronic and/or manual scoring system • hooter, buzzer and/or bell • game clock • competing team officials • timekeepers/official scorers • marked court • backboard • baskets • ring and net • paperwork, eg, scoresheet • team bench areas • basketball • a 30 second device • player foul markers • team foul markers • team fouls indicator • timeout indicator

Signals	<p>[all categories]</p> <ul style="list-style-type: none"> • two points, three points, three points successful shot • cancel score/play • stop clock/do not start clock • time in • substitution • charged time out • travelling • illegal dribble • 3 second violation • carrying the ball • 5 or 10 second violation • ball returned to back court • intentional foot ball • 30 seconds shot clock violation • 30 seconds shot clock reset • jump ball • stop clock for foul • personal foul, no free fouls • to designate offender • holding • pushing or charging without the ball • illegal use of hands • blocking • excessive swinging of elbows • charging with the ball • foul by team in control of the ball • double foul • technical foul • unsportsmanlike foul • disqualifying foul • free throws penalty • one free throw • two free throws • three free throws
----------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully utilise communication strategies required to referee a basketball game at an intermediate level. • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate orally with players, score table and other officials in an effective manner ○ use and interpret intermediate signals ○ use auditory devices ○ convey a confident and friendly manner through body and posture while refereeing
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRBSB009A Interpret and apply the rules and regulations of basketball at an intermediate level ○ SRBSB011A Demonstrate positioning skills relevant to officiating basketball at an intermediate level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of basketball in order to use accurate communication strategies when officiating at an intermediate level ○ Knowledge of the signals and equipment in order to accurately communicate decisions when officiating at an intermediate level ○ Knowledge of game and skills levels of the players in order to use effective communication strategies to officiate at an intermediate level ○ Knowledge of the relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators ○ Knowledge of the role of scorers, timekeepers, 30 second operator, assistant scorer and the bench chairperson in order to effectively officiate at intermediate level

	<ul style="list-style-type: none"> ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices ○ Knowledge of the presentation requirements for referees in order to effectively represent the organisation in an officiating capacity ○ Knowledge of career paths for referees in order to develop an officiating career plan ● Required skills <ul style="list-style-type: none"> ○ Listening skills in order to understand and interpret the mood of the game ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling and ball handling skills in order to effectively officiate a game of basketball at intermediate level ○ Positioning skills of basketball in order to effectively officiate a game at intermediate level ○ Communication skills (written and verbal) in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively
Resource implications	<ul style="list-style-type: none"> ● Physical resources – assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an intermediate level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in refereeing at intermediate level or above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over four (4) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Interpret and identify key laws and regulations • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Manage paperwork effectively • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Enforce proper timing regulations • Solving problems - Respond to players and other officials in a professional manner • Using technology - Monitor safety and operating condition of equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSBSB011A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATING BASKETBALL AT AN INTERMEDIATE LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills required to referee a basketball game at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s for set plays	1.1 Identify and demonstrate the <i>set play positioning</i> requirements
2 Adopt appropriate position/s to observe general plays	2.1 Identify and demonstrate the <i>general play positioning</i> requirements
3 Move appropriately to maintain optimal position to view play throughout the game	3.1 Obtain the best <i>position</i> to see all elements of the situation at hand 3.2 Work as part of a team with <i>other officials</i> 3.3 Identify and apply specific on-court areas of responsibility

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
General play positioning	[all categories] <ul style="list-style-type: none"> • loose ball • offensive plays • defensive plays eg, man to man/zone • working as a team, eg, 'sandwich principle' • adjust position according to player/ball movement
Other officials	[all categories] <ul style="list-style-type: none"> • colleague/partner • scorer • assistant scorer • timekeepers • 30 second operator • team administrators • coaches • first aid personnel • bench chairperson
Position/s	[all categories] <ul style="list-style-type: none"> • commencement of play • offensive/defensive plays • out of bounds
Set play positioning	[all categories] <ul style="list-style-type: none"> • starting the game/period eg, jump ball • free throw penalties • working as a team, eg, 'sandwich principle' • positions are adjusted according to player/ball movement

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of positioning skills required to referee a basketball game at an intermediate level. • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position to effectively see the situation at hand ○ position for set plays ○ position in general play
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRBSB009A Interpret and apply the rules and regulations of basketball at an intermediate level ○ SRBSB010A Use communication strategies to officiate basketball at an intermediate level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of basketball in order to understand correct positioning for officiating basketball at an intermediate level ○ Knowledge of the game and game environment in order to take up correct positions to officiate at an intermediate level ○ Knowledge of the role of the scorers, timekeepers, 30 second operator and assistant scorer in order to effectively officiate a game of basketball at an intermediate level ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices ○ Knowledge of the presentation requirements for referees in order to effectively represent organisation in an officiating capacity ○ Knowledge of the career paths for referees in order to develop an officiating career plan • Required skills <ul style="list-style-type: none"> ○ Movement and positioning skills used to apply the rules of basketball ○ Listening skills in order to understand and interpret the mood of the game

	<ul style="list-style-type: none"> ○ Working in a team in order to effectively officiate a game of basketball working with other officials ○ Cooperation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling and ball handling skills in order to effectively officiate a game of basketball ○ Positioning skills of basketball in order to effectively officiate a game of basketball ○ Communication skills (written and verbal) in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an intermediate level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in refereeing at intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over four (4) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret refereeing guidelines • Communicating ideas and information - Convey positioning responsibilities • Planning and organising activities - Organise personal equipment and support resources • Working with teams and others - Adopt appropriate position when working with other officials • Using mathematical ideas and techniques - Record results properly • Solving problems - Negotiate situation to achieve desired outcome • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSBSB012A	INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN ADVANCED LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to referee a basketball game at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a basketball game	1.1 Observe the condition of the players and/or other officials in terms of their suitability to participate in a game at an advanced level 1.2 Assess the environment, external influences, resources, facilities and equipment to ensure they are in accordance with the accepted best practice principles of basketball 1.3 Confirm safety and risk factors prior to the commencement of the game 1.4 Take appropriate actions based on an assessment of the conditions
2 Observe a game and identify information on which to base decisions	2.1 Observe players and team officials to see that the game is conducted in accordance with the rules and regulations of basketball, including local rules and regulations 2.2 Undertake observation with minimal disruption to the performance of the game 2.3 Identify breaches of rules and regulations by players and team officials and identified and take appropriate action
3 Interpret and apply rules and regulations in accord with the intent of the rules	3.1 Make decisions using relevant information 3.2 Interpret rules and regulations for a given situation in accord with intent of the rules of basketball 3.3 Make decisions accurate and consistent, and based on fairness, participant safety and intent of rules and apply documentation 3.4 Acknowledge the timekeeper, scorer, assistant scorer, 30 second operator and the bench chairperson are acknowledged and greet appropriately 3.5 Designate the official timepieces
4 Communicate decisions and manage the outcomes of decision making while refereeing	4.1 Communicate decisions in accordance with the prescribed procedures for basketball 4.2 Manage reactions of participants in accordance with the rules and regulations of basketball 4.3 Incorporate effective ways of handling conflict

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • have experience equivalent to a Level 2 Basketball Australia referee • have adequate health status • are players up to local or regional level • may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
Appropriate actions	<p>[all categories]</p> <ul style="list-style-type: none"> • confer with match manager • make adjustments to court, net, surrounds • postpone the game
Best practice principles	<p>[all categories]</p> <ul style="list-style-type: none"> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation Code of conduct policy • the National Officiating Program's Officials Code of Conduct policy • Basketball Australia, State Activity Organisation and/or Local Activity Organisation regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian basketball • accepted 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
Conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • playing surface • weather
Documentation	<p>[all categories]</p> <ul style="list-style-type: none"> • score-sheets • personal journal • personal feedback sheet

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment - a game clock and stopwatch • personal equipment - uniform, whistle • game ball • equipment for visual aids
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • other facility users • spectators • coaches bench • media • video assessments • game evaluators • coaches/team bench • other facility users • spectators/parents • comments to referees and players
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • contact situations • ball handling situation/s • out of bounds • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations regarding <ul style="list-style-type: none"> ○ major contact situations ○ ball handling violations ○ administrative violations ○ technical infractions ○ timing regulations • scoring • competitive positioning • participant reactions • interactions with players • relevant rules and regulations • basic contact and ball handling situations • competitive positioning, eg, players have an entitlement to a position on the floor (1st there retains) • participant reactions, eg, assessed by other official • other officials, eg, partner, score table • is imparted <ul style="list-style-type: none"> ○ verbally ○ through indications ○ by signals ○ in writing

Intent of the rules	<p>[all categories]</p> <ul style="list-style-type: none"> • a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • colleagues • scorers • assistant scorer • timekeepers • 30 second operator • team officials • sports administrators • coaches • sport medicine personnel • bench chairperson • match manager • statistical bench operator
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • score table/board • team bench • health and safety provisions • indoor facilities • padded backboards and stands • materials, eg, controlling body paperwork • health and safety provisions • electronic and/or manual scoring system • hooter, buzzer and/or bell • game clock • competing team officials • timekeepers/official scorers • marked court • backboard • baskets • ring and net • Two teams • paperwork, eg, scoresheet • health and safety provisions • team bench areas • basketball • a 30 second device • player foul markers • team foul markers • team fouls indicator • grants and sponsorship • timeout indicator • statisticians bench

Rules and regulations	[all categories] <ul style="list-style-type: none">• current edition of Basketball Australia <i>Official Basketball Rules</i>• current edition of Basketball Australia <i>Basket Rules - Simplified and Illustrated</i>• current edition of Basketball Australia <i>Official Basketball Referees Manual</i>• Basketball Australia, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
------------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully interpret and apply the rules that are required to referee a basketball game at an advanced level. • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the game ○ observe a game and recognise when breaches of rules and regulations occur at an advanced level ○ make a correct decision at an advanced level
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB013A Use communication strategies to officiate basketball at an advanced level ○ SRSBSB014A Demonstrate positioning skills relevant to officiating basketball at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of basketball in order to incorporate into officiating at an advanced level ○ Knowledge of the relevant rules and regulations of basketball in order to make accurate decisions when officiating a game at an advanced level ○ Knowledge of relevant equipment and safety requirements to ensure all possible risks associated with an advanced level game have been identified and appropriate action taken to ensure safety of players, officials and spectators ○ Knowledge of the role of the scorers, timekeepers, 30 second operator and assistant scorer in order to effectively officiate a game of basketball at an advanced level ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at an advanced level in order to incorporate this into officiating practices ○ Knowledge of presentation requirements for referees in order to effectively represent the organisation in an officiating capacity

	<ul style="list-style-type: none"> ○ Knowledge of career paths for referees in order to develop an officiating career plan ● Required skills <ul style="list-style-type: none"> ○ Movement and positioning skills used to apply the rules of basketball ○ Listening skills in order to understand and interpret the mood of the game ○ Teamwork and cooperation skills in order to effectively officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling and ball handling skills in order to effectively officiate a game of basketball ○ Positioning skills of basketball in order to effectively officiate a game of basketball ○ Communication skills (written and verbal) in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball at advanced level and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively ○ Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball ○ Media presentation skills in order to effectively conduct a media interview about a game of basketball ○ Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism ○ Reporting skills in order to accurately record the results of a game of basketball
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an advanced level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in refereeing at advanced level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
<p>Consistency in performance</p>	<ul style="list-style-type: none"> ● Due to the issues such as variation in judgement and observation this unit of competency must be assessed over six (6) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret advanced rules, regulations and infringements • Communicating ideas and information - Convey information using appropriate indications, verbal and written communication • Planning and organising activities - Organise referees and support personnel • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Record results accurately • Solving problems - Manage and handle conflicts accordingly • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSBSB013A	USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise communication strategies required to referee a basketball game at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions in a clear and concise manner to players, team benches, score table, colleagues and spectators 1.2 Use voice effectively to communicate with colleagues, scorers table, players, team benches and other officials 1.3 Listen to players and other officials and respond to confidently 1.4 Interact with players, team officials and other personnel in a friendly and professional manner in the best practice principles of basketball
2 Use signals	2.1 Convey signals associated with basketball to players, colleagues, spectators, score table, timekeepers and the team bench as an explanation of decisions 2.2 Interpret signals are interpreted from other officials 2.3 Demonstrate advanced signals in a confident manner
3 Use auditory devices	3.1 Use the whistle commands in an authoritative manner during play 3.2 Respond to auditory signals from other officials in a confident and professional manner
4 Make effective use of body language	4.1 Use an open body stance and posture when interacting with others 4.2 Demonstrate firm, confident advanced signals and movements while refereeing 4.3 Demonstrate elements of non-verbal communication in a positive manner
5 Receive feedback from basketball officials	5.1 Discuss feedback provided by others in a rational and constructive manner 5.2 Implement changes to improve the quality of refereeing based on formal discussions with mentors, referee coaches, players and other officials
6 Engage in a detailed self reflection process	6.1 Identify, analyse and document the three key officiating areas 6.2 Discuss the outcomes of the analysis with coach/mentor 6.3 Implement the appropriate changes in future game settings

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced signals	[all categories] <ul style="list-style-type: none"> • scoring • clock related • administrative • violations • reporting a foul to the scorers table • free throw administration
Auditory devices	[all categories] <ul style="list-style-type: none"> • whistles • horns, • buzzers and bells
Best practice principles	[all categories] <ul style="list-style-type: none"> • Basketball Australia, State Activity Organisation and/or Local Activity Organisation Code of conduct policy • the National Officiating Program's Officials Code of Conduct policy • Basketball Australia, State Activity Organisation and/or Local Activity Organisation regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of Australian basketball • accepted 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
Other officials	[all categories] <ul style="list-style-type: none"> • colleagues • scorer • assistant scorer • timekeepers • 30 second operator • team officials/administrators • coaches • sports medicine personnel • technical commissioner • bench chairperson • match manager

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully utilise communication strategies required to referee a basketball game at an advanced level. • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate orally with players, score table and other officials in an effective manner ○ use and interpret intermediate signals ○ use auditory devices ○ convey a confident and friendly manner through body and posture while refereeing ○ receive feedback from basketball officials ○ engage in a self reflection process
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSBSB012A Interpret and apply the rules of basketball at an advanced level ○ SRSBSB014A Demonstrate positioning skills relevant to officiating basketball at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of basketball for various competitions in order to use accurate communication strategies when officiating at an advanced level ○ Knowledge of the signals used in basketball in order to accurately communicate decisions when officiating at an advanced level ○ Knowledge of game and skills levels of the players in order to use effective communication strategies to officiate a game of basketball at an advanced level ○ Knowledge of the relevant equipment and safety requirements to ensure all possible risks associated with an advanced level game have been identified and appropriate action taken to ensure safety of players, officials and spectators

	<ul style="list-style-type: none"> ○ Knowledge of the role of scorers, timekeepers, 30 second operator, assistant scorer and the bench chairperson in order to effectively officiate a game of basketball at advanced level ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at advanced level in order to incorporate this into officiating practices ○ Knowledge of the presentation requirements for referees in order to effectively represent the organisation in an officiating capacity ○ Knowledge of career paths for referees in order to develop an officiating career plan ○ Knowledge of the philosophy of basketball officiating in order to incorporate this into officiating responsibilities ● Required skills <ul style="list-style-type: none"> ○ Ability to read the game in order to officiate accurately ○ Ability to make appropriate officiating signals in order to communicate decisions to players, other officials, scorers ○ Ability to project voice in order to communicate decisions to players, other officials, scorers ○ Movement and positioning skills used to apply the rules of basketball ○ Listening skills in order to understand and interpret the mood of the game ○ Teamwork and co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling and ball handling skills in order to effectively officiate a game of basketball ○ Positioning skills of basketball in order to effectively officiate a game of basketball ○ Communication skills, eg, written and verbal, in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively ○ Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball ○ Media presentation skills in order to effectively conduct a media interview about a game of basketball ○ Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism ○ Reporting skills in order to accurately record the results of a game of basketball
--	---

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an advanced level • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in refereeing at advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over six (6) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret advanced rules, regulations and infringements • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Plan and organise referees and support personnel • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Record results accurately • Solving problems - Use conflict resolution skills to manage situation • Using technology - Use auditory devices properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRBSB014A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATING BASKETBALL AT AN ADVANCED LEVEL
BSB	Basketball

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills needed to referee a basketball game at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s for set plays	1.1 Identify and demonstrate the set play positioning requirements 1.2 Adjust positions according to player/ball movement 1.3 Demonstrate the elements of working as a team including the sandwich principle
2 Adopt appropriate position/s to observe general plays	2.1 Identify and demonstrate the general play <i>positioning considerations</i> requirements 2.2 Adjust positions in response to player/ball movement 2.3 Demonstrate the elements of working as a team including the sandwich principle
3 Move appropriately to maintain optimal position to view play throughout the game	3.1 Obtain the best positions to see between the players to determine contact 3.2 Demonstrate the elements of working as a team including the sandwich principle 3.3 Demonstrate the practices of working not to get in line with play 3.4 Demonstrate appropriate movements and anticipation
4 Positioning areas of responsibility	4.1 Identify the specific on-court areas of responsibility 4.2 Apply primary areas of responsibility

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Positioning considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • division of the court to maintain full coverage • set play • starting the game/period • scoring situations • free throw penalty • jump ball • foul shot administration • types of offences and defences • general play • loose ball • offensive/defensive plays • back court defensive pressure • trailing the court in back play • loading play in fast breaks • out of bounds • areas of responsibility • one looking on ball • one looking off ball

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of positioning skills required to referee a basketball game at a state or national level. • Assessment of performance should be over a period of time covering all categories of refereeing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ adopt position appropriate for set plays ○ adopt appropriate position for general plays ○ move appropriately to position to see the situation at hand throughout the game ○ adjust position according to areas of responsibility
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRBSB012A Interpret and apply the rules and regulations of basketball at an advanced level ○ SRBSB013A Use communication strategies to officiate basketball at an advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of rules and regulations of basketball in order to understand correct positioning for officiating basketball at an advanced level ○ Knowledge of the rules and regulations of basketball for various competitions in order to incorporate this into positioning skills ○ Knowledge of the game and game environment in order to take up correct positioning to officiate at an advanced level ○ Knowledge of the role of the scorers, timekeepers, 30 second operator and assistant scorer in order to effectively officiate a game of basketball at an advanced level ○ Knowledge of the role of the lead and trail referees in officiating a game of basketball at advanced level in order to incorporate this into officiating practices ○ Knowledge of the presentation requirements for referees in order to effectively represent the organisation in an officiating capacity

	<ul style="list-style-type: none"> ○ Knowledge of the career paths for referees in order to develop an officiating career plan ○ Knowledge of the philosophy of basketball officiating in order to incorporate this into officiating responsibilities ● Required skills <ul style="list-style-type: none"> ○ Ability to read the game in order to officiate accurately ○ Ability to make appropriate officiating signals in order to communicate decisions to players, other officiates, scorers ○ Ability to project voice in order to communicate decisions to players, other officials, scorers ○ Movement and positioning skills used to apply the rules of basketball ○ Listening skills in order to understand and interpret the mood of the game ○ Teamwork and co-operation skills in order to officiate a game of basketball working with other officials ○ Whistle blowing, running, signalling and ball handling skills in order to effectively officiate a game of basketball ○ Positioning skills of basketball in order to effectively officiate a game ○ Communication skills, eg, written and verbal, in order to convey refereeing decisions ○ Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons ○ Interpersonal and coping skills in order to receive and give feedback in a positive and constructive manner ○ Decision-making skills in order to officiate basketball effectively ○ Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball ○ Media presentation skills in order to effectively conduct a media interview about a game of basketball ○ Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism ○ Reporting skills in order to accurately record the results of a game of basketball
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources – assessment of this unit of competency requires access to <ul style="list-style-type: none"> ○ a basketball facility ○ equipment ○ players competing at an advanced level ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in refereeing at advanced level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over six (6) matches in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing basketball
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of basketball with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and analyse position priorities for set and general play • Communicating ideas and information - Convey positioning responsibilities clearly • Planning and organising activities - Plan and organise relevant personnel • Working with teams and others - Demonstrate cooperative positioning skills • Using mathematical ideas and techniques - Record results accurately • Solving problems - Make accurate and consistent decisions • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

COACHING GENERAL PRINCIPLES

CGP

Contents

SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	1
SRSCGP002A Include special interest groups or people with special needs	11
SRSCGP003A Implement the fundamental principles of sports psychology.....	19
SRSCGP004A Provide information about the fundamental principles of eating for peak performance	25
SRSCGP005A Customise coaching to include children	31
SRSCGP006A Customise coaching to include mature aged athletes.....	41
SRSCGP007A Customise coaching to include athletes with a disability	49
SRSCGP008A Select a team or group.....	59
SRSCGP009A Work with officials	65
SRSCGP010A Provide information regarding drugs in sport issues.....	71
SRSCGP011A Support athletes to adopt the principles of sports psychology	77
SRSCGP012A Support athletes to adopt the principles of eating for peak performance	83
SRSCGP013A Monitor coach welfare	89
SRSCGP014A Implement recovery programs	95
SRSCGP015A Establish selection policies for activities	101
SRSCGP016A Implement water-based training programs.....	107
SRSCGP017A Implement a talent identification program	113
SRSCGP018A Coach participants	119
SRSCGP019A Implement the principles of a sports training program	127

SRSCGP001A	OPERATE IN ACCORD WITH ACCEPTED COACHING PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the application of coaching practices and styles necessary to operate in accord with the legal and ethical responsibility of a coach and accepted coaching practices. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Access ongoing coach education	1.1 Research and document further education/training that will enhance the learners professional development 1.2 Demonstrate ability to access ongoing coach education resources, information and equipment
2 Operate in accord with the legal responsibilities of a coach	2.1 Apply the legal responsibilities of a coach to the specific coaching situation, environment and athlete group 2.2 Ensure the safety of the athlete/s in the specific coaching environment 2.3 Develop and implement a risk management plan for the specific coaching situation, environment and athlete group 2.4 Apply the principles of natural justice
3 Operate in accord with the ethical responsibilities of a coach	3.1 Determine and implement the ethical responsibilities of a coach in relation to rules, policies and regulations for the sport 3.2 Implement the principles of athlete confidentiality 3.3 Implement best practice principles of the sport/activity
4 Address drugs in sport issues	4.1 Access drugs in sport resources and information 4.2 Advise athletes regarding sources of information on drugs in sport issues 4.3 Adhere to sport specific rules, policies and regulations relating to drugs in sport
5 Work with officials and support personnel	5.1 Communicate in way that engenders respect between all parties 5.2 Explain and demonstrate responsibilities as a role model 5.3 Implement strategies for advancing a sport and/or the sport industry through working in a collaborative manner with officials and other support personnel 5.4 Demonstrate clear non-judgmental communication techniques
6 Perform common coaching styles	6.1 Demonstrate common coaching styles 6.2 Clarify the appropriateness and application of each of these coaching styles in relation to a particular sport, situation and/or athlete groups 6.3 Implement coaching styles which comply with best practice principles of the sport/activity

7 Develop a philosophy of coaching	<p>7.1 Establish the appropriateness of competition levels and activities in relation to each athletes stage of development</p> <p>7.2 Clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the athlete in relation to particular situations and athlete groups</p> <p>7.3 Document the role of the coach in regard to required sport specific skills and knowledge according to accepted practices and the culture of the sport from State and National coach education bodies</p>
---	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age with some sport specific exceptions such as gymnastics or swimming where they may be younger, and require parent/guardian consent prior to being included in a training program and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Athlete confidentiality	<p>[all categories]</p> <ul style="list-style-type: none"> • information regarding athlete status and/or well-being should not be passed on to other individuals without the permission of the athlete • refer to best practice principles of the sport/activity
Best practice principles of the sport/activity	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coach's or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach or instructor to communicate with the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in athletes
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • fixed pieces of apparatus for use by all athletes <ul style="list-style-type: none"> ○ individual equipment required by each athlete in order to undertake the sport/activity, eg, tennis racquet ○ personal protective or non-protective clothing or attire ○ technical ○ audio-visual ○ safety
Ethical responsibilities of a coach	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to behavioural requirements set down by various peak bodies within coaching which govern the way in which a coach interacts with their athletes and conduct their coaching program • incorporates <ul style="list-style-type: none"> ○ harassment ○ sexual harassment ○ sexual abuse ○ physical abuse ○ athlete/coach relationships ○ drugs in sport ○ cheating
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • includes <ul style="list-style-type: none"> ○ expectations and aspirations of athletes ○ numbers, ages and gender of athletes ○ previous experience and developmental stage of athletes, their background, special requirements, available time, expectations or organisations ○ activity national organisation codes and rules as they apply to the range of athletes ○ staff and financial resources ○ cultural and political influences ○ involvement and interest of parents/guardians

	<ul style="list-style-type: none"> ○ details on time ○ necessary equipment, clothing and footwear ○ materials and provision ○ precautions and other health and safety information ● is collected through <ul style="list-style-type: none"> ○ sport or activity specific performance tests ○ psychological profiling procedures and protocols ○ discussions, and/or ○ observation ● sources include <ul style="list-style-type: none"> ○ athletes ○ parents/guardians ○ organisations ○ recorded information ● is imparted <ul style="list-style-type: none"> ○ through demonstrations and explanations ○ through tactile input ○ through self-exploration activity/ies, tasks or projects ○ in writing ○ verbally
<p>Legal responsibilities of a coach</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● refers to issues such as <ul style="list-style-type: none"> ○ duty of care ○ negligence ○ waivers and exclusion clauses ○ insurance ○ sporting tribunals and natural justice ○ contract negotiations ○ restraint of trade ○ operating in accord with accepted Occupational Health and Safety standards ○ complying with local, state, and national government legislation and/or requirements
<p>Natural justice</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● right of appeal ● right to an explanation, particularly in relation to <ul style="list-style-type: none"> ○ selections, and ○ suspensions ● notice of charges ● right to be heard ● act without bias
<p>Philosophy of coaching</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● refers to a set of personal beliefs and practices associated with coaching in relation to issues where there is no clear cut rules, policies or regulations

Risk management	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to issues such as <ul style="list-style-type: none"> ○ relevant sport specific safety requirements (including safety equipment) ○ injury prevention ○ first aid requirements (including Cardio-Pulmonary Resuscitation and life saving skills required for aquatic sports) ○ supervision requirements ○ accident records and reporting ○ medical conditions and clearances ○ safety requirements for spectators and competition
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • include <ul style="list-style-type: none"> ○ human ○ physical ○ equipment ○ materials ○ health and safety provisions ○ indoor facilities ○ outdoor facilities ○ provisions for sessions ○ supporting material ○ grants and/or sponsorship
Responsibilities of a role model	<p>[all categories]</p> <ul style="list-style-type: none"> • include <ul style="list-style-type: none"> ○ behaviours ○ dress/appearance ○ speech • to <ul style="list-style-type: none"> ○ children ○ players ○ spectators ○ parents/guardians ○ administrators ○ other support personnel
Risk management plan	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to a plan of action to reduce the risks associated with the particular sport and assist the coach or instructor to reduce the chance of breaching their duty of care. It includes <ul style="list-style-type: none"> ○ risk identification ○ risk assessment ○ design of risk elimination or reduction plan ○ implementation of the plan ○ constant evaluation and modification of the plan

Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ current edition of the relevant national sporting organisations rules ○ National Sports Organisations rules, policies and procedures regarding competent and ethical coaching, dress requirements and protocols, health and safety and other values underpinning the sport
Sport specific skills	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to skills specific to the sport/activity which may include <ul style="list-style-type: none"> ○ physical/motor skills ○ tactical/mental skills ○ a combination of physical and tactical, forming a sequence of skills
State and national coach education bodies	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian Sports Commission • State Sport Education Centres • The National Coaching Accreditation Scheme • National coaching organisations of the learner's specific sport
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm the knowledge of accepted practices, styles and ethics of coaching and the ability to operate in accord with them • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ describe the structure and function of peak state and national coach education organisations and/or systems ○ access ongoing coach education ○ operate in accord with the legal responsibilities of a coach ○ operate in accord with the ethical responsibilities of a coach ○ address drugs in sport issues ○ work with officials and other support personnel ○ perform common styles of coaching in relation to particular situations and athlete groups ○ determine the appropriateness of competition levels and activities in relation to each athletes stage of development ○ clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the athlete in relation to particular situations and athlete groups ○ implement the best practice principles of the sport/activity
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after the attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP002A Include special interest groups or people with special needs ○ Relevant sport specific unit/s of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge to teach the skills being included in the training program ○ Fundamental principles of group management ○ Fundamental principles of growth and development ○ Legal responsibilities of a coach ○ Relevant equipment and safety requirements, including risk management ○ Principles of natural justice • Required skills <ul style="list-style-type: none"> ○ Ability to plan and organise effectively ○ Ability to communicate effectively in order to pass on appropriate information to athletes in regard to responsibilities as a coach ○ Ability to convey and interpret information in order to effectively receive information and pass this on to athletes in a manner that is correct and applicable

	<ul style="list-style-type: none"> ○ Ability to apply personal health and safety principles ○ Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to athletes
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting, ie, at all times throughout training and the assessment process
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Determining legal responsibilities, developing risk management plan • Communicating ideas and information - Discussing issues regarding natural justice, confidentiality, legal responsibilities and risk management with the athlete • Planning and organising activities - For training and coaching sessions/activities • Working with teams and others - Athletes in training sessions, support personnel, co-ordinating personnel and others • Using mathematical ideas and techniques - Assessing athletes stage of development • Solving problems - With athletes, dealing with a situation where conflict arises • Using technology - Using electronic communication with athletes <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP002A	INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the use of inclusive teaching and coaching practices to involve special interest groups or people with special needs.

ELEMENT	PERFORMANCE CRITERIA
1 Use preferred teaching methods and coaching/instructional styles to include special interest groups or people with special needs	1.1 Select and implement teaching methods and coaching/instructional styles in the context of specific skills being developed and the needs of the individual/group 1.2 Integrate athletes with special needs into mainstream teams/groups 1.3 Provide feedback to the athlete and other support personnel in accord with the best practice principles of the sport/activity 1.4 Deliver relevant information, explanations and demonstrations concisely and precisely to teach or develop specific skills in accord with the best practice principles of the sport/activity 1.5 Demonstrate questioning and communication skills in accord with the best practice principles of the sport/activity 1.6 Ensure organisation's Occupational Health and Safety requirements are in accordance with requirements for the session
2 Assess athlete's readiness to acquire and perform the activity specific skill/s	2.1 Select the skill or skill/s to be developed 2.2 Identify and describe cultural or physical factors which affect the acquisition of skills of special interest groups or people with special needs in relation to skill acquisition of athletes 2.3 Assess athletes needs regarding their readiness to acquire the skill and perform the activity being taught or developed
3 Conduct drills, activities and games to teach or develop the skills of special interest groups or people with special needs	3.1 Select teaching methods and coaching/instructional styles to match the athlete's readiness, cultural or physical factors , the environment, the activity specific skill/s and the equipment available 3.2 Allocate sufficient space and resources for the drill, activity and/or game and adapt equipment, games and activities for athletes with special needs 3.3 Deliver relevant information, explanations and demonstrations concisely and precisely to conduct drills, activities and/or games, specific to the athlete's cultural or physical factors 3.4 Use where appropriate, special presentation techniques or activities to comply with the needs of special interest groups or people with special needs 3.5 Emphasise practical involvement while adjusting or refining skills on an individualised basis 3.6 Observe athlete's skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.7 Undertake observation with minimal disruption to the flow of the drill, activity or game 3.8 Teach the skill and monitor the teaching method and coaching/instructing style during the instruction and assess following the instruction 3.9 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

<p>4 Review and adapt the teaching of a skill in response to feedback</p>	<p>4.1 Make relevant points of emphasis before, during and/or after presentation/s 4.2 Implement modifications to the teaching method and coaching style in response to results of the monitoring 4.3 Give athletes the opportunity to comment and/or ask questions 4.4 Identify aspects needing further emphasis and/or attention for intervention in future training session</p>
<p>5 Demonstrate an understanding of the specific needs of each athlete</p>	<p>5.1 Relate the skills taught specifically to the special interest groups or people with special needs 5.2 Provide increased levels of support and care to athletes with special needs 5.3 Liaise with family and other relevant support personnel regarding athletes with special needs 5.4 Implement the safety and medical considerations of the athlete's specific need</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles of the sport/activity	[all categories] <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coach's or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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/instructional styles	[all categories] <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach or instructor to communicate with the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Communication	[all categories] <ul style="list-style-type: none"> • age • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, eg, vision or hearing loss

Cultural or physical factors	<p>[all categories]</p> <ul style="list-style-type: none"> • cultural values • family structures <ul style="list-style-type: none"> ○ extended family responsibilities ○ family ideals • religious beliefs • place of sport within the community <ul style="list-style-type: none"> ○ traditional ethnic community ○ Australian community • type of disability • communication strategies • level of literacy and numeracy
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ verbal ○ written ○ visual, and/or ○ tactile • should be an information exchange between athlete and coach regarding progress • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • is through <ul style="list-style-type: none"> ○ questioning and discussions before, during and after training sessions or competitions ○ observations before, during and after training sessions or competitions ○ cross referencing with session and/or agreed program objectives, and/or ○ ongoing functional assessments of skill performance, physical performance and participant well-being as part of the formative evaluation of training program ○ consultation with other personnel or specialists
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • technical and personal equipment as outlined by the specific sport • appropriate environmental safety considerations including <ul style="list-style-type: none"> ○ safe playing area ○ disability access ○ protective equipment, eg, knee and elbow pads, ○ the sport specific <i>Coach's Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ human/physical ○ equipment ○ materials ○ health and safety provisions ○ indoor/outdoor facilities
Special interest groups or people with special needs	<p>[all categories]</p> <ul style="list-style-type: none"> • people with a disability • indigenous people • non-English speaking background • mature aged athletes • children
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing participants to discover solutions), and/or ○ experiential or problem solving approaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of inclusive teaching and coaching practices to involve special interest groups or people with special needs in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ use of teaching methods and coaching styles to include special interest groups or people with special needs ○ assess participants readiness to acquire and perform the activity specific skill/s ○ conduct drills, activities and games to teach or develop the skills of special interest groups or people with special needs ○ review and adapt the teaching of a skill in response to feedback ○ demonstrate an understanding of the specific needs of each athlete
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific unit/s of competency
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge ○ Knowledge of assistive devices relevant for the given athlete ○ Relevant modified rules and regulations ○ Knowledge of the disability or special needs of the given athlete ○ Principles of group management ○ Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) ○ Special needs and requirements of <ul style="list-style-type: none"> ▪ People with a disability ▪ Indigenous people ▪ People from a non-English speaking background ▪ Mature aged athletes ▪ Children • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to effectively coach people or groups with special needs ○ Ability to analyse and interpret information appropriate to effectively coach people or groups with special needs ○ Interpersonal skills in order to build rapport with people and groups with special needs ○ Delivery skills in order to effectively communicate information and tasks to people or groups with special needs

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - To conduct coaching sessions, to determine needs of athletes, pertaining to individuals/groups • Communicating ideas and information - To athletes in activities at coaching sessions, to support personnel • Planning and organising activities - Catering for athletes individual needs at coaching sessions and in activities and games • Working with teams and others - Co-ordinating support for athletes with varying needs, liaising with family members and other support personnel • Using mathematical ideas and techniques - Assessing athletes individual stage of development • Solving problems - With athletes in sessions, in conducting sessions, dealing with situations where conflict arises • Using technology - To assist athletes involvement in activities <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP003A	IMPLEMENT THE FUNDAMENTAL PRINCIPLES OF SPORTS PSYCHOLOGY
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the fundamental principles of sports psychology and their implementation. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Present the <i>fundamental principles of sports psychology</i> to athletes	1.1 Explain to and clarify with athletes the <i>fundamental principles of sports psychology</i> 1.2 Adopt communication approaches that are appropriate to the needs of the <i>athlete</i> 1.3 Present verbal communications clearly, accurately and in a style appropriate to the setting 1.4 Use appropriate activities and learning experiences to deliver the information 1.5 Encourage the <i>athlete</i> to voice queries
2 Implement strategies for using the <i>fundamental principles of sports psychology</i>	2.1 Select strategies for assisting <i>athletes</i> to use <i>fundamental principles of sports psychology</i> in activity specific settings 2.2 Establish preferred psychological strategies with the <i>athlete</i> 2.3 Implement strategies for utilising <i>fundamental principles of sports psychology</i> 2.4 Clarify with the athlete/s, the role of the <i>support personnel</i> who are experts in the field of sports psychology

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	all categories] <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age but if below that age but if below that age in some sport specific exceptions such as gymnastics or swimming they may require parent/guardian consent prior to being included and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Fundamental principles of sports psychology	[all categories] <ul style="list-style-type: none"> • mental rehearsal • goal setting (long and short term) • self control skills (arousal and anxiety) • establishing mental routines • motivation
Support personnel	[all categories] <ul style="list-style-type: none"> • sports psychologists • nutritionists • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the fundamental principles of sports psychology, and strategies to implement these in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ present the fundamental principles of sports psychology to clients ○ implement strategies for using the fundamental principles of sports psychology
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Mental rehearsal strategies to be used in preparing psychologically for a sporting event ○ Goal setting strategies (long and short term) to be implemented when planning a sporting career ○ Self control strategies (arousal and anxiety) to be used when preparing psychologically for a sporting event ○ Establishing mental routines that can be used when preparing psychologically for a sporting event ○ Knowledge of motivational techniques to be used when preparing psychologically for a sporting event • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to explain the fundamental principles of sports psychology ○ Ability to analyse and interpret information appropriate to the principles of sports psychology ○ Interpersonal skills in order to build rapport with clients and ensure the principles of sports psychology are received effectively

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, participants or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Psychological strategies, communication styles • Communicating ideas and information - Principles of sports psychology, role of support personnel • Planning and organising activities - To deliver information, using some of the psychological strategies • Working with teams and others - Support personnel, coordinating others, • Using mathematical ideas and techniques - To assist with implementation of the program • Solving problems - Of the program, athletes, when conflict situations arise • Using technology - To assist with the implementation of the program <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP004A	PROVIDE INFORMATION ABOUT THE FUNDAMENTAL PRINCIPLES OF EATING FOR PEAK PERFORMANCE
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the acquisition of competency to enable the coach to provide information to their athletes about the principles of eating for peak performance. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information regarding the basic principles of nutrition for performance	1.1 Assess <i>athlete/s</i> information needs through questioning 1.2 Assess nutritional demands of the activity 1.3 Collect and assess as much relevant and current information as possible from a range of sources 1.4 Advise the <i>athlete/s</i> where necessary and available, to contact appropriate <i>support personnel</i> who are experts in the field of sports nutrition
2 Present the basic principles of nutrition for performance to athlete/s	2.1 Adopt communication approaches which are appropriate to the needs of the <i>athlete/s</i> 2.2 Use verbal communications clearly, accurately and present them in a style appropriate to the setting 2.3 Communicate initially, the most relevant <i>nutritional principles</i> 2.4 Use appropriate activities and learning experiences to deliver the information 2.5 Encourage the <i>athlete/s</i> to voice queries
3 Implement strategies for using principles of nutrition for performance	3.1 Identify strategies for using <i>nutritional practices</i> in performance settings 3.2 Establish the most relevant strategies through communication with the <i>athlete/s</i> 3.3 Clarify with participants, the role of the <i>support personnel</i> who are experts in the field of sports nutrition

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger, and/or • are sometimes below the age of 16 years and require parent/guardian consent prior to being included • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Nutritional principles	<p>[all categories]</p> <ul style="list-style-type: none"> • basic nutritional guidelines • five food groups • balanced diets • fluid replacement and hydration • heat injury • training and competition diets • eating disorders • weight management
Nutritional practices	<p>[all categories]</p> <ul style="list-style-type: none"> • eating more or less of particular foods • use of nutritional supplements • use of sports drinks for fluid replacement
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • sports psychologists • nutritionists • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of how to provide information regarding the basic principles of nutrition for performance to athletes in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ collect information regarding the basic principles of nutrition for performance ○ present the basic principles of nutrition for performance to athletes ○ implement strategies that athletes may use regarding nutrition for performance
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Basic nutritional guidelines in order to provide correct information about the principles of eating for peak performance ○ Knowledge of the five food groups in order to provide this information to athletes ○ Knowledge of the need to replace fluid in order to maximise performance ○ Knowledge of the effects of heat injury on performance and health ○ Knowledge of the principles of hydration and the effect on performance • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to explain the fundamental principles of eating for peak performance ○ Interpersonal skills in order to build rapport with athletes and ensure the principles of eating for peak performance are received effectively ○ Ability to interpret information appropriate to the principles of eating for peak performance in order to ensure athletes receive correct and relevant information

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Where athletes nutritional needs are required • Communicating ideas and information - To athletes regarding nutrition requirements and principles • Planning and organising activities - Where athletes can implement strategies to assist • Working with teams and others - Where support personnel are required to support athletes • Using mathematical ideas and techniques - With balanced diet • Solving problems - Associated with diet • Using technology - Assist in accessing nutritional requirements <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP005A	CUSTOMISE COACHING TO INCLUDE CHILDREN
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package

This unit covers the customisation of teaching methods and coaching programs to meet the needs of children.

ELEMENT	PERFORMANCE CRITERIA
1 Use preferred teaching methods and coaching/instructional styles to meet the needs of children	1.1 Select and implement <i>teaching methods</i> and <i>coaching/instructional styles</i> in the context of specific skills being developed and the <i>needs of the child</i> 1.2 Provide <i>feedback</i> to the <i>child</i> and other <i>support personnel</i> in accord with the <i>best practice principles of the sport/activity</i> 1.3 Deliver relevant information, explanations and demonstrations concisely and precisely to teach or develop specific skills in accord with the <i>best practice principles of the sport/activity</i> 1.4 Demonstrate questioning and <i>communication</i> skills in accord with the <i>best practice principles of the sport/activity</i> 1.5 Ensure <i>organisation's Occupational Health and Safety requirements</i> are in accordance with requirements for this session
2 Assess readiness of the child to acquire and perform the activity specific skill/s	2.1 Identify the skill or skill/s to be developed 2.2 Identify <i>physical and psychological factors</i> which affect the acquisition of the skills of children 2.3 Assess the individual child regarding their readiness to acquire the skill being taught or developed
3 Conduct drills, activities and games to teach or develop the activity specific skills of children	3.1 Select <i>teaching methods</i> and <i>coaching/instructional styles</i> to match the <i>needs of the child, physical and psychological factors</i> , the environment, the activity specific skill/s and the equipment available 3.2 Allocate sufficient space and <i>resources</i> for the drill, activity and/or game 3.3 Deliver relevant information, explanations and demonstrations concisely and precisely to conduct drills, activities and/or games specific to the <i>needs of the children</i> and <i>physical and psychological factors</i> 3.4 Use special presentation techniques or activities to comply with the <i>needs of children</i> where appropriate 3.5 Emphasise practical involvement while adjusting or refining skills on an individualised basis 3.6 Observe child's skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.7 Undertake observation with minimal disruption to the flow of the drill, activity or game 3.8 Teach the skill, monitor the <i>teaching method</i> and <i>coaching/instructional style</i> during the instruction and assess following the instruction 3.9 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
4 Review and adapt the teaching of a skill in response to feedback	4.1 Make relevant points of emphasis before, during and/or after presentation/s 4.2 Implement modifications to the <i>teaching method</i> and coaching style in response to results of the <i>monitoring</i> 4.3 Provide children with the opportunity to comment and/or ask questions 4.4 Identify aspects needing further emphasis and/or attention for intervention in future training sessions

5 Demonstrate an understanding of the specific needs of children	5.1 Teach the skills specifically related to the <i>needs of the children</i> , and <i>physical and psychological factors</i> 5.2 Provide support to children when addressing their individual needs and be aware of the <i>cultural or physical factors</i> 5.3 Implement the specific safety and medical considerations of children
---	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles of the sport/activity	[all categories] <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coach's or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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/instructional styles	[all categories] <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach or instructor to communicate with children • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in children
Communication	[all categories] <ul style="list-style-type: none"> • age • preferred method of communication • varying communication strategies

Cultural or physical factors	<p>[all categories]</p> <ul style="list-style-type: none"> • cultural values • family structures • extended family responsibilities • family ideals • religious beliefs • place of sport within the community • traditional ethnic community • Australian community • type of disability • communication strategies • level of literacy and numeracy
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ verbal ○ written ○ visual, and/or ○ tactile • should be an information exchange between child and coach regarding progress and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • is through <ul style="list-style-type: none"> ○ questioning and discussions before, during and after training sessions or competitions ○ observations before, during and after training sessions or competitions ○ cross-referencing with session and/or agreed program objectives, and/or ○ ongoing functional assessments of skill performance, physical performance and child well-being as part of the formative evaluation of training program ○ consultation with other personnel or specialists
Needs of children	<p>[all categories]</p> <ul style="list-style-type: none"> • modification of equipment and rules • reasons for children's participation in sport • fun and enjoyment • maximum participation • when to emphasise competition • parent/guardian involvement

Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • technical and personal equipment as outlined by the specific sport • appropriate environmental safety considerations including <ul style="list-style-type: none"> ○ safe playing area ○ modification of equipment and rules ○ protective equipment, eg, knee and elbow pads ○ the sport specific <i>Coach's Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ weather conditions
Physical and psychological factors	<p>[all categories]</p> <ul style="list-style-type: none"> • physical factors <ul style="list-style-type: none"> ○ growth rates ○ developmental stages ○ safety factors, eg, heat tolerance and hydration • psychological factors <ul style="list-style-type: none"> ○ developmental stages ○ social characteristics ○ attention spans ○ behaviour modification
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ human/physical ○ equipment ○ materials ○ health and safety provisions ○ indoor/outdoor facilities
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel

Teaching methods	[all categories] <ul style="list-style-type: none">• coaching or instructional approaches adopted by the coach or instructor to convey instructional content to the child• depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations• whole, part, whole approaches• shaping approaches• modelling approaches• command and response approaches• directive approaches through specific set tasks• reciprocal or peer tutoring approaches• feedback and refinement approaches• guided discovery approaches (setting problems and allowing children to discover solutions), and/or• experiential or problem solving approaches
-------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of children in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ use preferred teaching methods and coaching styles to meet the needs of children ○ assess readiness of the child to acquire and perform the activity specific skill/s ○ conduct drills, activities and games to teach or develop the activity specific skills of children ○ review and adapt the teaching of a skill in response to feedback ○ demonstrate an understanding of the specific needs of children
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation to coaching children ○ Relevant rules and regulations for coaching children ○ Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) ○ Physical and psychological characteristics of children in order to effectively customise coaching to include children ○ Needs of children participating in sport in order to effectively customise coaching to include children • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to understand the differing needs of children in a coaching situation and communicate desired coaching outcomes in a manner appropriate to children ○ Varying communication strategies in order to adjust coaching style to meet the needs of individuals ○ Ability to interpret and analyse information appropriate to coaching children in order to ensure they receive correct and relevant information

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to build rapport with children and ensure the desired coaching outcomes are understood and agreed upon
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine participants, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Determining a child's readiness to participate, presenting information to children in appropriate ways • Communicating ideas and information - In a manner specific to children • Planning and organising activities - Specific to the needs of children • Working with teams and others - Where support personnel are involved, co-ordinating support personnel • Using mathematical ideas and techniques - Using principles in activities • Solving problems - Use of feedback to adjust drills and activities, resolving conflict when it arises • Using technology - Involving children in activities <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP006A	CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package

This unit covers the customisation of teaching methods and coaching programs to meet the needs of mature aged athletes.

ELEMENT	PERFORMANCE CRITERIA
1 Use preferred teaching methods and coaching/instructional styles to meet the needs of mature aged athletes	1.1 Select and implement teaching methods and coaching/instructional styles in the context of specific skills being developed and the needs of mature aged athletes 1.2 Provide feedback to the mature aged athlete and other support personnel in accord with the best practice principles of the sport/activity 1.3 Present relevant information, explanations and demonstrations concisely and precisely to teach or develop specific skills in accord with the best practice principles of the sport/activity 1.4 Demonstrate questioning and communication skills in accord with the best practice principles of the sport/activity 1.5 Ensure organisation's Occupational Health and Safety requirements are in accordance with requirements for the session
2 Assess readiness of the athlete to acquire and perform the activity specific skill/s	2.1 Identify the skill or skill/s to be developed 2.2 Identify physical and psychological factors which affect the acquisition of the skills of mature aged athletes 2.3 Assess the individual athlete regarding their readiness to acquire the skill being taught or developed
3 Conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes	3.1 Select teaching methods and coaching/instructional styles to match the needs of the mature aged athlete, physical and psychological factors , the environment, the activity specific skill/s and the equipment available 3.2 Allocate sufficient space and resources for the drill, activity and/or game 3.3 Present relevant information, explanations and demonstrations concisely and precisely to conduct drills, activities and/or games, specific to the needs of the mature aged athlete and, physical and psychological factors 3.4 Use special presentation techniques or activities to comply with the needs of mature aged athlete , where appropriate 3.5 Emphasise practical involvement while adjusting or refining skills on an individualised basis 3.6 Observe mature aged athletes' skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.7 Undertake observation with minimal disruption to the flow of the drill, activity or game 3.8 Teach the skill, and monitor the teaching method and coaching/instructional style during the instruction and assess following the instruction 3.9 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

<p>4 Review and adapt the teaching of a skill in response to feedback</p>	<p>4.1 Make relevant points of emphasis before, during and/or after presentation/s 4.2 Implement modifications to the teaching method and coaching/instructional style in response to results of the monitoring 4.3 Provide mature aged athletes the opportunity to comment and/or ask questions 4.4 Identify aspects needing further emphasis and/or attention for intervention in future training sessions</p>
<p>5 Demonstrate an understanding of the specific needs of mature aged athletes</p>	<p>5.1 Teach the skills specifically related to the needs of mature aged athletes and physical and psychological factors 5.2 Implement the specific safety and medical considerations of mature aged athlete</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Best practice principles of the sport/activity	[all categories] <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coach's or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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/instructional styles	[all categories] <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach or instructor to communicate with the mature aged athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in athletes
Communication	[all categories] <ul style="list-style-type: none"> • age • preferred method of communication • cultural or physical factors • sensory impairment, eg, vision or hearing loss

Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ verbal ○ written ○ visual, and/or ○ tactile • should be an information exchange between athlete and practitioner regarding progress and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • is through <ul style="list-style-type: none"> ○ questioning and discussions before, during and after training sessions or competitions ○ observations before, during and after training sessions or competitions ○ cross-referencing with session and/or agreed program objectives ○ ongoing functional assessments of skill performance, physical performance and athlete well-being as part of the formative evaluation of training program ○ consultation with other personnel or specialists
Needs of mature aged athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • modification of equipment and rules • social needs
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • technical and personal equipment as outlined by the specific sport • appropriate environmental safety considerations including <ul style="list-style-type: none"> ○ safe playing area ○ modification of equipment and rules ○ first aid programs ○ protective equipment, eg, knee and elbow pads ○ the sport specific <i>Coach's Code of Conduct</i> policy ○ the Australian Sport Commission <i>Coach's Code of Ethics</i> policy
Physical and psychological factors	<p>[all categories]</p> <ul style="list-style-type: none"> • physical factors <ul style="list-style-type: none"> ○ aging processes ○ safety factors ○ recovery techniques • psychological factors <ul style="list-style-type: none"> ○ social characteristics ○ participation versus competitive motivations

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ human/physical ○ equipment ○ materials ○ health and safety provisions ○ indoor/outdoor facilities
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • other involved/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing participants to discover solutions), and/or ○ experiential or problem solving approaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of mature aged athletes in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ use preferred teaching methods and coaching styles to meet the needs of mature aged athletes ○ assess readiness of the mature age athlete to acquire and perform the activity specific skill/s ○ conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes ○ review and adapt the teaching of a skill in response to feedback ○ demonstrate an understanding of the specific needs of mature aged athletes
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation to coaching mature aged athletes ○ Relevant modified rules and regulations for coaching mature aged athletes ○ Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) ○ Physical and psychological characteristics of mature aged athletes in order to effectively customise coaching ○ Needs of mature aged athletes in sport in order to effectively customise coaching • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to understand the differing needs of mature aged athletes in a coaching situation and communicate your desired coaching outcomes in a manner appropriate ○ Ability to interpret and analyse information appropriately to coaching mature aged athletes in order to ensure they receive correct and relevant information

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to build rapport with mature aged athletes and ensure the desired coaching outcomes are understood and agreed upon
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - That which impacts on mature aged athletes • Communicating ideas and information - Pertaining to the needs of mature aged athletes • Planning and organising activities - Developing drills, games and activities for skills acquisition and development, adapting feedback • Working with teams and others - Involving and coordinating support personnel • Using mathematical ideas and techniques - In designing games and activities • Solving problems - Adjusting and modify programs and activities, resolving conflict situations • Using technology - To assist with participation in activities <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP007A	CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the use of drills, activities and games to teach or develop intermediate skills of athletes with a disability.

ELEMENT	PERFORMANCE CRITERIA
1 Demonstrate an understanding of specific considerations that may be relevant to coaching athletes with a disability	1.1 Demonstrate appropriate attitudes towards <i>athletes with a disability</i> 1.2 Demonstrate an understanding of the ' <i>philosophy of inclusion</i> ' with regards to coaching <i>athletes with a disability</i> 1.3 Discuss the variety of perceptions regarding the terms 'integration' and 'inclusion' regarding coaching <i>athletes with a disability</i> 1.4 Use appropriate terminology when coaching <i>athletes with a disability</i> 1.5 Identify benefits and barriers to participation in sport and physical activity and make <i>modifications and adjustments</i> 1.6 Describe and explain <i>factors that may affect the acquisition of skills by athletes with a disability</i> 1.7 Determine the safety and medical considerations that may influence the involvement of athletes with a disability 1.8 Detail the purpose and philosophy of <i>classification systems</i> that have been developed to assist the involvement of <i>athletes with a disability</i> in sport 1.9 Demonstrate an understanding that the 'athletes choice' is essential in determining sport selection and the degree of inclusion 1.10 Ensure <i>organisation's Occupational Health and Safety requirements</i> are in accordance with requirements for the session
2 Assess the athlete's readiness to acquire and perform sport specific skill/s	2.1 Select the sport specific skill/s to be developed through consultation with the athlete and relevant <i>support personnel</i> 2.2 Use, <i>sport specific assessment tools</i> in the first instance, to assess athlete's <i>functional ability</i> and readiness to acquire the intermediate skill being taught or developed 2.3 Use the <i>basic principles of biomechanics</i> in instances where the <i>sport specific assessment tools</i> are not applicable to the individual <i>athletes with a disability</i> to assess the movement patterns of the athlete/s in relation to the specific sports skill/s to be developed 2.4 Detail observable body movements for each stage of the skill in priority of importance to the performance of the skill
3 Use preferred teaching methods and coaching/instructional styles to develop the skills of athletes with a disability	3.1 Develop strategies and processes to include people with a disability at an appropriate and individual level 3.2 Plan a coaching session specific to the needs of the <i>athletes with a disability</i> 3.3 Select and implement <i>teaching methods</i> and <i>coaching/instructional styles</i> in the context of specific skills being developed and <i>factors that may affect the acquisition of skills by athletes with a disability</i>

<p>4 Conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability</p>	<p>4.1 Detail factors that may affect the acquisition of skills by athletes with a disability and trial modifications and/or adjustments to address them</p> <p>4.2 Select teaching methods and coaching/instructional styles to match the athletes readiness, the environment, the available equipment and the skill/s to be developed</p> <p>4.3 Explain the major conditioning considerations a coach must be aware of when training athletes with a disability and their associated coaching implications</p> <p>4.4 Provide feedback to the athlete and other support personnel in accord with the best practice principles of coaching athletes with a disability</p> <p>4.5 Present relevant information, explanations and demonstrations concisely and precisely to teach or develop specific skills in accord with the best practice principles of coaching athletes with a disability and the best practice principles of the sport/activity</p> <p>4.6 Demonstrate questioning and communication skills in accord with the best practice principles of the sport/activity</p> <p>4.7 Allocate sufficient space and resources for the drill, activity and/or game</p> <p>4.8 Use technological aids where appropriate</p> <p>4.9 Emphasise practical involvement while adjusting or refining skills on an individualised basis</p> <p>4.10 Observe athletes to see that the drills, activities and/or games are conducted in accord with the rules, regulations and policies and accepted best practice principles of the sport/activity</p> <p>4.10 Observe athletes skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>4.12 Undertake observation with minimal disruption to the flow of the drill, activity or game</p> <p>4.13 Teach the skill, monitor the teaching method and coaching/instructional style during the instruction and assess following the instruction</p> <p>4.14 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>5 Review and adapt teaching methods and coaching/instructional styles</p>	<p>5.1 Implement modifications to the teaching methods and coaching/instructional styles in response to results of the monitoring</p> <p>5.2 Evaluate the effectiveness of a session plan and practical coaching session and identify aspects needing further emphasis and/or attention for intervention in future session</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • sensory impairment <ul style="list-style-type: none"> ○ loss of vision ○ deafness or hearing loss ○ could be congenital or acquired • physical disability <ul style="list-style-type: none"> ○ congenital (Note: This is not an exclusive list) such as <ul style="list-style-type: none"> ▪ cerebral palsy ▪ spina bifida ▪ birth deformity ○ acquired (Note: This is not an exclusive list) such as <ul style="list-style-type: none"> ▪ spinal cord injury ▪ amputation ▪ some head injuries which result in reduced locomotor function • intellectual disability • psychological disorder
Basic principles of biomechanics	<p>[all categories]</p> <ul style="list-style-type: none"> • centre of gravity • base of support • levers • fulcrums • major muscle actions
Best practice principles for coaching athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • the <i>sport specific Coaches Code of Conduct</i> policy • the Australian Sports Commission <i>Coach's Code of Ethics</i> policy • sport and disability specific policies, eg, <i>Anti doping policy</i>, etc • Australian Sports Commission Harassment free sport policy • Disability Discrimination Act (Federal and State legislation) • Practices and approaches such as those outlined in the Australian Sports Commission <i>Coaching Athletes with a Disability: General Principles</i> manual

Best practice principles of the sport/activity	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coaches or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coaches Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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
Classification systems	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ sport specific ○ medically based • Classification systems that have 'usually' been developed by International Sports Organisations for the Disabled to enable equitable competition among athletes with similar <ul style="list-style-type: none"> ○ functional ability, or ○ medical condition, or • National or local organisations often modify or combine these classification groupings to enable competition at a local level
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • age • pace and tone • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, eg, vision or hearing loss

Factors that may affect the acquisition of skills by athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • previous experience and understanding <ul style="list-style-type: none"> ○ athletes with acquired conditions may have developed an understanding of the movements and objectives of the activity prior to their injury or onset of their condition • limited range of movement, which may result in the need to modify or adjust how the athlete performs the skill/s • difficulty with interpreting the concept and/or purpose of the skill in relation to the overall sport • inability to observe demonstrations or hear instructions which may require the adoption of non - traditional teaching methods, in relation to the culture of the sport, that use alternative senses and modalities
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ verbal ○ written ○ visual, and/or ○ tactile • should be an information exchange between athlete and practitioner regarding treatment progress and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments
Functional ability	<p>[all categories]</p> <ul style="list-style-type: none"> • the athletes ability to <ul style="list-style-type: none"> ○ see ○ hear ○ move ○ interpret instructions ○ interpret demonstrations
Modifications and adjustments	<p>[all categories]</p> <ul style="list-style-type: none"> • unlimited range of options such as <ul style="list-style-type: none"> ○ modified games and variations including <ul style="list-style-type: none"> ▪ sitting on court, eg, seated volleyball for people with lower limb dysfunction ▪ reduced court dimensions ▪ rule modifications ▪ introduction of zones ▪ scoring modifications ▪ ball with a bell inside is rolled into the opponent's goal area, ie, for athletes with vision impairment

Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • is through <ul style="list-style-type: none"> ○ questioning and discussions before, during and after training sessions or competitions ○ observations before, during and after training sessions or competitions ○ cross-referencing with session and/or agreed program objectives ○ ongoing functional assessments of skill performance, physical performance and athlete well-being as part of the formative evaluation of training program ○ consultation with other personnel or specialists
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • technical and personal equipment as outlined by the specific sport • appropriate environmental safety considerations including <ul style="list-style-type: none"> ○ safe playing area ○ disability access ○ protective equipment, eg, knee and elbow pads ○ the sport specific <i>Coaches Code of Conduct</i> policy ○ the Australian Sport Commission <i>Coach's Code of Conduct</i> policy
Philosophy of inclusion	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to people with a disability having access to, and be able to make informed decisions regarding their participation in all aspects of community life, including sport and physical activity
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ human/physical ○ equipment ○ materials ○ health and safety provisions ○ indoor/outdoor facilities
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the laws of the sport specific handbook along with the relevant disability specific rules and regulations
Session plan	<p>[all categories]</p> <ul style="list-style-type: none"> • a warm up • skills session • drills or modified game • conditioning component • cool down

Sport specific assessment tools	<p>[all categories]</p> <ul style="list-style-type: none"> • sport specific approaches, based on sport specific knowledge, used by coaches to assess the skill and readiness of athletes to progress such as <ul style="list-style-type: none"> ○ observation ○ video analysis ○ sport specific functional tests ○ competitive performances
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coach/es • sports scientists • sports medicine providers • agents • other health professionals • parents/guardians • other involved/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experiential or problem solving approaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to customise coaching to include athletes with a disability in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ detail specific considerations that may be relevant to coaching athletes with a disability ○ assess the athlete's readiness to acquire and perform sport specific skill/s ○ identify preferred teaching methods and coaching styles to coach an athlete with a disability ○ conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability ○ review and adapt teaching methods and coaching styles ○ review and adapt coaching methods to improve effectiveness ○ observe an athlete and recognise when and how intervention should take place to improve individual skill performance ○ adapt sport specific knowledge to the specific needs of an athlete with a disability
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI004B Plan a session or program for participants ○ SRSCGP002A Include special interest groups or people with special needs
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills relevant for the specific sport ○ Knowledge of drills, activities and games to teach the intermediate skills of the specific sport ○ Knowledge of the rules and regulations of the given sport ○ Knowledge of the relevant modified rules and regulations of the sport and disability ○ Knowledge of relevant disability terminology ○ Knowledge of relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) ○ Knowledge of the disability of the given athlete ○ Knowledge of assistive devices relevant for the given athlete • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of the given sport, eg, movement, voice, use of technical aids, judgement, reporting, etc ○ Ability to provide demonstrations, ie, self, other athletes as models, brailing, videos, etc

	<ul style="list-style-type: none"> ○ Feedback and questioning skills in order to communicate effectively with athletes ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ The ability to implement effective coaching techniques in relation to the given sport and the specific needs of the athlete with a disability
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Determining an athletes readiness to participate and acquire skills, adapting to feedback, evaluating session plan, responding to feedback • Communicating ideas and information - Related to drills, activities and games, rules and regulations • Planning and organising activities - Developing session plan, drills, activities and games • Working with teams and others - Support personnel, working with athlete and associated personnel • Using mathematical ideas and techniques - Using terms to aid teaching of skills • Solving problems - Related to programs and activities, resolving conflict when it arises • Using technology - Assisting with athletes participation in activities, providing information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP008A	SELECT A TEAM OR GROUP
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to utilise selection criteria and policies to make selection decisions on a team or group.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and explain selection objectives, criteria and policy	1.1 Identify the documented requirements of the activity club or organisation in the selection objectives and criteria 1.2 Explain the requirements of the activity club or organisation in the selection policy interpretation 1.3 Identify in the selection process the rights of individuals
2 Compile activity achievement data on selection candidates	2.1 Specify the nature of sporting achievement data required and documentation 2.2 Research specified activity achievements of selection candidates and documentation 2.3 Select methods and documentation for testing and assessing candidates 2.4 Compile activity achievement data and present in writing to the selection panel fully researched, accurate and current
3 Apply selection policy to the selection of team or group members	3.1 Identify responsibilities of members of the selection panel and explain according to the specifications of the activity club or organisation 3.2 Document selection guidelines and communicate in writing to all individuals 3.3 Select team or group members in accordance with the documented selection policy of the activity club or organisation 3.4 Communicate team or group selections according to documented notification procedures 3.5 Maintain the rights of individuals within the selection process according to the documented selection process

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Documentation	[all categories] <ul style="list-style-type: none"> • complies with the requirements and specifications of the club or organisation selection policy
Individuals	[all categories] <ul style="list-style-type: none"> • selection candidates • coaches • team managers • officers of the activity club or organisation
Selection criteria	[all categories] <ul style="list-style-type: none"> • past performances • current and potential future performance • experience • skill • technical ability • personal profile • availability • physical attributes • needs of the team or group • assessment of the level of opposition

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of utilisation of selection criteria and policies to make selection decisions on a team or group • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify and explain selection objectives, criteria and policy ○ compile activity achievement data on selection of candidates ○ apply the selection policy to the selection of team or group members
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term training programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's selection objectives, criteria and policy ○ Knowledge of competition rules, regulations and guidelines for the relevant sport ○ Knowledge of competition processes and procedures for the relevant sport ○ Knowledge of expected activity/event performance • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with applicants ○ Communication (written or verbal) in order to undertake assessment of applicants and document results ○ Organisational skills in order to effectively manage selection process ○ Decision making skills in order to select appropriate applicants ○ Recording skills in order to accurately record selection process and outcomes ○ Evaluation skills in order to assess applicants ○ Analytical skills in order to evaluate applicants according to selection criteria ○ Objectivity skills to make assessments based on selection criteria

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ relevant selection objectives, criteria and policy • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable sports administration situations, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to sports administration
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	3	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information related to team selection • Communicating ideas and information - Document selection procedures • Planning and organising activities - Develop procedures for team or group selection • Working with teams and others - Cooperate with others to select team or group • Using mathematical ideas and techniques - Not applicable • Solving problems - Manage both selection and non-selection matters • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP009A	WORK WITH OFFICIALS
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the application of strategies to ensure an effective working relationship with sports officials. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Develop strategies to promote effective working relationships with officials	1.1 Plan strategies for addressing issues 1.2 Select methods for implementing these strategies 1.3 Adopt communication approaches which are appropriate to the needs of the officials and the competition/activity
2 Implement strategies to develop working relationships with officials	2.1 Communicate with officials to establish the most relevant strategies for the individual 2.2 Implement strategies in activity specific setting
3 Evaluate the strategies and relationships with officials	3.1 Analyse the performance of the athletes in competition situations 3.2 Assess the effect of the strategies in creating more effective relationships in the activity 3.3 Make modifications to the strategies in consultation with the officials and athletes

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Issues	<p>[all categories]</p> <ul style="list-style-type: none"> • the role of the captain in dealing with on-field officials • disputes and protests (processes and procedures) • pre and post competition communication • communication between athletes, coaches and officials • the officials' duty of care • coach/officials relationships • interpretation of the laws/rules that govern the sport/activity
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • any person who controls the actual play of a competition by applying the rules and laws of the sport to make judgements on rule infringements, performance, time or score <ul style="list-style-type: none"> ○ referees ○ judges ○ umpires ○ scorers
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • communication processes • clarifying roles and responsibilities • negotiation

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of strategies to ensure an effective working relationship with sports officials and implement these in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ consider issues regarding working with officials specific to the activity ○ develop strategies to promote effective working relationships with officials ○ implement strategies to develop working relationships with officials ○ evaluate the strategies and relationships with officials
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP010A Provide information regarding drugs in sport issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in order to effectively work with officials ○ Relevant activity/sport in order to effectively understand and discuss decisions made by officials ○ Roles and responsibilities of officials with an activity/sport in order to understand how and why officiating decisions are made ○ Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order understand the role of officials, the decisions made by officials and effectively communicate these to athletes ○ Negotiation skills to effectively discuss decisions made by officials and negotiate the best possible outcome for athletes ○ Interpersonal skills in order to build rapport with officials and ensure the best possible outcome is received for athletes

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	3	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Consider decision making processes, communication styles, issues with officiating performances • Communicating ideas and information - Issues regarding officiating performances • Planning and organising activities - Strategies to develop relationships, modifying relationships • Working with teams and others - Developing relationships • Using mathematical ideas and techniques - Assessing aspects of officiating performances • Solving problems - Concerning relationships, resolving conflict when it arises • Using technology - To enhancing communication approach <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP010A	PROVIDE INFORMATION REGARDING DRUGS IN SPORT ISSUES
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the acquisition of knowledge and skills to enable the coach to provide information about drugs in sport issues to their athletes and implement strategies to address those issues. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information regarding relevant drugs in sport issues	1.1 Assess <i>athletes</i> information needs through questioning 1.2 Detail <i>drugs in sport issues</i> relevant to the activity 1.3 Collect and analyse as much relevant and current information as possible from a range of sources 1.4 Compile personnel and resources available to assist with <i>drugs in sport issues</i>
2 Discuss relevant drugs in sport issues with athletes	2.1 Adopt communication approaches appropriate to the needs of the <i>athletes</i> 2.2 Present verbal communications clearly, accurately and in a style appropriate to the setting 2.3 Discuss initially the most relevant <i>drugs in sport issues</i> 2.4 Use appropriate activities and learning experiences to deliver the information 2.5 Encourage the <i>athlete</i> to voice queries
3 Develop and implement strategies for dealing with drugs in sport issues	3.1 Develop <i>strategies</i> for addressing <i>drugs in sport issues</i> 3.2 Establish the most relevant <i>strategies</i> for the <i>athletes</i> 3.3 Demonstrate methods of assisting the <i>athletes</i> to implement these <i>strategies</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age and with some sport specific exceptions such as gymnastics or swimming where they may be younger sometimes and require parent/guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Drugs in sport issues	<p>[all categories]</p> <ul style="list-style-type: none"> • banned and restricted drug classes • drug testing procedures and protocols • deliberate use of drugs • inadvertent use of drugs • social drug use • ethical implications of drug use in sport • negative effects of banned substances • anti doping policies • hearings and sanctions • therapeutic use of banned drugs • athlete's rights and responsibilities • herbal medications and supplements • domestic versus international drug testing procedures and policies
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • educational programs • use of drugs in sport information services, eg, Australian Sports Drug Agency • intervention strategies • development of ethical codes and policies • development of alternative strategies to enhance performance legally

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of how to provide information regarding drugs in sport issues to athletes and implementing strategies to deal with those issues in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ collect information regarding relevant drugs in sport issues ○ discuss relevant drugs in sport issues with athletes ○ develop and implement strategies for dealing with drugs in sport issues
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP009A Work with officials ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ General knowledge of the classes of banned and restricted drugs and where to get up-to-date information ○ General knowledge of drug testing procedures and protocols and where to get up-to-date information ○ General knowledge of reasons for drug use and where to get current statistical material on this subject ○ Knowledge of drugs in sport information services in order to pass these contacts onto athletes ○ General knowledge of drugs in sport policy and where to get up-to-date information • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order effectively pass on information about drugs in sport to athletes and the dangers to both health and performance ○ Interpersonal skills in order to build rapport with athletes to ensure information about drugs in sport is understood and where appropriate drug use dealt with effectively and compassionately ○ Interpretation of information in order to ensure information passed on to athletes is correct and up-to-date

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Gathering information related to drugs in sport • Communicating ideas and information - Referring athletes to information and support, adopting styles to suit the needs of athletes, discuss issues related to drugs in sport • Planning and organising activities - Information sessions, developing strategies to deal with issues • Working with teams and others - Support personnel, coordinating support personnel and others • Using mathematical ideas and techniques - In the presentation of information related to issues and effects of drugs in sport on athletes • Solving problems - Related to drugs in sport, resolving conflict when it arises, counselling athletes • Using technology - Supporting athletes regarding drugs in sport issues <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP011A	SUPPORT ATHLETES TO ADOPT THE PRINCIPLES OF SPORTS PSYCHOLOGY
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package

This unit covers implementing the principles of sports psychology and strategies to enable coaches to support their athletes in this area. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Inform <i>athletes</i> of the psychological approaches for peak sporting performance	1.1 Adopt communication approaches appropriate to the needs of the <i>athletes</i> 1.2 Use appropriate activities and learning experiences to deliver the information 1.3 Discuss the psychological approaches for peak performance in the activity with <i>athletes</i> 1.4 Encourage the <i>athletes</i> to voice queries and discuss their individual psychological needs and preference
2 Liaise with sports psychology support personnel to assist athletes	2.1 Select appropriate psychological support personnel 2.2 Discuss the specific psychological approaches for peak performance in the activity with the selected psychological support personnel 2.3 Clarify with the <i>athletes</i> , the role of the <i>support personnel</i> , including personnel who are experts in the field of sports psychology 2.4 Encourage <i>participants</i> to seek advice from selected psychological <i>support personnel</i>
3 Assist <i>athletes</i> to implement psychological approaches to enhance peak performance	3.1 Seek strategies for implementing <i>psychological approaches to enhance peak performance</i> in the activity in consultation with the <i>athlete</i> and psychological <i>support personnel</i> 3.2 Assist and support the <i>athletes</i> to implement selected strategies in training and competition
4 Evaluate the effect of psychological approaches on the performance of <i>athletes</i>	4.1 Analyse the performance of the <i>athletes</i> in competition situations 4.2 Assess the effect of <i>psychological approaches to enhance peak performance</i> in the activity 4.3 Evaluate the effect of <i>psychological approaches to enhance peak performance</i> in the activity 4.4 Make modifications to the <i>psychological approaches for peak performance in the activity</i> in consultation with the <i>athlete</i> and psychological <i>support personnel</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age with some sport specific exceptions such as gymnastics or swimming where they may be younger and sometimes require parent/guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Psychological approaches to enhance peak performance	<p>[all categories]</p> <ul style="list-style-type: none"> • mental rehearsal • goal setting • self control techniques (arousal and anxiety) • relaxation techniques • visualisation • self-talk • stress management • time management • intrinsic and extrinsic motivation
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • sports psychologists • nutritionists • administrators • other coaches • sports scientists • sports medicine providers • agents • other health professionals • parents and guardians • other involved/appropriate personnel

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the principles of sports psychology, psychological approaches and strategies to support athletes to adopt these in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ select sports psychology approaches appropriate for peak performance of the activity ○ inform athletes of the psychological approaches for peak sporting performance ○ liaise with sports psychology support personnel to assist athletes ○ assist athletes to implement psychological approaches to enhance peak performance ○ evaluate the effect of psychological approaches on the performance of an athlete
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sport issues ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSSCP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Strategies in order to prepare psychologically before an event to enhance performance including ○ Mental rehearsal ○ Goal setting ○ Arousal and anxiety ○ Visualisation ○ Self-talk ○ Stress management ○ Intrinsic and extrinsic motivation ○ Time management strategies in order to effectively manage time spent training, working and relaxing • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to effectively pass on information about the principles of psychological preparation for peak performance to athletes and to support them to adopt these principles ○ Ability to analyse and interpret information regarding psychological preparation for peak performance in order to ensure information passed on to athletes is correct and up-to-date

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to build rapport with athletes to ensure information about psychological preparation for peak performance is understood and adopted ○ Self control techniques in order to prepare psychologically and therefore enhance performance ○ Relaxation techniques in order to effectively relax between and before events
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Including athlete information, assessing different needs of athletes • Communicating ideas and information - To athletes and support personnel regarding psychological approaches • Planning and organising activities - Seeking different approaches/strategies for athletes • Working with teams and others - Liaising with support personnel and athletes, co-ordinating support personnel and others • Using mathematical ideas and techniques - Evaluating the effect of the approaches on performance • Solving problems - Dealing with difficult athletes, a specific participant issue, solving conflict when it arises • Using technology - Supporting athletes through electronic communication <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP012A	SUPPORT ATHLETES TO ADOPT THE PRINCIPLES OF EATING FOR PEAK PERFORMANCE
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the principles of eating for peak performance and strategies to enable coaches to support their athletes in this area. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Inform <i>athletes</i> of the nutritional requirements for peak sporting performance	1.1 Adopt communication approaches appropriate to the needs of the <i>athletes</i> 1.2 Discuss the <i>nutritional requirements for peak performance in the activity</i> with the <i>athletes</i> 1.3 Encourage the <i>athletes</i> to voice queries and discuss their individual nutritional needs and preferences
2 Liaise with nutritional support personnel to assist <i>athletes</i>	2.1 Select appropriate nutritional support personnel 2.2 Discuss the specific <i>nutritional requirements for peak performance in the activity</i> with the identified nutritional support personnel 2.3 Encourage <i>athletes</i> to seek advice from identified nutritional support personnel
3 Assist <i>athletes</i> to implement <i>nutritional practices to enhance peak performance</i>	3.1 Select strategies for implementing <i>nutritional practices to enhance peak performance</i> in the activity in consultation with the <i>athlete</i> and nutritional support personnel 3.2 Assist and support the <i>athletes</i> to implement selected strategies in training and competition
4 Evaluate the effect of nutritional practices on the performance of <i>athletes</i>	4.1 Analyse the performance of the <i>athletes</i> in competition situations 4.2 Assess the effect of <i>nutritional practices to enhance peak performance</i> in the activity 4.3 Evaluate the effect of <i>nutritional practices to enhance peak performance</i> in the activity 4.4 Make modifications to the nutritional practices for peak performance in the activity in consultation with the <i>athlete</i> and nutritional support personnel 4.5 Recognise the symptoms associated with possible <i>nutritional deficiencies and eating disorders</i> 4.6 Refer <i>athletes</i> who have symptoms of <i>nutritional deficiencies and eating disorders</i> to nutritional support personnel for treatment

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age with some sport specific exceptions such as gymnastics or swimming where they may be younger and require parent/guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Nutritional deficiencies and eating disorders	<p>[all categories]</p> <ul style="list-style-type: none"> • Vitamin deficiencies • Anorexia nervosa • Bulimia • Obesity • Dehydration
Nutritional practices to enhance peak performance	<p>[all categories]</p> <ul style="list-style-type: none"> • consumption of particular foods • exclusion of particular foods • use of nutritional supplements • use of sports drinks for fluid replacement • weight loss and gain
Nutritional requirements for peak performance in the activity	<p>[all categories]</p> <ul style="list-style-type: none"> • 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 to maintain health and well-being and enable preparation for further events

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the principles of eating for peak performance, and strategies to support athletes to adopt these principles in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ identify nutritional requirements for peak performance of the activity ○ inform athletes of the nutritional requirements for peak sporting performance ○ liaise with nutritional support personnel to assist athletes ○ assist athletes to implement nutritional practices to enhance peak performance ○ evaluate the effect of nutritional practices on the performance of athletes ○ recognise the symptoms of nutritional deficiencies and eating disorders
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sport issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation principles of eating for peak performance within that activity/sport ○ Dietary nutrients in order to advice athletes on correct eating ○ Sources of nutrients in order to assist athletes to develop appropriate menus ○ Nutritional supplementation principles in order to assist athletes to develop appropriate supplements to their diets ○ Monitoring body weight methods and analysing information in order to assist athletes to monitor effectively and using the correct methods ○ Safe weight loss and weight gain principles in order to support athletes to adopt principles of eating for peak performance and not just weight loss or gain ○ Fluid replacement practices in order to correctly advise athletes ○ Training and competition diets in order to accurately advise athletes

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to effectively pass on information about the principles of eating for peak performance to athletes and to support them to adopt these principles ○ Ability to analyse and interpret information in eating for peak performance in order to ensure information passed on to athletes is correct and up-to-date ○ Interpersonal skills in order to build rapport with athletes to ensure information about eating for peak performance is understood and adopted
Resource implications	<ul style="list-style-type: none"> • Physical assessment - assessment of this competence requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Pertaining to nutritional aspects, deficiencies, eating disorders, weight gain/loss • Communicating ideas and information - About eating regimes, hydration, eating disorders, • Planning and organising activities - Implementing nutritional practices • Working with teams and others - Nutritional support personnel, co-ordinating support personnel and others • Using mathematical ideas and techniques - Evaluating nutritional practices • Solving problems - Diet, weight loss/gain, other eating disorders, resolving conflict when it arises • Using technology - Evaluating nutritional effects, supporting participants <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP013A	MONITOR COACH WELFARE
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the application of strategies to maintain a balanced lifestyle between coaching and other personal commitments. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Develop a plan to address coach welfare	1.1 Undertake a <i>lifestyle issues</i> needs assessment for the <i>coach</i> 1.2 Prepare a plan to address the lifestyle needs of the <i>coach</i>
2 Implement plan to improve coach welfare	2.1 Select the most relevant <i>strategies</i> for the individual <i>coach</i> 2.2 Implement <i>strategies</i> in activity specific settings to address the welfare needs of the <i>coach</i>
3 Evaluate strategies	3.1 Assess the effect of the <i>strategies</i> for creating a more balanced lifestyle in the activity 3.2 Evaluate the effect of the <i>strategies</i> for creating a more balanced lifestyle in the activity 3.3 Make modifications to the <i>strategies</i> in consultation with the <i>coach</i> and their partner

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Coach	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • may be beginner through to high performance level coaches • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Lifestyle issues	<p>[all categories]</p> <ul style="list-style-type: none"> • family relationships <ul style="list-style-type: none"> ○ partner communication ○ family welfare ○ family responsibilities ○ relationship counselling ○ long term absences ○ periods of intense work • personal health and well being <ul style="list-style-type: none"> ○ burn out ○ stress relief and relaxation • time management <ul style="list-style-type: none"> ○ goal setting ○ lifestyle planning ○ work commitments
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • communication processes • prioritising • clarifying roles and responsibilities • seeking professional help • devolving responsibilities to other coaching and managerial staff • dealing with change • personal and professional development • career planning

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of strategies to ensure a balanced lifestyle between coaching and other personal commitments, and implement these in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ identify issues regarding coach welfare specific to the activity and situation of the coach ○ develop strategies to promote coach welfare ○ implement strategies to develop coach welfare ○ evaluate strategies
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sport issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP014A Implement recovery programs • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation to the issues that may impact on coach welfare ○ Roles and responsibilities of the coach within an activity/sport ○ Knowledge of time management strategies that may be used to lessen impact of coaching responsibilities and ensure better coach welfare ○ Knowledge of planning strategies that will assist coaching activities to be performed in a more efficient manner and therefore lessen impact of coaching responsibilities and ensure better coach welfare ○ Knowledge of stress relief activities that may be undertaken to ensure better coach welfare • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order to effectively pass on information about managing responsibilities and alleviating stresses that a coach may use to improve coach welfare ○ Negotiation skills in order to discuss and agree on strategies and methods to ensure improved coach welfare

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to build rapport with athletes to ensure the roles, responsibilities and stresses affecting coaches are understood and strategies to improve coach welfare are understood and agreed upon
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	3	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - From needs assessment, regarding the coaches workload, • Communicating ideas and information - About balanced lifestyles, to partners and others • Planning and organising activities - Addressing or seeking balance in the coaches lifestyle, devolving responsibilities to others • Working with teams and others - Partners, athletes, support personnel and co-ordinating support personnel and others, seeking professional help • Using mathematical ideas and techniques - Undertaking needs assessment, developing balanced lifestyle • Solving problems - Coaches with unbalanced lifestyles, resolving situations where conflict arises • Using technology - Supporting coaches, electronic communication to support balanced lifestyle <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP014A	IMPLEMENT RECOVERY PROGRAMS
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the principles of recovery and their implementation. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Present the principles of recovery, and recovery methods to athlete/s	1.1 Adopt communication approaches appropriate to the needs of the <i>athlete/s</i> 1.2 Communicate clearly, accurately and in a style appropriate to the setting 1.3 Use appropriate activities and learning experiences to deliver the information 1.4 Encourage the <i>athlete/s</i> to voice queries
2 Implement a recovery program using the principles of recovery, and recovery methods	2.1 Establish preferred <i>recovery methods</i> with the <i>athlete/s</i> 2.2 Develop a recovery program to meet <i>athlete/s</i> needs 2.3 Assist <i>athlete/s</i> to use <i>recovery methods</i> in activity specific settings
3 Evaluate the effect of the recovery program on the performance of the athlete/s	3.1 Analyse the performance of the <i>athlete/s</i> in competition situations 3.2 Evaluate the performance of the <i>athlete/s</i> in competition situations 3.3 Assess the effect of the recovery program in enhancing performance in the activity 3.4 Make modifications to the recovery program in consultation with the <i>athlete/s</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age with some sport specific exceptions such as gymnastics or swimming where they may be younger and require parent/guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Principles of recovery	<p>[all categories]</p> <ul style="list-style-type: none"> • training stimulus • adaptation • over-training • tapering • training volume and intensity • planning for recovery
Recovery methods	<p>[all categories]</p> <ul style="list-style-type: none"> • water-based recovery methods <ul style="list-style-type: none"> ○ spas ○ showers (hot and cold) • stretching • sleep/rest

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the principles of recovery, and strategies to implement these in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ use recovery methods appropriate to the activity ○ present the principles of recovery and recovery methods to athletes ○ implement a recovery program using the principles of recovery, and recovery methods ○ evaluate the effect of the recovery program on the performance of the athletes
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sport issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation to recovery training ○ Principles of recovery in order to implement effective training programs ○ Knowledge of relevant activity/sport specific recovery methods to ensure implementation of effective recovery training programs • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order accurately pass on information about the recovery training programs, their impact and effectiveness ○ Ability to analyse and interpret relevant information in order to pass this on to athletes and incorporate into recovery training programs ○ Interpersonal skills in order to build rapport with athletes to ensure the principles of recovery training are understood and strategies to improve recovery training are agreed upon

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Regarding appropriate recovery programs, evaluating programs and athletes performances • Communicating ideas and information - Principles of recovery, methods of recovery • Planning and organising activities - Recovery programs • Working with teams and others - Support personnel, co-ordinating support personnel and others • Using mathematical ideas and techniques - Undertaking evaluation processes • Solving problems - Athletes experiences with recovery programs, solving conflict when it arises • Using technology - To evaluate programs <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP015A	ESTABLISH SELECTION POLICIES FOR ACTIVITIES
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to develop policies regarding selection processes.

ELEMENT	PERFORMANCE CRITERIA
1 Develop criteria for the selection of team or group selectors, team or group officials and team or group members	1.1 Establish and document selection objectives according to the requirements of the activity club or organisation 1.2 Develop selection criteria consistently with documented objectives 1.3 Document selection criteria and publicise according to the requirements of the activity club or organisation
2 Determine the rights of individuals within the activity selection process	2.1 Identify laws relating to the rights of individuals 2.2 Explain interpretations of the laws in terms of their application to the activity selection process
3 Develop policies for the appointment of team or group selectors, team or group officials and team or group members	3.1 Develop selection procedures to meet the requirements of the activity club or organisation 3.2 Specify contractual obligations for selected individuals according to the requirements of the activity club or organisation 3.3 Develop selection policies and publicise according to the requirements of the activity club or organisation 3.4 Ensure selection procedures maintain the rights of individuals within the selection process and comply with the identified laws

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Laws	[all categories] <ul style="list-style-type: none"> • equal opportunity • human rights • bill of rights • code of conduct of the activity • official documents within the activity as they relate to competitors
Procedures	[all categories] <ul style="list-style-type: none"> • timeframes • procedure for notification of selections • appeal grounds and procedures
Selection criteria	[all categories] <ul style="list-style-type: none"> • past performances • current and potential future performance • experience • skill • technical ability • personal profile • availability • physical attributes • assessment of level of opposition • needs of the team or group

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the development of policies regarding selection processes • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop criteria for the selection of team or group selectors, team or group officials and team or group members ○ determine the rights of individuals within the activity selection process ○ develop policies for the appointment of team or group selectors, team or group officials and team or group members
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP008A Select a team or group • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's selection objectives, criteria and policy ○ Knowledge of competition rules, regulations and guidelines for the relevant sport or activity ○ Knowledge of competition processes and procedures for the relevant sport or activity ○ Knowledge of expected activity/event performance for the relevant sport or activity • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with all relevant persons ○ Communication (written or verbal) skills in order to communicate the selection policies to all relevant persons ○ Organisational skills in order to manage the development of the selection policies and procedures effectively ○ Decision making skills in order to effectively decide on the correct procedures to be implemented ○ Recording skills in order to accurately record selection results ○ Evaluation skills in order to assess selection policies and procedures and make recommendations

	<ul style="list-style-type: none"> ○ Objectivity skills in order to assess policies and procedures in accordance with accepted guidelines
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ to relevant guidelines, policies and procedures • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable sports administration situations, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to sports administration
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	1	3	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect criteria related to selection • Communicating ideas and information - Document selection policies • Planning and organising activities - Use a system of procedures for team selection • Working with teams and others - Cooperate with others in selection process • Using mathematical ideas and techniques - Use numeracy skills in planning • Solving problems - Resolve conflict related to selection issues • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP016A	IMPLEMENT WATER-BASED TRAINING PROGRAMS
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the principles of **water-based training** and strategies to enable coaches to implement training in this area. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Develop <i>water-based training</i> programs appropriate to the <i>athlete/s</i> and activity	1.1 Adopt communication approaches appropriate to the needs of the <i>athlete/s</i> 1.2 Develop <i>water-based training</i> programs with the <i>athlete/s</i> 1.3 Encourage the <i>athlete/s</i> to voice queries and discuss their individual <i>water-based training</i> needs and preferences
2 Implement <i>water-based training</i> programs	2.1 Select strategies for implementing <i>water-based training</i> programs to enhance peak performance in the activity in consultation with the <i>athlete/s</i> 2.2 Assist the <i>athlete/s</i> to implement these strategies
3 Evaluate the effect of <i>water-based training</i> programs on the performance of a <i>athlete/s</i>	3.1 Analyse the performance of the <i>athlete/s</i> in competition situations 3.2 Assess the effect of <i>water-based training</i> programs to enhance peak performance in the activity 3.3 Evaluate the effect of <i>water-based training</i> programs to enhance peak performance in the activity 3.4 Make modifications to the <i>water-based training</i> programs for peak performance in the activity in consultation with the <i>athlete/s</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athlete/s	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over 16 years of age with some sport specific exceptions such as gymnastics or swimming where they may be younger and sometimes require parent/guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage ○ and/or from minority ethnic and cultural groups
Water-based training	<p>[all categories]</p> <ul style="list-style-type: none"> • application and benefits of water based training • properties of water which enhance training • use of flotation devices • activities and exercises • including water based training within the overall program • safety aspects

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the principles of water based training, and strategies to implement these principles in a coaching setting • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ apply water based training principles appropriate for peak performance of the activity ○ develop water based training programs appropriate to the athlete and activity ○ implement water based training programs ○ evaluate the effect of water based training programs on the performance of an athlete
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP014A Implement recovery programs ○ relevant sport specific coaching units of competency • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ relevant sport specific coaching units of competency
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge in relation to implementing water-based training programs ○ Principles of water-based training in order to implement effective training programs ○ Knowledge of the properties of water in order to implement effective water-based training programs ○ Knowledge of water safety principles in order to effectively implement water-based training programs • Required skills <ul style="list-style-type: none"> ○ Communication skills (written and verbal) in order accurately pass on information about water-based training programs, their impact and effectiveness ○ Ability to analyse and interpret relevant information in order to pass this on to athletes and incorporate into water-based training programs

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to build rapport with athletes to ensure the principles of water-based training are understood and strategies to improve water-based training are agreed upon
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine athletes, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competency must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	3	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Regarding water based recovery programs, appropriate programs for athletes, interpreting information regarding the program • Communicating ideas and information - Regarding water based recovery programs, water safety principles • Planning and organising activities - Water based recovery programs, taking in to account safety issues • Working with teams and others - Support personnel, co-ordinating support personnel and others • Using mathematical ideas and techniques - Evaluating the program • Solving problems - Athletes implementing the program, resolving conflict when it arises • Using technology - Evaluation processes, supporting the athlete in the program <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP017A	IMPLEMENT A TALENT IDENTIFICATION PROGRAM
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the development and implementation of a talent identification system/s. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Determine <i>physical, physiological and tactical</i> requirements	1.1 Assess competition requirements of the sport/activity at elite level 1.2 Determine <i>physical, physiological</i> and <i>tactical</i> capacities best suited to elite level competition of the sport/activity
2 Implement testing and evaluation of athlete/s to determine suitability	2.1 Carry out broad based <i>physical</i> and <i>physiological</i> testing protocols 2.2 Carry out sport/activity specific <i>physical</i> and <i>physiological</i> testing protocols 2.3 Evaluate based on skill execution and <i>tactical</i> awareness
3 Devise and implement talent development programs to introduce identified athlete/s	3.1 Identify strategies for developing talented <i>athlete/s</i> 3.2 Identify methods of implementing these strategies 3.3 Implement a talent development program
4 Counsel athlete/s regarding their inclusion or non-inclusion in talent identification programs	4.1 Implement appropriate counselling strategies 4.2 Adopt communication approaches appropriate to the needs of the <i>athlete/s</i> 4.3 Present verbal communications in a clear, accurate style appropriate to the setting 4.4 Encourage the <i>athlete/s</i> to voice queries 4.5 Identify a plan of action in consultation with the <i>athlete/s</i> regarding the athlete's future sporting ventures
5 Evaluate the effectiveness of the talent identification and talent development programs	5.1 Analyse the performance of the <i>athlete/s</i> in competition situations 5.2 Analyse the number of talent identified <i>athlete/s</i> who stay in the program 5.3 Assess the effectiveness of the talent identification and development program in identifying talented <i>athlete/s</i> 5.4 Make modifications to the talent identification and development program in consultation with the <i>athlete/s</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athlete/s	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually committed and self-motivated to improve their performance • can be talented with various levels of motivation and commitment • may be beginner through to high performance level competitors • are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Physical	<p>[all categories]</p> <ul style="list-style-type: none"> • body type • limb lengths • height • weight • body mass index
Physiological	<p>[all categories]</p> <ul style="list-style-type: none"> • speed • strength • power • endurance, eg, VO2 max • flexibility • agility • recovery time
Tactical	<p>[all categories]</p> <ul style="list-style-type: none"> • decision making • anticipation • shot selection and placement • deception • risk • spatial awareness • attack and defence

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of how to develop a talent identification system, and strategies to implement these in a coaching setting • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ determine physical, physiological and tactical requirements of the sport/activity ○ implement testing and evaluation of athletes to determine suitability for the sport/activity ○ devise and implement talent development programs to introduce identified athletes to the sport/activity ○ counsel athletes regarding their inclusion or non-inclusion in talent identification programs ○ evaluate the effect of the recovery program on the performance of the client
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of relevant sport/activity specific knowledge ○ Knowledge of protocols for physical and physiological testing ○ Knowledge of tactical requirement of the sport/activity • Required skills <ul style="list-style-type: none"> ○ Communication (written and verbal) ○ Ability to analyse and interpret information ○ Interpersonal skills

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ genuine clients, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable sports administration situations, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real work environment. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Regarding talent identification programs • Communicating ideas and information - Regarding talent identification programs • Planning and organising activities - Talent identification programs • Working with teams and others - Support personal, co-ordinating support personal and others • Using mathematical ideas and techniques - Evaluating the program • Solving problems - Athlete experiences, solving conflict when it arises • Using technology - Evaluation processes, supporting the athlete in the program <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP018A	COACH PARTICIPANTS
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the application of knowledge and skills required to coach athletes in a sporting setting.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a coaching session for teaching skills	1.1 Identify athletes needs and assess current competencies of the group/individual in order to determine the aims and objectives of the session 1.2 Plan appropriate activities which will facilitate and enhance the learning process 1.3 Determine a suitable sequence of instruction 1.4 Access resources to conduct activities 1.5 Provide relevant pre activity information to athletes 1.6 Prepare contingency plans for session to cater for inclement weather and other factors which may affect the ability to conduct the session 1.7 Conduct a risk management assessment of the activities and implement a risk management plan in accordance with the organisations guidelines and operating procedures
2 Introduce a session for acquiring skills	2.1 Communicate the aims of the session to athletes 2.2 Encourage athletes to seek clarification, information and feedback 2.3 Brief the athletes on the safety practices, procedures and behaviour appropriate to the session 2.4 Define activity boundaries/training area and/or clearly outline to athletes 2.5 Check clothing and footwear of athletes for suitability to the session 2.6 Provide information on equipment selection or use where relevant to the session's aims
3 Conduct a session to teach or develop skills	3.1 Identify the different stages of learning of the athletes 3.2 Identify and explain the different learning styles of the athletes 3.3 Teaching methods and coaching styles are identified and explained in the context of the specific sport and/or activity 3.4 Select teaching methods appropriate to the level of the athlete 3.5 Conduct warm up/introductory activities (where required) to reduce the risk of injury when athletes are involved in physical activities 3.6 Monitor individual athletes performance in activities 3.7 Provide positive encouragement and/or feedback to each athletes at a suitable time to maintain a positive learning environment 3.8 Ensure activity allows for repetition of skills 3.9 Evaluate activities for effectiveness and implement modifications when required 3.10 Assess risks associated with the conduct of activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and session objectives 3.11 Ensure personal competencies with respect to topics and skills within the session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of athletes

4 Apply appropriate teaching methods	<p>4.1 Communicate instructions and information clearly and concisely</p> <p>4.2 Perform demonstrations for athletes (where required) with a high level of technical correctness and accurate description</p> <p>4.3 Break down complex skills and techniques into component parts and describe with key teaching points</p> <p>4.4 Identify faults in technique and provide a variety of solutions, where relevant to correct faults</p> <p>4.5 Provide adequate time for practice, following fault correction and feedback</p> <p>4.6 Explain activities, drills or techniques which may improve skills</p> <p>4.7 Check the athletes understanding of instructions and give them the opportunity to ask questions</p> <p>4.8 Make sure that the session achieves a balance between activity and instruction according to athletes needs</p> <p>4.9 Implement coaching styles which comply with best practice principles of the sport/activity</p>
5 Conclude and review the session	<p>5.1 Allow time for 'cooling down' at the end of the session</p> <p>5.2 Determine the level of learning achieved</p> <p>5.3 Seek feedback from athletes regarding the effectiveness of the session</p> <p>5.4 Analyse feedback from athletes and others against the session plan</p> <p>5.5 Make modifications to the session in consultation with athletes and others</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • are those involved or associated with the activity • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority or ethnic groups
Best practice principles of the sport/activity	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sports' Coaches or Instructor's Code of Conduct policy ○ The Australian Sports Commission Coach's <i>Code of Ethics</i> policy ○ national activity organisation regulation and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport ○ accepted 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 style/s	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach or instructor to communicate with the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and or associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding not negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational, inspirational and encouraging ○ disciplinarian, including modification of undesirable behaviours in participants ○ a positive role model

Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • can be <ul style="list-style-type: none"> ○ verbal ○ written ○ visual and/or ○ tactile • should be an information exchange between athlete and coach regarding aspects of the session • addresses <ul style="list-style-type: none"> ○ agreed and evolving session/program objectives ○ information pertinent to adjustments in athletes skills or knowledge
Learning styles	<p>[all categories]</p> <ul style="list-style-type: none"> • aural • visual • kinaesthetic • formal • informal • reflexive
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • equipment • materials • health and safety provisions • indoor/outdoor facilities • provisions for sessions • supporting material
Sequence	<p>[all categories]</p> <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ known to unknown ○ DEDICT (demonstrate, explain, demonstrate, instruct, critique, test) ○ IDEA (introduce, demonstrate, explain, apply)
Sessions	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the athlete/s • aimed at developing skills and tactical learning • can be practical, theoretical and/or a combination of both • involve the athlete in activities

Stages of learning	<p>[all categories]</p> <ul style="list-style-type: none"> • early stage • intermediate stage • final phase
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching or instructional approaches adopted by the coach or instructor to convey instructional content to the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing participants to discover solutions) and/or ○ experiential or problem solving approaches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm the knowledge and ability to coach athletes • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular assessment must confirm the ability to <ul style="list-style-type: none"> ○ plan a coaching session for teaching skills ○ introduce a session for acquiring skills ○ conduct a coaching to teach or develop skills ○ apply appropriate teaching methods ○ conclude and review the session
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit/s <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit/s <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit/s <ul style="list-style-type: none"> ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ relevant sport specific coaching units of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Relevant activity/sport specific knowledge to teach the skills included in the program ○ Principles of skills acquisition ○ Principles of group management ○ National sport/activity organisations policies and procedures ○ Employer organisations policies and procedures ○ policies, procedures and requirements specific to the venue/facility ○ Knowledge of drills, activities and games to teach sport/activity specific skills ○ Knowledge of the rules and regulations of the sport and, if applicable knowledge of the modified rules of the sport ○ Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities) • Required skills <ul style="list-style-type: none"> ○ Ability to plan coaching sessions to improve knowledge or skills ○ Ability to communicate effectively with athletes ○ Ability to organise and implement coaching sessions ○ Ability to convey and interpret information ○ Ability to make decisions and resolve conflict ○ Ability to demonstrate particular skills in the program to athletes in order to clarify points of training

	<ul style="list-style-type: none"> ○ Ability to analyse skills and break them into their component parts in order to teach to others
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ relevant sport/activity facility/s, equipment and athletes competing or participating at an appropriate level, ie, not the peers of the learner ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency of performance	<ul style="list-style-type: none"> ● Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to a coaching setting
Context for assessment	<ul style="list-style-type: none"> ● Competence must be demonstrated in real/actual coaching/instructional situations with genuine athletes, ie, not the peers of the learner ● In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identifying athletes needs, selecting coaching and teaching styles, breaking down complex skills • Communicating ideas and information - Providing feedback to athletes, briefing athletes on safety practices, providing information on equipment, communicating instructions • Planning and organising activities - Planning activities, conducting warm up and cool down activities • Working with teams and others - Monitoring individual performances, co-ordinating support personnel and others, developing relationships with athletes • Using mathematical ideas and techniques - Analysing and evaluating techniques • Solving problems - Resolving conflict when it arises • Using technology - Delivering coaching sessions, enhancing communication with athletes <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCGP019A	IMPLEMENT THE PRINCIPLES OF A SPORTS TRAINING PROGRAM
CGP	Coaching general principles

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the acquisition of knowledge and skills to develop and implement a long-term training program. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare the athlete for involvement in a long-term training program	1.1 Explain and clarify the basic elements of a long-term training program with athletes 1.2 Adopt communication approaches that are appropriate to the needs of the athlete 1.3 Explain the best practice principles of long-term training with the athlete and relevant support personnel
2 Assess athlete's physical condition regarding involvement in a long-term training program	2.1 Discuss the background and previous experience of the athlete in long-term training programs 2.2 Identify the important functions of human anatomy and physiology, skeletal framework and biomechanics in terms of an athlete/s readiness to participate in a long-term training program 2.3 Select and implement testing protocols to assess the athlete/s readiness to participate in the program
3 Develop a long-term training program	3.1 Collect information from a range of sources to develop the long-term training program for the athlete/s 3.2 Consider background and previous experience when developing a training program for the athlete/s and types of training 3.3 Ensure the program contains clear aims and objectives which meet the athlete/s needs 3.4 Develop a long-term training program that focuses on ' components of fitness ' 3.5 Ensure the consideration and inclusion of the appropriate principles of sports training programs for the athlete/s 3.6 Discuss the program with the athlete/s
4 Implement a long-term training program	4.1 Select coaching styles and teaching methods that support the athlete/s involvement in the program 4.2 Deliver relevant information , explanations and demonstrations to the athlete in a clear and concise manner regarding the program 4.3 Implement a long-term training program that takes into account the ' components of fitness ' 4.4 Support the athlete in the training program 4.5 Provide feedback to the athlete and other support personnel in accord with best practice principles of the training program

5 Monitor athletes and adjust the training program accordingly	<p>5.1 Observe <i>athlete/s</i> to see that the program is conducted in accord with the best practice <i>principles of the training program</i></p> <p>5.2 Assess aspects of the program with the <i>athlete/s</i> and <i>support personnel</i> and where necessary adjust the program in accord with <i>best practice activity principles of the training program</i></p> <p>5.3 Provide and/or co-ordinate counselling where commitment to a <i>long-term program</i> causes difficulty</p>
6 Evaluate the long-term training program	<p>6.1 Use testing protocols to measure the effectiveness of the program on the <i>athlete/s</i></p> <p>6.2 Consult with other <i>support personnel</i> to seek feedback on the effectiveness of the program</p> <p>6.3 Adjust the program accordingly</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • athletes who <ul style="list-style-type: none"> ○ are usually committed and self-motivated to improve their performance ○ may be beginner through to high performance level competitors ○ are usually over 16 years of age but if below that age in some sport specific exceptions such as gymnastics or swimming where they may be younger, and require parent guardian consent prior to being included, and/or • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage and/or ○ from minority ethnic and cultural groups
Best practice activity principles	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to <ul style="list-style-type: none"> ○ the sport/activity's Coach's or Instructor's <i>Code of Conduct</i> policy ○ the Australian Sports Commission <i>Coach's Code of Ethics</i> policy ○ national activity organisation regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines ○ employer organisations policies and procedures ○ the culture of the sport/activity ○ accepted 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 ○ practices and approaches such as those outlined in the Australian Sports Commission <i>Better Coaching</i>
Biomechanics	<p>[all categories]</p> <ul style="list-style-type: none"> • forces • levers • momentum • centre of gravity • major muscle actions

Coaching styles	<p>[all categories]</p> <ul style="list-style-type: none"> • presentation style/s adopted by the coach or instructor to communicate with the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or associated variations: <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise, and, if appropriate, directive regarding not negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire (or casual) when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in athletes ○ a positive role model
Components of fitness	<p>[all categories]</p> <ul style="list-style-type: none"> • strength • power • speed • endurance • flexibility
Human anatomy and physiology	<p>[all categories]</p> <ul style="list-style-type: none"> • identification of <ul style="list-style-type: none"> ○ major bones ○ major bony structure ○ major joints ○ major muscles, their location and primary functions ○ nerves ○ blood vessels • structure and function of the following anatomical systems <ul style="list-style-type: none"> ○ cellular ○ bone composition and repair ○ tissue type ○ respiratory ○ cardiovascular ○ nervous ○ digestive ○ lymphatic ○ urinary ○ reproductive ○ endocrine ○ integumentary ○ homeostasis

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • includes <ul style="list-style-type: none"> ○ expectations and aspirations of athletes ○ number, ages and gender of athletes ○ developmental stage of athletes, special requirements, available time, expectations of organisations ○ activity national organisation codes and rules as they apply to the range of athletes ○ staff and financial resources ○ cultural and political influences ○ involvement and interests of parents ○ details on time ○ necessary equipment, clothing and footwear ○ materials and provisions ○ precautions and other health and safety information • is collected though <ul style="list-style-type: none"> ○ sport or activity performance tests ○ physiological profiling procedures and protocols ○ discussions, and/or ○ observation • sources include <ul style="list-style-type: none"> ○ athletes ○ parents ○ organisations ○ recorded information • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ through task/project activity
Long term training program	<p>[all categories]</p> <ul style="list-style-type: none"> • designed to improve the performance of an athlete in a recreational activity and/or sporting competition • usually about 12 months in duration, but can be shorter or longer depending on <ul style="list-style-type: none"> ○ the activity ○ the competition cycles of the sport and/or ○ the aims and priorities of the athlete
Principles of training programs	<p>[all categories]</p> <ul style="list-style-type: none"> • overload • recovery • reversibility • specificity • individuality
Skeletal framework	<p>[all categories]</p> <ul style="list-style-type: none"> • joint structure and function • types of joints • predisposition to injury

Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators • other coaches • sports scientists • sports medicine providers • agents • other health professional • parents/guardians • other involved/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching or instructional approaches adopted by the coach or instructor to convey instructional content to the athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing participants to discover solutions) and/or ○ experiential or problem solving approaches
Types of stretching	<p>[all categories]</p> <ul style="list-style-type: none"> • static • ballistic • proprioceptive neuromuscular facilitation (PNF)
Types of training	<p>[all categories]</p> <ul style="list-style-type: none"> • long distance • interval • fartlek • time trials • competition

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment confirm the knowledge and skills to develop and implement a long term training program • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learners environment • In particular assessment must confirm the ability to <ul style="list-style-type: none"> ○ prepare the athlete for involvement in a long term training program ○ assess athlete's physical condition regarding involvement in a long term training program ○ develop a long term training program ○ implement a long term training program ○ monitor athletes and adjust the training program accordingly ○ evaluate the long term training program
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Relevant sports specific unit/s of competency
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Understanding of safe and appropriate drills, exercises and practice sessions for the athlete ○ Understanding of introductory human anatomy and physiology necessary to consider when conducting, monitoring and adjusting long term training programs ○ Understanding structure and function of anatomical systems necessary to consider when conducting, monitoring and adjusting long term training programs ○ Understanding of basic bio mechanics ○ Understanding of component parts of fitness ○ Understanding of health and safety requirements ○ Principles of group management ○ Sources of information that can be accessed to assist in conducting, monitoring and adjusting long term programs • Required skills <ul style="list-style-type: none"> ○ Ability to plan an individualised long term training program to improve skills ○ Ability to plan an individualised long term training program to improve physical performance ○ Ability to communicate effectively in order to ensure aspects of long term programs are understood and agreed upon by athletes ○ Ability to convey and interpret information in order to ensure needs and concerns of athletes are understood and included when monitoring and adjusting the long term program ○ Ability to apply the sport/activity specific rules and regulations as required in the long term training program ○ Ability to demonstrate particular aspects of the long term training program to athletes in order to clarify points of training

	<ul style="list-style-type: none"> ○ Ability to analyse skills and break them into their component parts in order to teach others
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a relevant sport/activity facility, equipment and athletes competing at an appropriate level (ie, not the peers of the learner) • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over several sessions (minimum 3 sessions) one of which should be early in the program and the others at least 2 months apart to ensure consistency of performance and the ongoing development of the program • In addition other evidence should be reviewed and witnessed as part of the assessment process including <ul style="list-style-type: none"> ○ coaches diary ○ reports from other experienced personnel who are regularly involved with the coach
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in a real/actual coaching situation with genuine athletes • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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, athletes or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Determining training needs, using information from a range of sources, identifying the functions of anatomy and physiology • Communicating ideas and information - Advising elements of the program, providing feedback to the athlete/s, discussing background and previous experience of athletes, explaining best practice principles • Planning and organising activities - Arranging activities associated with the program, observations of athletes • Working with teams and others - Supporting the athlete in the training program, co-ordinating support personnel and others • Using mathematical ideas and techniques - Using themes to assist with the program, evaluating the program • Solving problems - Resolving conflict when it arises, adapting and adjusting the program based on the monitoring • Using technology - Assisting with the testing of athletes <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

CRICKET

CKT

Contents

SRSCKT001A Perform the intermediate skills of cricket	1
SRSCKT002A Perform the intermediate tactics and strategies of cricket in a competitive situation	9
SRSCKT003A Interpret and apply the laws of cricket in a competition game at a local or district level	15
SRSCKT004A Participate in conditioning for cricket	23
SRSCKT005A Perform the advanced skills of cricket	29
SRSCKT006A Interpret and apply the laws of cricket in a competition game at the advanced level	37
SRSCKT007A Perform tactics and strategies of cricket in an advanced competitive situation	45
SRSCKT008A Teach or develop the intermediate skills of cricket.....	53
SRSCKT009A Teach or develop the intermediate tactics and strategies of cricket.....	63
SRSCKT010A Use communication strategies to umpire cricket at a local or district level	73
SRSCKT011A Demonstrate positioning skills relevant to umpiring cricket at a local or district level	79
SRSCKT012A Teach or develop the advanced skills of cricket	85
SRSCKT013A Teach or develop tactics and strategies of cricket at the advanced level.....	95

SRSCKT001A	PERFORM THE INTERMEDIATE SKILLS OF CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to undertake drills, activities and games to develop and perform the intermediate skills of cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of cricket	1.1 Explain basic biomechanical principles as they apply to cricket 1.2 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the intermediate skills of cricket	2.1 Undertake drills, activities and/or games in accordance with the rules, regulations and policies of cricket 2.2 Use technological aids and equipment to enhance acquisition of skills 2.3 Access the work environment to ensure that it is in accordance with requirements
3 Perform the intermediate skills of cricket under match conditions	3.1 Identify the intermediate skill of cricket and their purpose 3.2 Perform intermediate cricket skills in a sequence of movements during match conditions
4 Review and adapt the intermediate skills in response to feedback	4.1 Participate in a review process to identify necessary performance modifications 4.2 Incorporate aspects needing further emphasis and/or attention into future training sessions as identified

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Basic biomechanical principles	[all categories] <ul style="list-style-type: none"> • balance • motion • force • momentum • power
Drills, activities and/or games	[all categories] <ul style="list-style-type: none"> • show a sequential progression to an on-field situation, or starts with the on-field situation and then breaks down skills • are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session • are designed to develop the intermediate skills of cricket • should include <ul style="list-style-type: none"> ○ batting technique <ul style="list-style-type: none"> ▪ concentration drills ▪ back lift drills ▪ set-up drills ▪ balance drills ▪ judging length drills ▪ sweep drill ▪ front foot driving drills ▪ back foot driving drills ▪ back foot leg glance drills ▪ pull shot drills ▪ hook drills ▪ cut shot drills ▪ extra batting drills ○ wicket-keeping drills ○ fielding drills <ul style="list-style-type: none"> ▪ overarm throwing drills ▪ catching drills ▪ diving in the slips drills ▪ fielding strategies drills

Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for player at district or club level competition <p>[all categories]</p> <ul style="list-style-type: none"> • batting technique <ul style="list-style-type: none"> ○ concentration ○ set-up ○ grip ○ stance ○ taking guard ○ back lift ○ balance ○ judging length • batting shots <ul style="list-style-type: none"> ○ front foot shots <ul style="list-style-type: none"> ▪ front foot defence ▪ front foot leg glance ▪ sweep ▪ front foot drive ▪ straight drive ▪ cover drive ▪ moving out to drive ○ back foot shots <ul style="list-style-type: none"> ▪ back foot defence ▪ back foot leg glance ▪ back foot drive ▪ pull shot ▪ hook shot ▪ cut shot ▪ evading the short pitched ball • bowling technique <ul style="list-style-type: none"> ○ basic grip <ul style="list-style-type: none"> ▪ side-on action ▪ front-on action ▪ run-up ▪ swing bowling ▪ outswinger ▪ inswinger ○ seam, cut and variations <ul style="list-style-type: none"> ▪ off cutter ▪ leg cutter ▪ slower ball ▪ quicker ball ○ spin bowling <ul style="list-style-type: none"> ▪ leg break ▪ top spinner ▪ wrong'un ▪ off spinner ▪ arm ball • wicket-keeping <ul style="list-style-type: none"> ○ crouch ○ glove work ○ positioning ○ footwork
----------------------------	--

	<ul style="list-style-type: none"> • fielding <ul style="list-style-type: none"> ○ ground fielding and throwing <ul style="list-style-type: none"> ▪ moving to the ball ▪ attacking fielding ▪ defensive fielding ▪ underarm throwing ▪ gripping the ball to throw ▪ crow hop ▪ using the cut-off man ○ catching <ul style="list-style-type: none"> ▪ outfield and midfield ○ slips catching
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • cricket balls • wickets hats • tackle bags • bump pads • videos

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge skill acquisition to perform the intermediate skills of cricket • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the intermediate skills of cricket under match conditions ○ apply the rules, regulations and policies of cricket ○ review own and team performance and identify modifications for future training sessions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT002A Perform the intermediate tactics and strategies of cricket in a competitive situation ○ SRCKT003A Interpret and apply the laws of cricket in a competition game at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic skills of cricket ○ Knowledge of basic human biomechanics related to acquisition of cricket skills ○ Knowledge of the rules and regulations of cricket ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Ability to play cricket ○ Communication skills appropriate to participate with team members in a game or training session

Resource implications	<ul style="list-style-type: none"> • Physical resources - Assessment of this competency requires access to <ul style="list-style-type: none"> ○ cricket facility ○ equipment ○ a group of clients participating in a recreation activity • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as variable playing conditions this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to playing cricket
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility during a game of district or club level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate skills • Communicating ideas and information - Give clear, appropriate feedback to participant • Planning and organising activities - Plan session with appropriate intermediate drills and activities • Working with teams and others - Interact with all players and support personnel • Using mathematical ideas and techniques - Not applicable • Solving problems - Observe, identify, analyse and correct fundamental skills and errors • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT002A	PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF CRICKET IN A COMPETITIVE SITUATION
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in activities, games, discussions and other strategies to develop and perform the intermediate tactics and strategies of cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Develop intermediate tactics and strategies of cricket	1.1 Identify the tactics and strategies to be developed in consultation with the coach and other players 1.2 Use appropriate methods to develop the identified <i>intermediate tactics and strategies</i>
2 Participate in a pre-match analysis and preparation session	2.1 Demonstrate techniques used to prepare psychologically, using <i>psychological strategies</i> commonly used at intermediate level within cricket 2.2 Analyse <i>strengths and weaknesses</i> of individual opposition player/s and identify counter strategies 2.3 Participate in the development of <i>game plans</i> 2.4 List the <i>role of the coach</i> and <i>support staff</i> in training, team preparation and match situations
3 Apply tactics and/or strategies in game	3.1 Perform <i>tactics and strategies</i> to counter <i>strengths and weaknesses of own player/s and oppositions player/s</i> 3.2 Implement identified <i>game plans</i> 3.3 Identify <i>statistics</i> and make relevant adjustments 3.4 Communicate with team mates in order to develop own and team performance
4 Participate in a post-match analysis and follow-up	4.1 Participate in post-match de-briefing, highlighting pre and in-match performance 4.2 Identify <i>strengths and weaknesses of own player/s and opposition player/s</i> for future referral and team/individual improvement 4.3 Document <i>statistics</i> for future referral and team/individual improvement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Game plans	[all categories] <ul style="list-style-type: none"> individual/team targeting opposition players style of play
Intermediate tactics and strategies	[all categories] <ul style="list-style-type: none"> the level of tactics and strategies relevant to the player's experience and skills
Psychological strategies	[all categories] <ul style="list-style-type: none"> goal setting visualisation relaxation techniques motivation techniques focusing
Role of the coach	[all categories] <ul style="list-style-type: none"> individual/team preparation identify strengths and weaknesses develop strategies to improve weaknesses/strengths developing and implementing tactics and strategies performance assessment of team/opposition administer
Statistics	[all categories] <ul style="list-style-type: none"> cricket game statistics
Strengths and weaknesses of own player/s and opposition player/s	[all categories] <ul style="list-style-type: none"> physical strengths and weaknesses (preferred batting shots) tactical strengths and weaknesses

Support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • operations/manager • equipment • gear • busses • meals • accommodation • coordinate time/training schedules • physical well being • physiotherapist <ul style="list-style-type: none"> ○ prevention of injuries ○ treatment of injuries • sports trainer <ul style="list-style-type: none"> ○ on field assessment of injuries ○ initiate first aid (where appropriate) ○ strapping • doctor • skills coach • strength and conditioning coach • statistician
Tactics and/or strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • batting strategies • running between the wickets • fielding strategies <ul style="list-style-type: none"> ○ fielding positions • captaincy <ul style="list-style-type: none"> ○ the toss ○ off field leadership ○ captaincy in the field ○ captaincy of the batting side • game preparation <ul style="list-style-type: none"> ○ pre-game rituals ○ within game rituals • individual and team competition goal-setting

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of techniques to perform the intermediate skills of cricket • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ participate in the process of identifying appropriate methods of implementing tactics and strategies for a game of cricket ○ psychologically prepare for the game ○ use strategies to counter strengths and weaknesses of opposition player/s ○ understand the role of the coach and support staff ○ develop future strategies for identified areas of improvement
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCKT001A Perform the intermediate skills of cricket ○ SRSCKT003A Interpret and apply the laws of cricket in a competition game at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic tactics and strategies of cricket ○ Knowledge of drills, activities and games relative to developing tactics and strategies of cricket ○ Knowledge of the rules and regulations of cricket ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Play cricket at intermediate level ○ Communication skills to enable others to understand tactics and strategies

Resource implications	<ul style="list-style-type: none"> • Physical resources - Assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of cricket ○ cricket playing facility ○ cricket equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ personnel with competency in coaching cricket at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as variable playing conditions this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to playing cricket
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the recreation activity should be conducted at a cricket facility with players at a local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Develop intermediate tactics and strategies for competition • Communicating ideas and information - Give clear directions on how to perform tactics • Planning and organising activities - Plan training session to develop practice strategies • Working with teams and others - Create cohesive environment for team play • Using mathematical ideas and techniques - Not applicable • Solving problems - Observe, identify, analyse and correct strategic errors • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT003A	INTERPRET AND APPLY THE LAWS OF CRICKET IN A COMPETITION GAME AT A LOCAL OR DISTRICT LEVEL
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the laws of cricket at a local or district competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the physical condition of the players in terms of their suitability to participate in a game 1.2 Asses the environment, resources , facilities and equipment to ensure they are in accordance with the requirements for the game 1.3 Assess safety and other risks prior to commencement of the game to ensure they are within acceptable levels 1.4 Act appropriately based on the outcome of the assessment of the conditions 1.5 Ensure the implements of the game conform to the requirements
2 Observe a game and identify information on which to base decisions	2.1 Observe players and club officials to see that the game is conducted in accordance with the rules and regulations of cricket 2.2 Conduct the toss and determine the agreement between the captains before the commencement of play 2.3 Undertake observation with minimal disruption to the conduct of the game 2.4 Identify breaches of rules and regulations by players and club officials and take appropriate action
3 Interpret and apply rules and regulations in accord with the spirit of the game	3.1 Interpret available information using discretion and judgement to make decisions 3.2 Ensure the interpretation of rules and regulations for the given situation is consistent with the International laws of cricket and relevant local rules 3.3 Make decisions accurate and consistent, and based on fairness and participant safety 3.4 Make decisions to ensure the appropriate conduct of the game 3.5 Report players/officials for breaches of the laws
4 Communicate decision making while refereeing	4.1 Communicate decisions in accordance with the prescribed procedures for cricket at local or district level 4.2 Manage players reactions in accordance with the rules and regulations of cricket 4.3 Treat players with respect when discussing or explaining decisions 4.4 The correctness of the score is determined by the umpire as required

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Agreement between captains	<p>[all categories]</p> <ul style="list-style-type: none"> • before the toss the umpires shall ascertain <ul style="list-style-type: none"> ○ the hours of play and agree with the captains ○ the balls to be used during the match ○ times and duration of intervals for meals and times for drinks intervals ○ the boundary of the field of play and allowances for boundaries ○ any special conditions of play affecting the conduct of the match ○ inform the scorers of the agreements
Correctness of the score	<p>[all categories]</p> <ul style="list-style-type: none"> • between umpires and scorers on doubtful points is essential • the umpires shall satisfy themselves as to the correctness of the number of runs scored, the wickets that have fallen and, where appropriate, the number of overs bowled • they shall agree these with the scorers at least at every interval, other than a drinks interval, and at the conclusion of the match
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment - counter, pencil, notebook • personal equipment - official uniform
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • ground conditions • wicket, crease and boundary conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • coaches bench • ground authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • play ball • interaction with players

Implements	<p>[all categories]</p> <ul style="list-style-type: none"> • ball, bat, stumps, bails
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • scoring • signals • player reactions <ul style="list-style-type: none"> ○ to umpire ○ to player ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 umpiring experience in cricket • players at local or district competition level • players with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • sports administrators • coaches • trainers

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • the International laws of cricket - 2000 code • laws of modified games • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • first aid personnel • marked wicket
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • cricket is a game that owes much of its unique appeal to the fact that it should be played not only within its Laws but also within the Spirit of the Game • any action which is seen to abuse this spirit causes injury to the game itself • the major responsibility for ensuring the spirit of fair play rests with the captains • umpires can intervene due to <ul style="list-style-type: none"> ○ time wasting ○ damaging the pitch ○ dangerous or unfair bowling ○ tampering with the ball ○ any other action that they consider to be unfair • involves respect for <ul style="list-style-type: none"> ○ your opponents ○ your own captain and team ○ the role of the umpires ○ the game's traditional values
Toss	<p>[all categories]</p> <ul style="list-style-type: none"> • toss of a coin to determine the batting side and/or fielding side

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the laws of cricket in order to umpire effectively in a competition game at a local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the game ○ umpire in a game situation and recognise when breaches of rules and regulations occur ○ make an appropriate decision in a game according to rules of cricket ○ communicate decisions to the players/coaches/spectators during a game ○ cooperate with other officials to effectively apply the rules during a game
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT001A Perform the intermediate skills of cricket ○ SRCKT002A Perform the intermediate tactics and strategies of cricket in a competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the laws of cricket to enable umpiring decisions to be made to ensure fair competition ○ Knowledge of the relevant regulations of cricket to ensure umpiring decisions to be made to ensure fair competition ○ Knowledge of the spirit of the game to ensure umpiring decisions to be made to ensure fair competition ○ Knowledge of the legal responsibilities of the umpires ○ Knowledge of relevant equipment and safety requirements as prescribed by the Australian Cricket Board or local cricket associations

	<ul style="list-style-type: none"> ○ Reportable offences - form, language, distribution ○ Medical conditions - response procedures to serious injury ● Required skills <ul style="list-style-type: none"> ○ Skills of the game in order to interpret and apply the rules of cricket ○ Communication skills in order to ensure umpiring decisions are understood ○ Judgement skills in order to successfully assess and apply umpiring situations ○ Reporting skills in order to accurately report results of matches ○ Observation skills in order to successfully observe the match and make accurate umpiring decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth game ○ Conflict resolution skills in order to effectively deal with situations that may arise
Resource implications	<ul style="list-style-type: none"> ● Physical resources - Assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of cricket at the district or local level ○ a cricket facility ○ cricket equipment in order to conduct a game ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent umpiring at district or local level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, a minimum of two (2) games, in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring cricket
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of cricket between local or district level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Locate key rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Not applicable • Working with teams and others - Interact with other referees and officials • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Make accurate and consistent decisions • Using technology - Use proper technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT004A	PARTICIPATE IN CONDITIONING FOR CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to develop a basic understanding of fitness and conditioning programs to play cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Identify physiology elements of cricket	1.1 Identify the basic energy systems required for cricket players 1.2 Identify the muscle analysis of battling, bowling and the cricket swing 1.3 Identify fitness tests appropriate to different levels of play 1.4 Identify suitable training regimes for each major fitness component used in cricket
2 Identify and perform basic techniques to improve endurance	2.1 Identify basic training techniques for the improvement of endurance for cricket and implement with advice from specialists 2.2 Undertake training techniques for the improvement of endurance for cricket 2.3 Implement frequency/quantity of training sessions as identified by specialist 2.4 Identify recovery training techniques for endurance training 2.5 Identify over training symptoms for endurance training 2.6 Participate with a specialist/s in the development of a recovery plan for over training
3 Identify and perform basic techniques to improve strength	3.1 Identify basic training techniques for the improvement of strength for cricket and implement with advice from specialists 3.2 Undertake training techniques for the improvement of strength for cricket 3.3 Implement frequency/quantity of training sessions as identified by specialist 3.4 Identify recovery training techniques for strength training 3.5 Identify over training symptoms for strength training 3.6 Participate with a specialist/s in the development of a recovery plan for over training
4 Identify and perform basic techniques to improve power	4.1 Identify basic training techniques for the improvement of power for cricket and implement with advice from specialists 4.2 Undertake training techniques for the improvement of power for cricket 4.3 Implement frequency/quantity of training sessions as identified by specialist 4.4 Identify recovery training techniques for power training 4.5 Identify over training symptoms for power training 4.6 Participate with a specialist/s in the development of a recovery plan for over training
5 Identify and perform basic techniques to improve flexibility	5.1 Identify basic training techniques for the improvement of flexibility and implement with advice from specialists 5.2 Undertake training techniques for the improvement of flexibility for cricket 5.3 Implement frequency/quantity of training sessions as identified by specialist 5.4 Identify recovery training techniques for flexibility training 5.5 Identify over training symptoms for flexibility training 5.6 Participate with a specialist/s in the development of a recovery plan for over training

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Basic energy systems	[all categories] <ul style="list-style-type: none"> • general understanding of the principles involved the supply of chemical energy during muscular contraction
Basic training techniques for the improvement of endurance	[all categories] <ul style="list-style-type: none"> • game duration • stamina • muscle duration • aerobic conditioning
Basic training techniques for the improvement of flexibility	[all categories] <ul style="list-style-type: none"> • stretching activities to increase flexibility • peripheral neuromuscular facilitation (PNF) • dynamic stretching routine • stretching exercises for cricket • muscle balance and imbalance
Basic training techniques for the improvement of power	[all categories] <ul style="list-style-type: none"> • strength training contributes to increased power • optimising force-velocity relationship
Basic training techniques for the improvement of strength	[all categories] <ul style="list-style-type: none"> • resistance training techniques • specificity of strength training for batting, bowling and fielding • core strength stability (trunk stability) • methods of resistance training
Fitness tests	[all categories] <ul style="list-style-type: none"> • laboratory tests • field tests • cricket specific fitness tests
Muscle analysis of batting and bowling	[all categories] <ul style="list-style-type: none"> • active muscles in the phases of the batting and bowling are identified for the benefit of prescription for conditioning

Over training	<p>[all categories]</p> <ul style="list-style-type: none"> • tired/sore muscles • feeling unwell • fatigue • stress • increase in injuries • poor performance • monitoring body response <ul style="list-style-type: none"> ○ resting heart rate ○ frame of mind ○ fluctuating body weight
Recovery	<p>[all categories]</p> <ul style="list-style-type: none"> • monitoring body responses • ice buckets • pool work • sauna/spa/plunge • adaptation (work/rest ration) • modalities <ul style="list-style-type: none"> ○ stretching ○ massage/self/partner ○ hot/cold showers • psycho regulation
Specialists	<p>[all categories]</p> <ul style="list-style-type: none"> • doctor • physiotherapist • coach • strength and conditioning coach • fitness adviser • massage therapist

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of conditioning for cricket • Assessment of performance should be over a period of time covering all categories of coaching conditioning from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify the different energy systems for playing cricket ○ identify the fitness components for playing cricket ○ perform techniques to improve endurance, strength, power, flexibility to play cricket ○ identify over training symptoms and seek advice from a specialist and implement a recovery plan
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT005A Perform the advanced skills of cricket ○ SRCKT006A Interpret and apply the laws of cricket in a competitive game at the advanced level ○ SRCKT007A Perform tactics and strategies of cricket in an advanced competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of strength and conditioning principles relating to cricket ○ Knowledge of training techniques to develop endurance, strength, speed, power and flexibility for cricket ○ Knowledge of components of fitness for cricket ○ Knowledge of appropriate nutrition and fluid replacement for a cricket player ○ Basic knowledge of injury prevention and management ○ Knowledge of recovery from exercise • Required skills <ul style="list-style-type: none"> ○ Ability to perform fundamental motor skills appropriate to a conditioning program for cricket ○ Ability to participate in drills, activities and/or games in accordance with the accepted best practice in coaching strength and conditioning

	<ul style="list-style-type: none"> ○ Skills used in recovery from training sessions ○ Level of aerobic function to participate in a game of cricket at a local or district level ○ Communication skills appropriate to participate with team members in a training session
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of clients participating in a cricket training program ○ a gymnasium, strength training facility and other training facilities ○ equipment suitable for conditioning purposes ○ access to suitable reference material on fitness for cricket ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching and/or conditioning at the appropriate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as different training modality this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to conditioning for cricket
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a sports conditioning facility and with players at the local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	2	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate fitness tests and suitable training regimes • Communicating ideas and information - Give clear directions and feedback on conditioning principles • Planning and organising activities - Plan and implement techniques to improve performance • Working with teams and others - Work with other specialists • Using mathematical ideas and techniques - Conduct appropriate field and laboratory tests • Solving problems - Identify and manage overtraining symptoms • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT005A	PERFORM THE ADVANCED SKILLS OF CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to participate in drills, activities and games to develop skills to play cricket at the advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill of cricket	1.1 Explain <i>basic biomechanical principles</i> as they apply to advanced level cricket 1.2 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the advanced skills of cricket	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>rules, regulations and policies</i> of cricket 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of skills
3 Perform the advanced skills of cricket under match conditions	3.1 Identify the <i>advanced cricket skills</i> and their purpose 3.2 Link <i>advanced cricket skills</i> to perform a sequence of movements
4 Review and adapt the advanced skills in response to feedback	4.1 Participate in a <i>review</i> process to identify necessary performance modifications 4.2 Incorporate aspects needing further emphasis and/or attention, as identified, into future training sessions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for player at state level competition <p>[all categories]</p> <ul style="list-style-type: none"> • batting technique <ul style="list-style-type: none"> ○ concentration ○ set-up ○ grip ○ stance ○ taking guard ○ back lift ○ balance ○ judging length • batting shots <ul style="list-style-type: none"> ○ front foot shots <ul style="list-style-type: none"> ▪ front foot defence ▪ front foot leg glance ▪ sweep ▪ front foot drive ▪ straight drive ▪ cover drive ▪ moving out to drive ○ back foot shots <ul style="list-style-type: none"> ▪ back foot defence ▪ back foot leg glance ▪ back foot drive ▪ pull shot ▪ hook shot ▪ cut shot ▪ evading the short pitched ball • bowling technique <ul style="list-style-type: none"> ○ basic grip <ul style="list-style-type: none"> ▪ side-on action ▪ front-on action ▪ run-up ▪ swing bowling ▪ outswinger ▪ inswinger ○ seam, cut and variations <ul style="list-style-type: none"> ▪ off cutter ▪ leg cutter ▪ slower ball ▪ quicker ball ○ spin bowling <ul style="list-style-type: none"> ▪ leg break ▪ top spinner

	<ul style="list-style-type: none"> ▪ wrong'un ▪ off spinner ▪ arm ball • wicket-keeping <ul style="list-style-type: none"> ○ crouch ○ glove work ○ positioning ○ Footwork • fielding <ul style="list-style-type: none"> ○ ground fielding and throwing <ul style="list-style-type: none"> ▪ moving to the ball ▪ attacking fielding ▪ defensive fielding ▪ underarm throwing ▪ gripping the ball to throw ▪ crow hop ▪ using the cut-off man ○ catching <ul style="list-style-type: none"> ▪ outfield and midfield ○ slips catching
<p>Basic biomechanical principles</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • balance • motion • force • momentum • power
<p>Drills, activities and/or games</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • show a sequential progression to an "on field" situation, or starts with the "on field" situation and then breaks down skills • are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session • are designed to develop the advanced skills of cricket • should include <ul style="list-style-type: none"> ○ batting technique <ul style="list-style-type: none"> ▪ concentration drills ▪ back lift drills ▪ set-up drills ▪ balance drills ▪ judging length drills ▪ sweep drill ▪ front foot driving drills ▪ back foot driving drills ▪ back foot leg glance drills ▪ pull shot drills ▪ hook drills ▪ cut shot drills ▪ extra batting drills ○ bowling <ul style="list-style-type: none"> ▪ bowling drill ▪ building an action drills ▪ run up drills ○ wicket-keeping drills

	<ul style="list-style-type: none"> ○ fielding drills <ul style="list-style-type: none"> ▪ overarm throwing drills ▪ catching drills ▪ diving in the slips drills ▪ fielding strategies drills
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Cricket Board laws of the game and notes on the laws • best practice codes of conducts such as Australian Cricket Board code of conduct • policies of the employer organisation, eg, Anti doping policy, Australian Sports Commission Harassment-free Sport policy
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • cricket balls • wickets hats • videos

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of cricket skills to perform at the advanced level • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the advanced skills of cricket under match conditions ○ apply the laws of cricket and policies of cricket ○ review own and team performance and identify modifications for future training sessions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCKT004A Participate in conditioning for cricket ○ SRSCKT006A Interpret and apply the laws of cricket in a competition game at the advanced level ○ SRSCKT007A Perform tactics and strategies of cricket in an advanced competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of cricket ○ Knowledge of biomechanics related to acquisition of cricket skills ○ Knowledge of the laws of cricket to participate at the advanced level ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Ability to play cricket at an advanced level equivalent to competencies to participate in state level cricket ○ Communication skills appropriate to participate with team members in a game or training session

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in advanced cricket training ○ access to cricket training and game facilities ○ access to cricket equipment to participate in training and matches ○ competencies equivalent to advanced cricket skills or playing at a state level • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as variable playing conditions and strength of opposition this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to playing cricket
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility during a game or at practices of state level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Explain biomechanical skill and principles as related to the advanced skills of cricket • Communicating ideas and information - Vary instructing styles according to players' readiness • Planning and organising activities - Plan space, resources and time accordingly • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Develop advanced skills sheet • Solving problems - Observe and modify advanced skill faults • Using technology - Use proper audio-visual aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT006A	INTERPRET AND APPLY THE LAWS OF CRICKET IN A COMPETITION GAME AT THE ADVANCED LEVEL
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the laws of cricket in a game at the advanced competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the physical condition of the players in terms of their suitability to participate in a game 1.2 Assess the <i>environment, resources, facilities and equipment</i> to ensure they are in accordance with the requirements for the game 1.3 Assess safety and other risks prior to commencement of the game to ensure they are within acceptable levels 1.4 Act appropriately based on the outcome of the assessment of the conditions 1.5 Ensure the <i>implements</i> of the game conform to requirements
2 Observe a game and identify information on which to base decisions	2.1 Observe players and club <i>officials</i> to see that the game is conducted in accordance with the <i>rules and regulations</i> of cricket 2.2 Before the commencement of play the umpire will conduct the <i>toss</i> and determine the <i>agreement between the captains</i> 2.3 Undertake observation with minimal disruption to the conduct of the game 2.4 Identify breaches of <i>rules and regulations</i> by players and club officials and take appropriate action
3 Interpret and apply rules and regulations in accord with the spirit of the game	3.1 Interpret available <i>information</i> using discretion and judgement to make decisions 3.2 Ensure the interpretation of <i>rules and regulations</i> for the given situation is consistent with the International laws of cricket and relevant local rules 3.3 Make decisions accurate and consistent, and based on fairness and participant safety 3.4 Make decisions to ensure the appropriate conduct of the game 3.5 Report players/ <i>officials</i> for breaches of the laws
4 Communicate decisions and manage the outcomes of decision making while refereeing	4.1 Communicate decisions in accordance with the prescribed procedures for cricket at an <i>advanced competition level</i> 4.2 Manage players reactions in accordance with the <i>rules and regulations</i> of cricket 4.3 Treat players with respect when discussion or explaining decisions 4.4 The umpire will determine the <i>correctness of the score</i> as required

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants playing state level competition or equivalent <p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 umpiring experience in cricket • players at state competition level • players with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Agreement between the captains	<p>[all categories]</p> <ul style="list-style-type: none"> • before the toss the umpires shall ascertain <ul style="list-style-type: none"> ○ the hours of play and agree with the captains ○ the balls to be used during the match ○ times and durations of intervals for meals and times for drinks intervals ○ the boundary of the field of play and allowances for boundaries ○ any special conditions of play affecting the conduct of the match ○ inform the scorers of the agreements
Correctness of the score	<p>[all categories]</p> <ul style="list-style-type: none"> • consultation between umpires and scorers on doubtful points is essential • the umpires shall satisfy themselves as to the correctness of the number of runs scored, the wickets that have fallen and, where appropriate, the number of overs bowled • the umpires shall agree these with the scorers at least at every interval, other than a drinks interval, and at the conclusion of the match

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment, eg, counter, pencil, notebook • personal equipment, eg, official uniform
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • ground conditions • wicket, crease and boundary conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • coaches bench • ground authorities
Implements	<p>[all categories]</p> <ul style="list-style-type: none"> • ball • bat • stumps • bails
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • scoring • signals • player reactions <ul style="list-style-type: none"> ○ to umpire ○ to player ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • sports administrators • coaches • trainers

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International laws of cricket • laws of modified games • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • first aid personnel • marked wicket
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • cricket is a game that owes much of its unique appeal to the fact that it should be played not only within its Laws but also within the Spirit of the Game • any action which is seen to abuse this spirit causes injury to the game itself • the major responsibility for ensuring the spirit of fair play rests with the captains • umpires can intervene due to <ul style="list-style-type: none"> ○ time wasting ○ damaging the pitch ○ dangerous or unfair bowling ○ tampering with the ball ○ any other action that they consider to be unfair • involves respect for <ul style="list-style-type: none"> ○ your opponents ○ your own captain and team ○ the role of the umpires ○ the game's traditional values
Toss	<p>[all categories]</p> <ul style="list-style-type: none"> • toss of a coin to determine the batting side and/or fielding side

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of laws of cricket to be applied while umpiring a game of cricket at the advanced level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether, wicket and ground conditions are suitable to commence the game ○ umpire in a game situation and recognise when breaches of laws of cricket occur ○ make an appropriate umpiring decisions in a game according to laws of cricket ○ communicate decisions through signals to the players/coaches/spectators during a game ○ cooperate with other umpires, scorers and officials to effectively apply the laws of cricket during a match
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT004A Participate in conditioning for cricket ○ SRCKT005A Perform the advanced skills of cricket ○ SRCKT007A Perform the tactics and strategies of cricket in an advanced competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the laws of cricket to enable umpiring decisions to be made to ensure fair competition ○ Knowledge of the relevant regulations of cricket to ensure umpiring decisions to be made to ensure fair competition ○ Knowledge of the spirit of the game to ensure umpiring decisions to be made to ensure fair competition ○ Knowledge of the legal responsibilities of the umpires ○ Knowledge of relevant equipment and safety requirements as prescribed by the Australian Cricket Board or local cricket associations ○ Reportable offences, eg, form, language, distribution

	<ul style="list-style-type: none"> ○ Medical conditions, eg, response procedures to serious injury ● Required skills <ul style="list-style-type: none"> ○ Skills of the game in order to interpret and apply the laws of cricket at advanced level ○ Communication skills in order to ensure umpiring decisions are understood ○ Judgement skills in order to successfully assess and apply umpiring situations ○ Reporting skills in order to accurately report results of match ○ Observation skills in order to successfully observe the match and make accurate umpiring decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth game ○ Conflict resolution skills in order to effectively deal with situations that may arise
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of cricket at the state or equivalent level ○ a cricket facility ○ cricket equipment in order to conduct a game ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ competent to umpire state level competition or equivalent ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, a minimum of two (2) games, in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring cricket
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of cricket between state level players or equivalent. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key rules and regulations for advanced level play in any given situation • Communicating ideas and information - Utilise suitable forms of communication for various needs of the situation and participants • Planning and organising activities - Develop safety checklist for participants and officials • Working with teams and others - Establish and delegate roles of officials and other support personnel • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Use conflict resolution skills to manage situation • Using technology - Monitor safety of equipment, facility and other conditions to ensure safe play <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRCKT007A	PERFORM TACTICS AND STRATEGIES OF CRICKET IN AN ADVANCED COMPETITIVE SITUATION
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in activities, games, discussions and other strategies to develop the tactics and strategies of cricket in an advanced competitive situation.

ELEMENT	PERFORMANCE CRITERIA
1 Develop the <i>tactics and strategies</i> for playing cricket at the <i>advanced level</i>	1.1 Identify the <i>tactics and strategies</i> to be developed in consultation with the coach, <i>support staff</i> and other players 1.2 Use appropriate methods to develop the identified <i>tactics and strategies</i> for playing cricket at the <i>advanced level</i>
2 Participate in a pre-match analysis and preparation session	2.1 Use techniques and <i>strategies</i> to prepare psychologically for competition at the <i>advanced level</i> in cricket 2.2 Analyse strengths and weaknesses of individual opposition player/s and identify counter <i>strategies</i> 2.3 Participate in the development of <i>game plans</i> 2.4 List the <i>role of the coach</i> and <i>support staff</i> in training, team preparation and match situations 2.5 Access the <i>work environment</i> to ensure that it is in accordance with the requirements
3 Apply <i>tactics and strategies</i> in a game of cricket at the <i>advanced level</i>	3.1 Apply <i>tactics and strategies</i> to counter <i>strengths and weaknesses of own player/s and opposition player/s</i> in a game of cricket players at the <i>advanced level</i> 3.2 Implement identified <i>game plans</i> 3.3 Identify <i>statistics</i> and implement relevant adjustments 3.4 Communicate with team mates in order to develop own and team performance
4 Participate in a post-match analysis and follow-up	4.1 Participate in post-match de-briefing, highlighting pre-match and in-match performance 4.2 Identify <i>strengths and weaknesses of own player/s and opposition player/s</i> for future referral and team/individual improvement 4.3 Document <i>statistics</i> for future referral and team/individual improvement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants playing state level competition or equivalent <p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 umpiring experience in cricket • players at state competition level or equivalent • players with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio-respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • participants with compatibility between players/club officials and umpires • participants with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Game plans	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team • targeting opposition players • style of play
Role of the coach	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team preparation • identify strengths and weaknesses • develop strategies to improve weaknesses/strengths • developing and implementing tactics and strategies • performance assessment of team/opposition • administer
Statistics	<p>[all categories]</p> <ul style="list-style-type: none"> • cricket game statistics

Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • goal setting • visualisation • relaxation techniques • motivation techniques • focusing
Strengths and weaknesses of own player/s and opposition player/s	<p>[all categories]</p> <ul style="list-style-type: none"> • physical strengths and weaknesses, eg, preferred batting shots • tactical strengths and weaknesses
Support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • operations/manager <ul style="list-style-type: none"> ○ equipment ○ gear ○ busses ○ meals ○ accommodation ○ coordinate time/training schedules ○ physical well being • physiotherapist <ul style="list-style-type: none"> ○ prevention of injuries ○ treatment of injuries • sports trainer <ul style="list-style-type: none"> ○ on field assessment of injuries ○ initiate first aid (where appropriate) ○ strapping • doctor • skills coach • strength and conditioning coach • statistician
Tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • batting strategies <ul style="list-style-type: none"> ○ running between the wickets • fielding strategies <ul style="list-style-type: none"> ○ fielding positions • captaincy <ul style="list-style-type: none"> ○ the toss ○ off field leadership ○ captaincy in the field ○ captaincy of the batting side • game preparation <ul style="list-style-type: none"> ○ pre-game rituals ○ within game rituals • individual and team competition goal-setting

Work environment	[all categories] <ul style="list-style-type: none">• organisational health and safety requirements, safe and appropriate dress and equipment include• safety requirements as listed in the Australian Cricket Board laws of the game and notes on the laws• other recommended safety guidelines are<ul style="list-style-type: none">○ helmets and protective equipment○ training aids should be inspected before use○ sun safety guidelines should be followed○ hydration guidelines should be followed○ access to first aid facilities/equipment• conditions and external influences include<ul style="list-style-type: none">○ environmental/weather conditions○ other facility users○ spectators○ parents○ umpires and administrators○ other coaches
-------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of tactics and strategies of cricket to perform at an advanced level in a competitive situation • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identifying appropriate methods of using tactics and strategies in an advanced game of cricket ○ psychologically prepare for the game ○ use strategies to counter strengths and weaknesses of opposition player/s ○ understand the role of the coach and support staff ○ develop future strategies for identified areas of improvement
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT004A Participate in conditioning for cricket ○ SRCKT005A Perform the advanced skills of cricket ○ SRCKT006A Interpret and apply the laws of cricket in a competition game at the advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic tactics and strategies of cricket ○ Knowledge of drills, activities and games relative to developing tactics and strategies of cricket ○ Knowledge of the rules and regulations of cricket ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Play cricket at intermediate level ○ Communication skills to enable others to understand tactics and strategies

<p>Resource implications</p>	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of cricket ○ cricket playing facility ○ cricket equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching at the advanced level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
<p>Consistency in performance</p>	<ul style="list-style-type: none"> • Due to issues such as variable playing conditions and strength of opposition this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to playing cricket
<p>Context for assessment</p>	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the recreation activity should be played at a cricket facility with participants at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate advanced strategies and tactics • Communicating ideas and information - Give directions on how to perform tactics • Planning and organising activities - Plan team tactics • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Develop counter-strategies • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT008A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop intermediate skills of cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of cricket	1.1 Explain basic biomechanical principles in the context of cricket skills 1.2 Identify an intermediate skill and break into learning components 1.3 Identify observable body movements for each stage of the skill in priority of importance to performance of the skill
2 Identify appropriate teaching methods and coaching styles to develop the intermediate skills of cricket	2.1 Identify and explain teaching methods in the context of specific skills and tactics 2.2 Use feedback during coaching 2.3 Use appropriate demonstrations when coaching 2.4 Use different types of questioning techniques in the coaching process 2.5 Use a variety of coaching styles in relation to different coaching situations 2.6 Use a variety of communication styles for effective communication in the sporting environment
3 Assess players readiness to acquire and perform the intermediate skills of cricket	3.1 Identify the intermediate skills to be developed 3.2 Identify factors which affect the acquisition of the intermediate skills of cricket and explain in relation to skill acquisition of players 3.3 Assess players regarding their readiness to acquire the skill being taught or developed
4 Assess players readiness to acquire and perform the intermediate skills or cricket	4.1 Select teaching methods and coaching styles to match the players readiness , the environment , the intermediate skill/s and the equipment available 4.2 Allocate sufficient space and resources for the drills, activities and/or games 4.3 Use space and training equipment effectively to conduct the training session 4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for cricket 4.5 Use technological aids to supplement presentations 4.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 4.7 Observe players to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of cricket 4.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 4.9 Undertake observation with minimal disruption to the flow of the drills, activities and/or games 4.10 Monitor the teaching method and coaching/instructing styles, ensuring they are to endorsed standards , during the instruction and assess following the instruction 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

5 Review and adapt the teaching of an <i>intermediate skill</i> in response to feedback	5.1 Make relevant points of emphasis before, during and/or after coaching sessions 5.2 Adapt coaching methods and procedures to the current needs of players 5.3 Give players the opportunity to have input to the coaching sessions 5.4 Modify planned program to accommodate players actual progress
--	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the cricket community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the cricket coaches code of conduct policy ○ the culture of cricket
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • those described in Cricket Level 1 handbook • type of activities include <ul style="list-style-type: none"> ○ batting technique <ul style="list-style-type: none"> ▪ concentration drills ▪ back lift drills ▪ set-up drills ▪ balance drills ▪ judging length drills ▪ sweep drill ▪ front foot driving drills ▪ back foot driving drills ▪ back foot leg glance drills ▪ pull shot drills ▪ hook drills ▪ cut shot drills ▪ extra batting drills ○ bowling <ul style="list-style-type: none"> ▪ bowling drill ▪ building an action drills ▪ run up drills ○ wicket-keeping drills ○ fielding drills <ul style="list-style-type: none"> ▪ overarm throwing drills ▪ catching drills ▪ diving in the slips drills ▪ fielding strategies drills

Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Cricket Board code of conduct policy • the Australian Coaching Council's coaches code of conduct policy • the culture of the sport • Australian Cricket Board policies eg anti doping, blood policy • Australian Sports Commission Harassment-free Sport policy
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • playing surfaces eg, wicket, field • facilities • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Cricket Board • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for player at club level competition • batting technique <ul style="list-style-type: none"> ○ concentration ○ set-up ○ grip ○ stance ○ taking guard ○ back lift ○ balance ○ judging length • batting shots <ul style="list-style-type: none"> ○ front foot shots <ul style="list-style-type: none"> ▪ front foot defence ▪ front foot leg glance ▪ sweep ▪ front foot drive ▪ straight drive ▪ cover drive ▪ moving out to drive ○ back foot shots <ul style="list-style-type: none"> ▪ back foot defence ▪ back foot leg glance ▪ back foot drive ▪ pull shot ▪ hook shot

	<ul style="list-style-type: none"> ▪ cut shot ▪ evading the short pitched ball • bowling technique <ul style="list-style-type: none"> ○ basic grip ○ side-on action ○ front-on action ○ run-up ○ swing bowling ○ outswinger ○ inswinger ○ seam, cut and variations ○ off cutter ○ leg cutter ○ slower ball ○ quicker ball ○ spin bowling ○ leg break ○ top spinner ○ wrong'un ○ off spinner ○ arm ball • wicket-keeping <ul style="list-style-type: none"> ○ crouch ○ glove work ○ positioning ○ footwork • fielding <ul style="list-style-type: none"> ○ ground fielding and throwing ○ moving to the ball ○ attacking fielding ○ defensive fielding ○ underarm throwing ○ gripping the ball to throw ○ crow hop ○ using the cut-off man ○ catching ○ outfield and midfield ○ slips catching
<p>Readiness</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for participants • equipment • facilities both indoor and outdoor
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of cricket • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Cricket Board code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Cricket Board anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the intermediate skills of cricket • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider an individual player in the context of a total lifestyle ○ analyse an intermediate skill of cricket ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of cricket ○ assess players readiness to acquire and perform the intermediate skill/s of cricket ○ conduct drills, activities and/or games to teach or develop the intermediate skills of cricket ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT009A Teach or develop the intermediate tactics and strategies of cricket • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of cricket ○ Knowledge of drills, activities and games to teach the Intermediate skills of cricket ○ Knowledge of the rules of cricket in order to teach these to participants ○ Knowledge of the rules and regulations of cricket in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of general coaching principles to teach the intermediate skills of cricket • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities, activities and games to teach the intermediate skills of cricket ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of cricket in order to coach the intermediate skills of cricket ○ Provide demonstrations eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of cricket participants at the local or district level ○ cricket facility ○ equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching at the intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a periods of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching cricket

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility with local or district level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and evaluate key intermediate skills • Communicating ideas and information - Use appropriate verbal, nonverbal, and written forms of communication in any given situation • Planning and organising activities - Plan intermediate drills and activities • Working with teams and others - Develop team play and cooperation among players and support staff • Using mathematical ideas and techniques - Use correct scoring techniques • Solving problems - Observe, identify, analyse and correct fundamental skills and errors • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT009A	TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop intermediate tactics and/or strategies of cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Assess intermediate level players readiness to implement tactics and strategies of cricket	1.1 Identify the <i>intermediate tactics and/or strategies</i> to be developed for intermediate level players 1.2 Assess the <i>readiness</i> of intermediate level players in tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the tactics and strategies by intermediate level cricket players
2 Identify appropriate teaching methods and coaching/instructional styles to develop the basic skills of cricket	2.1 Identify and explain <i>teaching methods</i> in the context of specific skills and tactics 2.2 Use feedback in the coaching process 2.3 Use demonstrations in the coaching process 2.4 Use different types of questioning in the coaching process 2.5 Use a variety of <i>coaching/instructional styles</i> in the coaching process in response to a range of coaching situations 2.6 Use a variety of <i>communication</i> styles is for effective <i>communication</i> in the sporting <i>environment</i>
3 Conduct drills, activities and/or games to teach or develop the intermediate tactics and strategies of cricket	3.1 Select <i>teaching methods</i> and <i>coaching/instructional styles</i> to match the players <i>readiness</i> , the <i>environment</i> , the <i>intermediate tactics and strategies</i> and the <i>equipment</i> available 3.2 Allocate sufficient space and <i>resources</i> for the <i>drills, activities and/or games</i> 3.3 Use space and training <i>equipment</i> to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> for cricket 3.5 Use <i>technological aids</i> to supplement presentations 3.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 3.7 Observe players to see that the <i>drills, activities and/or games</i> are conducted to enhance the <i>rules, regulations and policies</i> of cricket 3.8 Observe players skills execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Undertake observation with minimal disruption to the flow of the <i>drills, activities and/or games</i> 3.10 Monitor the teaching method and <i>coaching/instructional styles</i> during the instruction and assess following the instruction 3.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
4 Prepare for competition	4.1 Prepare players of intermediate standard at an appropriate <i>motivational and psychological</i> level for cricket competition 4.2 Coach players of intermediate level in cricket to maximise their potential in terms of their individual and team responsibilities 4.3 Plan and develop individual and team tactics appropriate to opponents

5 Conduct in game analysis	5.1 Maintain appropriate levels of motivation for duration of performance 5.2 Analyse strengths and weaknesses of own players and opposition players and make decisions regarding substitutions and changes accordingly 5.3 Analyse strengths and weaknesses of own players and opposition players and provide advice on how to approach opponents and/or situations 5.4 Monitor the game and develop appropriate tactics to suit the game situation that exists 5.5 Analyse game performances and develop relevant coaching strategies to enhance performance
6 Conduct post game analysis and follow-up	6.1 Debrief players following the game 6.2 Review game performance of individual players and the team and implement appropriate on going coaching strategies to enhance performance

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • making verbal instructions relevant • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback on organisational issues not individual issues • selecting methods of teaching instructions to suit the tactical strategies being developed • monitoring and adjusting instruction to players responses during and/or between sessions
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • the presentation style/s adopted by the instructor or coach to communicate with the player/athlete • the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the cricket community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Australian Cricket Board coaches code of conduct policy ○ the culture of cricket

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate tactics and strategies of cricket • such as those described in <i>Australian Cricket Board Level 1 handbook</i> • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices • drills include <ul style="list-style-type: none"> ○ batting strategies <ul style="list-style-type: none"> ▪ running between the wicket drills ▪ building an innings ○ fielding strategies drills
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • wicket conditions • field conditions • batting/practice nets • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Cricket Board • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation • may include <ul style="list-style-type: none"> ○ ball ○ stumps, bails ○ bats ○ batting gloves ○ wicket-keeping gloves ○ pads (leg protectors) ○ helmets ○ protectors ○ batting tees

Intermediate tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • batting strategies <ul style="list-style-type: none"> ○ running between the wickets • fielding strategies <ul style="list-style-type: none"> ○ fielding positions • captaincy <ul style="list-style-type: none"> ○ the toss ○ off field leadership ○ captaincy in the field ○ captaincy of the batting side • game preparation <ul style="list-style-type: none"> ○ pre-game rituals ○ within game rituals • individual and team competition goal-setting
Motivational and psychological level	<p>[all categories]</p> <ul style="list-style-type: none"> • basic psychological and motivation principles are applies to suit competition and players
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment (activity specific) • technical equipment, eg, safe working order • assess, prescribe and monitor athlete loading • Australian Sports Commission doping policy • State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises • local council facilities and private facilities
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of Cricket • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Cricket Board code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Cricket Board anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions) ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • slips machine • video camera • stop watch • wickets hats • sports science testing equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the tactics and strategies of cricket at the intermediate level • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe playing environment ○ assess intermediate level players readiness to implement tactics and strategies of cricket ○ develop attacking and defensive tactics of cricket for intermediate level players and the interactive processes associated with their application ○ prepare players for competition ○ implement in game analysis ○ implement post game analysis and follow-up
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT008A Teach or develop the intermediate skills of cricket • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the tactics and strategies of cricket at an intermediate level ○ Knowledge of activities and games to teach tactics and strategies of cricket at the intermediate level ○ Knowledge of coaching principles to enable the effective instruction of tactics and strategies ○ Knowledge of the rules and regulations of cricket and their relevance for developing tactics ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities, activities and games to teach the intermediate tactics and strategies of cricket ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of cricket in order to coach the intermediate tactics and strategies of cricket ○ Provide demonstrations eg, self, other athletes as models, videos ○ Feedback and questioning skills in order to communicate effectively with players ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of cricket participants at the intermediate level ○ cricket facility ○ equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching at the intermediate level ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching cricket

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility or practice facility with local or district level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate intermediate tactics and strategies • Communicating ideas and information - Give clear directions on how to perform tactics • Planning and organising activities - Prepare team for competitions • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Record, analyse and make relevant adjustments to statistics • Solving problems - Perform assessment to develop appropriate game plans for team and opposition • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT010A	USE COMMUNICATION STRATEGIES TO UMPIRE CRICKET AT A LOCAL OR DISTRICT LEVEL
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully utilise communication strategies required to umpire a cricket game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Convey decisions to players through clear verbal <i>information</i> 1.2 Use the voice effectively to convey decisions 1.3 Listen to players, scorers and other umpires and officials and respond to accordingly at a <i>local or district level</i> 1.4 Interact with players and <i>other officials</i> in a friendly and professional manner 1.5 Identify the <i>rules and regulations</i> for a given situation
2 Use signals	2.1 Use <i>signals</i> associated with cricket to convey an explanation of decisions to players, scorers, coaches, timekeepers and spectators 2.2 Interpret <i>signals</i> accurately from other umpires and officials
3 Use auditory devices	3.1 Perform the range of <i>communication strategies</i> by using <i>auditory devices</i> and <i>equipment</i> , if applicable
4 Make effective use of body language	4.1 Use an appropriate posture for specific situations when interacting with others 4.2 Use firm, confident <i>signals</i> and movements when umpiring 4.3 Make eye contact when communicating with others
5 Receive feedback	5.1 Receive feedback provided by others in a rational and constructive manner 5.2 Implement changes to improve the quality of umpiring based on formal feedback provided by appointed assessors and advisers 5.3 Implement changes to improve the quality of umpiring based on informal discussions with players, other umpires and officials, administrators, coaches and team managers 5.4 Respond to feedback provided from <i>other officials</i> positively

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Auditory devices	[all categories] <ul style="list-style-type: none"> • remote auditory device
Communication strategies	[all categories] <ul style="list-style-type: none"> • pre match • general play • play ball • interaction with players • positioning • post match debrief with observer, assessor, coach
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment • personal equipment
Information	[all categories] <ul style="list-style-type: none"> • interaction with other umpires • player reactions • first aid personnel • signals • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals
Local or district level	[all categories] <ul style="list-style-type: none"> • participants with Level 1 umpiring experience in cricket • players at local or district competition level • players with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • participants with compatibility between players/club officials and referees • participants with stable and positive emotional approach to performance enhancement and enjoyment

	<ul style="list-style-type: none"> • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • timekeepers • touch judges • sports administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • other umpires, scorers • marked wicket • first aid personnel
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International laws of cricket • laws of modified games, if applicable
Signals	<p>[all categories]</p> <ul style="list-style-type: none"> • signals made while the ball is in play • dead ball • no ball • out • wide • when the ball is dead <ul style="list-style-type: none"> ○ boundary 4 ○ boundary 6 ○ bye ○ commencement of last hour ○ five penalty runs awarded to the batting side ○ five penalty runs awarded to the fielding side ○ leg bye ○ new ball ○ revoke last signal ○ short run

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of communication strategies to effectively umpire cricket at a local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate orally with players and other officials in an effective manner ○ use and interpret signals during the game ○ use auditory devices ○ convey a confident and friendly manner through body language ○ receive feedback and take appropriate action
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT011A Demonstrate positioning skills relevant to umpiring cricket at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of laws of cricket enable umpiring decisions to be made to ensure fair competition ○ Knowledge of the spirit of the game enable umpiring decisions to be made to ensure fair competition ○ Knowledge of signals and equipment for umpiring in cricket ○ Knowledge of format for post match debrief/review ○ Knowledge of communication process used to umpire cricket • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure umpiring decisions are understood ○ Decision making skills in order to successfully umpire game of cricket ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth game ○ Conflict resolution skills in order to effectively deal with situations that may arise ○ Negotiation skills in order to achieve agreed outcomes ○ Empathy skills in order to develop rapport with relevant persons

	<ul style="list-style-type: none"> ○ Positioning skills in order to successfully umpire games of cricket by being in the correct position to view play
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of cricket at the local or district level ○ cricket facility ○ equipment ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent umpiring cricket at the local or district level or above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period two (2) games in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring cricket
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a cricket game and with players at a local or district level. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Locate key rules and regulations • Communicating ideas and information - Use clear indications and signals • Planning and organising activities - Not applicable • Working with teams and others - Interact with other umpires and officials • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Clarify decisions to players and other support personnel • Using technology - Use proper technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT011A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING CRICKET AT A LOCAL OR DISTRICT LEVEL
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills required to umpire a cricket game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to observe plays	1.1 Identify <i>play</i> and take up the <i>correct position</i> according to the <i>laws of cricket at a local or district level</i> 1.2 Respond to player movements accordingly 1.3 Communicate with <i>other officials</i> and scorers to ensure they are in their correct position 1.4 Comply umpires position with <i>change of ends</i>
2 Move appropriately to maintain optimal position to view play throughout the game	2.1 Adjust position according to the direction or movement of <i>play</i> or players 2.2 Cooperate with <i>other officials</i> in a friendly and professional manner

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Change of ends	[all categories] <ul style="list-style-type: none"> the umpires shall change ends after each side has had one completed innings
Correct position	[all categories] <ul style="list-style-type: none"> umpire position at bowlers end umpire position at strikers end
Laws of cricket	[all categories] <ul style="list-style-type: none"> current edition of the International laws of cricket laws of modified games
Local or district level	[all categories] <ul style="list-style-type: none"> participants with Level 1 umpiring experience in cricket players at local or district competition level players with appropriate levels of fitness <ul style="list-style-type: none"> cardio/respiratory strength endurance flexibility participants with motor performance factors <ul style="list-style-type: none"> agility coordination participants with compatibility between players/club officials and referees participants with stable and positive emotional approach to performance enhancement and enjoyment participants may have special needs <ul style="list-style-type: none"> gender social disadvantage minority ethnic and cultural groups athletes with a disability medical condition
Other officials	[all categories] <ul style="list-style-type: none"> scorers club administrators coaches sport medicine personnel

Play	[all categories] <ul style="list-style-type: none">• period of activity in the game during which the ball is 'live'
-------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of positioning skills to effectively umpire a game of cricket at the local or district level • Assessment of performance should be over a period of time covering all categories of umpiring from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position at bowlers end ○ position at strikers end ○ position during play ○ cooperate with other officials
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT010A Use communication strategies to umpire cricket at a local or district level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of laws of cricket in order to umpire effectively and accurately ○ Knowledge of tactics and strategies of local, district or regional level cricket in order to umpire effectively and accurately ○ Knowledge of cricket umpiring positioning guidelines in order to umpire effectively and accurately ○ Knowledge of spatial relationships in order to position correctly to view game action while umpiring a game of cricket • Required skills <ul style="list-style-type: none"> ○ Motor skills of agility, coordination, speed, endurance, backward running in order to position effectively to umpire cricket ○ Communication skills in order to ensure umpiring decisions are understood ○ Ability to give instructions at speed while umpiring a game of cricket ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth game ○ Conflict resolution skills in order to effectively deal with situations that may arise

	<ul style="list-style-type: none"> ○ Observation skills in order to view the action of the game and make decisions based on that observation
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in a game of local or district level cricket ○ cricket facility ○ cricket equipment ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent umpiring at the local or district level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as consistency of observation and judgement this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to umpiring cricket
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility during a game between local or district level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key rules and regulations • Communicating ideas and information - Convey information verbally and through indications and signals • Planning and organising activities - Not applicable • Working with teams and others - Cooperate with other officials and support personnel • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Respond quickly to position changes • Using technology - Use proper technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT012A	TEACH OR DEVELOP THE ADVANCED SKILLS OF CRICKET
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop advanced skills of cricket.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill of cricket	1.1 Explain the basic biomechanical principles in the context of cricket skills 1.2 Identify an advanced skill and break into learning components 1.3 Identify observable body movements for each stage of the skills in priority of importance to performance of the skill
2 Identify appropriate teaching methods and coaching styles to develop the advanced skills of cricket	2.1 Identify and explain teaching methods in the context of specific skills and tactics 2.2 Use feedback during coaching 2.3 Use demonstrations when coaching 2.4 Use different types of questions in the coaching process 2.5 Use a variety of coaching styles in relation to a range of coaching situations 2.6 Use a variety of communication styles for effective communication in the sporting environment
3 Assess players readiness to acquire and perform the advanced skills of cricket	3.1 Identify the advanced skills to be developed 3.2 Identify factors which affect the acquisition of the advanced skills of cricket and show the relation to skill acquisition of players 3.3 Assess players regarding their readiness to acquire the skill being taught or developed
4 Conduct drills, activities and/or games to teach or develop the advanced skills of cricket	4.1 Select teaching methods and coaching styles to match the players readiness , the environment , the advanced skill/s and the equipment available 4.2 Allocate sufficient space and resources for drills, activities and/or games 4.3 Use space and training equipment to conduct the training session 4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for cricket 4.5 Use technological aids to supplement presentations 4.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis 4.7 Observe players to see that drills, activities and/or games are conducted to enhance the rules, regulations and policies of cricket 4.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 4.9 Undertake observation with minimal disruption to the flow of the drills, activities and/or games 4.10 Monitor the teaching method and coaching/instructing styles during the instruction and assess following the instruction 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

5 Review and adapt the teaching of an advanced skill in response to feedback	5.1 Make relevant points of emphasis before, during and/or after coaching sessions 5.2 Adapt coaching methods and procedure to the current needs of players 5.3 Give players the opportunity to have input to the coaching sessions 5.4 Modify planned program to accommodate players actual progress
---	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for player at state level competition • batting technique <ul style="list-style-type: none"> ○ concentration ○ set-up ○ grip ○ stance ○ taking guard ○ back lift ○ balance ○ judging length • batting shots <ul style="list-style-type: none"> ○ front foot shots <ul style="list-style-type: none"> ▪ front foot defence ▪ front foot leg glance ▪ sweep ▪ front foot drive ▪ straight drive ▪ cover drive ▪ moving out to drive ○ back foot shots <ul style="list-style-type: none"> ▪ back foot defence ▪ back foot leg glance ▪ back foot drive ▪ pull shot ▪ hook shot ▪ cut shot ▪ evading the short pitched bal • bowling technique <ul style="list-style-type: none"> ○ basic grip <ul style="list-style-type: none"> ▪ side-on action ▪ front-on action ▪ run-up ○ swing bowling <ul style="list-style-type: none"> ▪ outswinger ▪ inswinger ▪ seam, cut and variations ▪ off cutter ▪ leg cutter ▪ slower ball ▪ quicker ball ○ spin bowling <ul style="list-style-type: none"> ▪ leg break ▪ top spinner ▪ wrong'un ▪ off spinner ▪ arm ball

	<ul style="list-style-type: none"> • wicket-keeping <ul style="list-style-type: none"> ○ crouch ○ glove work ○ positioning ○ footwork • fielding <ul style="list-style-type: none"> ○ ground fielding and throwing <ul style="list-style-type: none"> ▪ moving to the ball ▪ attacking fielding ▪ defensive fielding ▪ underarm throwing ▪ gripping the ball to throw ▪ crow hop ▪ using the cut-off man ○ catching <ul style="list-style-type: none"> ▪ outfield ▪ midfield ▪ slips
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the cricket community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the cricket coaches code of conduct policy ○ the culture of the sport
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the Advanced skills of cricket • such as those described in Australian Cricket Board <i>Level 1 Coaching Handbook</i> • type of activities include <ul style="list-style-type: none"> ○ batting technique <ul style="list-style-type: none"> ▪ concentration drills ▪ back lift drills ▪ set-up drills ▪ balance drills ▪ judging length drills ▪ sweep drill ▪ front foot driving drills ▪ back foot driving drills ▪ back foot leg glance drills ▪ pull shot drills ▪ hook drills ▪ cut shot drills ▪ extra batting drills ○ bowling <ul style="list-style-type: none"> ▪ bowling drill ▪ building an action drills ▪ run up drills ○ wicket-keeping drills

	<ul style="list-style-type: none"> ○ fielding drills <ul style="list-style-type: none"> ▪ overarm throwing drills ▪ catching drills ▪ diving in the slips drills ▪ fielding strategies drills
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • playing surfaces, eg, wicket, field • facilities • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Cricket Board • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for participants • equipment • facilities both indoor and outdoor

Rules, regulations and policies	[all categories] <ul style="list-style-type: none">• local, national and international rules of cricket• best practice codes of ethics such as<ul style="list-style-type: none">○ Australian Cricket Board code of ethics• policies of the employer organisation such as<ul style="list-style-type: none">○ Australian Cricket Board anti doping policy○ Australian Sports Commission Harassment-free Sport policy○ age restrictions, as applicable
--	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the advanced skills of cricket • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider an individual player in the context of a total lifestyle ○ analyse an advanced skill of cricket ○ identify appropriate teaching methods and coaching styles to develop the advanced skills of cricket ○ assess players readiness to acquire and perform the advanced skills of cricket ○ conduct drills, activities and/or games to teach or develop the advanced skills of cricket ○ review and adapt the teaching of an advanced skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT013A Teach or develop the tactics and strategies of cricket at the advanced level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of cricket to enable coaching of learner ○ Knowledge of advanced coaching principles to instruct the learner ○ Knowledge of sport psychology to motivate the learner ○ Knowledge of the biomechanics of cricket skills in order to analyse batting, bowling and fielding performance ○ Knowledge of drills, activities and games to teach the advanced skills of cricket ○ Knowledge of the laws of cricket in order to teach the advanced skills of cricket ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction of skill technique is understood by the participants ○ Feedback and questioning skills in order to communicate effectively with participants ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Apply the skill of coaching, eg, movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, ie, self, other athletes as models, videos ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating at the state level of competition ○ cricket training and game facility ○ cricket equipment ○ technical equipment eg video recorder and monitor ○ indoor teaching facility with whiteboard, overhead projector ○ sports science laboratory or field testing facilities • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching athletes at the state level of competition or equivalent or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching cricket

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility with state level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Create biomechanical checklist of advanced skills • Communicating ideas and information - Vary instructing styles according to players' readiness • Planning and organising activities - Plan space, resources and time accordingly • Working with teams and others - Develop team play and cooperation among players and support staff • Using mathematical ideas and techniques - Determine suitability of playing field and conditions • Solving problems - Observe and modify advanced skill faults • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCKT013A	TEACH OR DEVELOP TACTICS AND STRATEGIES OF CRICKET AT THE ADVANCED LEVEL
CKT	Cricket

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop tactics and strategies to play cricket at the advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess advanced level players readiness to implement tactics and strategies of cricket	1.1 Identify the tactics and/or strategies to be developed for advanced level players 1.2 Assess the readiness of advanced level players used in tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the tactics and strategies by advanced level cricket players
2 Develop attacking and defensive tactics of cricket for advanced level players and the interactive processes associated with their application	2.1 Use appropriate methods to develop the ability of advanced level players to utilise attacking and defensive tactics and strategies 2.2 Use appropriate methods to develop the ability of advanced level players to appreciate and understand the interactive processes involved in tactical aspects of the game 2.3 Use appropriate methods to develop the ability of advanced level players to implement counteractive strategies encountered during competition 2.4 Use a variety of communication styles for effective communication in the sporting environment 2.5 Ensure organisation's Occupational Health and Safety requirements are in accordance with the requirements for cricket
3 Conduct drills, activities and/or games to teach or develop the advanced tactics and strategies of cricket	3.1 Select teaching methods and coaching/instructional styles selected to match the players readiness , the environment , the advanced tactics and strategies and the equipment available 3.2 Allocate sufficient space and resources for drills, activities and/or games 3.3 Use space and training equipment to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for cricket 3.5 Use technological aids to supplement presentations 3.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 3.7 Observe players to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of cricket 3.8 Observe players skills execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Undertake observation with minimal disruption to the flow of the drills, activities and/or games 3.10 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction 3.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

4 Prepare for competition	<p>4.1 Prepare players of advanced standard at an appropriate <i>motivational and psychological level</i> for cricket competition</p> <p>4.2 Coach players of <i>advanced level</i> in cricket to maximise their potential in terms of their individual and team responsibilities</p> <p>4.3 Plan and develop individual and team tactics appropriate to opponents</p>
5 Conduct in game analysis	<p>5.1 Maintain appropriate levels of motivation for duration of performance</p> <p>5.2 Analyse strengths and weaknesses of own players and opposition players and make decisions regarding substitutions and changes accordingly</p> <p>5.3 Analyse strengths and weaknesses of own players and opposition players and provide advice on how to approach opponents and/or situations</p> <p>5.4 Monitor the game and develop appropriate tactics to suit the game situation that exists</p> <p>5.5 Analyse game performances and develop relevant coaching strategies to enhance performance</p>
6 Conduct post game analysis and follow-up	<p>6.1 Debrief players following the game</p> <p>6.2 Review game performance of individual players and the team and implement appropriate on going coaching strategies to enhance performance</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate methods	<p>[all categories]</p> <ul style="list-style-type: none"> • participants playing state level competition or equivalent • making verbal instructions relevant • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback on organisational issues not individual issues • selecting methods of teaching instructions to suit the tactical strategies being developed • monitoring and adjusting instruction to players responses during and/or between sessions
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • the presentation style/s adopted by the instructor or coach to communicate with the player/athlete • the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding non negotiable issues, eg, safety factors ○ humorous when appropriate ○ laissez faire or casual when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in players
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the cricket community with <ul style="list-style-type: none"> ○ coach, player interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Australian Cricket Board Coaches Code of Conduct policy ○ the culture of cricket

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the advanced tactics and strategies of cricket • such as those described in <i>Australian Cricket Board Level 1 handbook</i> • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices • drills include <ul style="list-style-type: none"> ○ batting strategies <ul style="list-style-type: none"> ▪ running between the wicket drills ▪ building an innings ○ fielding strategies drills
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • wicket conditions • field conditions • batting/practice nets • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Cricket Board • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time on task • should be utilised in a safe and effective manner which maximises participation • may include <ul style="list-style-type: none"> ○ ball ○ stumps, bails ○ bats ○ batting gloves ○ wicket-keeping gloves ○ pads (leg protectors) ○ helmets ○ protectors ○ batting tees
Motivational and psychological level	<p>[all categories]</p> <ul style="list-style-type: none"> • basic psychological and motivation principles are applies to suit competition and players

Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment (activity specific) • technical equipment, eg, safe working order • assess, prescribe and monitor athlete loading • Australian Sports Commission doping policy • State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises • gymnasiums, local council facilities and private facilities
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of cricket • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should be utilised in a safe and effective manner which maximises participation
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international laws of cricket • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Cricket Board code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Cricket Board anti doping policy ○ Australian Sports Commission Harassment-free Sport policy ○ age restrictions, as applicable

Tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • batting strategies <ul style="list-style-type: none"> ○ running between the wickets • fielding strategies <ul style="list-style-type: none"> ○ fielding positions • captaincy <ul style="list-style-type: none"> ○ the toss ○ off field leadership ○ captaincy in the field ○ captaincy of the batting side • game preparation <ul style="list-style-type: none"> ○ pre-game rituals ○ within game rituals • individual and team competition goal-setting
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the player/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • slips machine • video camera • stop watch • wickets hats • sports science testing equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the advanced tactics and strategies of cricket • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe playing environment ○ assess advanced level players readiness to implement tactics and strategies of cricket ○ develop attacking and defensive tactics of cricket for advanced level players and the interactive processes associated with their application ○ prepare players for competition ○ implement in game analysis ○ implement post game analysis and follow-up
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRCKT012A Teach or develop the advanced skills of cricket • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the tactics and strategies of cricket at an advanced level to enable instruction to learner ○ Knowledge of drills, activities and games to teach the advanced tactics and strategies of cricket ○ Knowledge of the advanced skills of cricket to enable coaching of learner ○ Knowledge of advanced coaching principles to instruct the learner ○ Knowledge of activities and games to teach tactics and strategies of cricket at the advanced level to enable instruction to learner

	<ul style="list-style-type: none"> ○ Knowledge of the rules and regulations of cricket and their relevance for developing tactics ○ Knowledge of relevant equipment and safety requirements ● Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction of skill technique is understood by the participants ○ Feedback and questioning skills in order to communicate effectively with participants ○ Observation skills in order to successfully observe the individual skill performance and make accurate skill analysis ○ Apply the skill of coaching, eg, movement, voice, use of technical aids, judgement, reporting ○ Skills to conduct drills, activities and games to teach the advanced tactics and strategies of cricket ○ Provide demonstrations, ie, self, other athletes as models, videos ○ Organise self directed activities for players
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of players participating in training and competition at the state level or equivalent ○ cricket training and playing facility ○ equipment to conduct training and matches ○ technical equipment, eg, video recorder and monitor ○ indoor teaching facility with whiteboard, overhead projector ○ sports science laboratory or field testing facilities ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching athletes at the state level of competition or equivalent ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching cricket

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a cricket facility or practice facility with state level players. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Develop advanced tactics and the interactive processes associated with their application • Communicating ideas and information - Provide effective demonstrations to clarify strategies • Planning and organising activities - Plan, develop and conduct advanced drills and activities • Working with teams and others - Manage players to develop cohesive team morale • Using mathematical ideas and techniques - Record and chart statistics • Solving problems - Analyse game performance and make adjustments • Using technology - Ensure that technical equipment is in safe working order <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

CANOEING

CNO

Contents

SRSCNO001A Perform the intermediate skills and tactics of canoeing	1
SRSCNO002A Perform the advanced skills and tactics of canoeing.....	9
SRSCNO003A Teach or develop the intermediate skills and tactics of flatwater canoeing	19
SRSCNO004A Teach or develop the intermediate skills and tactics of whitewater canoeing	29
SRSCNO005A Teach or develop the intermediate skills and tactics of canoe polo	41
SRSCNO006A Interpret and apply the rules of flatwater racing at an intermediate level	53
SRSCNO007A Interpret and apply the rules of marathon racing at an intermediate level	61
SRSCNO008A Interpret and apply the rules of wildwater racing at an intermediate level	69
SRSCNO009A Interpret and apply the rules of canoe polo at an intermediate level	79
SRSCNO010A Teach or develop the advanced skills and tactics of flatwater canoeing	87
SRSCNO011A Teach or develop the advanced skills and tactics of slalom canoeing	99
SRSCNO012A Interpret and apply the rules of wildwater racing at an advanced level	115
SRSCNO013A Interpret and apply the rules of marathon racing at an advanced level	123
SRSCNO014A Interpret and apply the rules of slalom racing at an advanced level	131
SRSCNO015A Interpret and apply the rules of canoe polo at an advanced level	139

SRSCNO001A	PERFORM THE INTERMEDIATE SKILLS AND TACTICS OF CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to undertake drills, activities and games to perform the intermediate skills of canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skill of canoeing	1.1 Explain <i>biomechanical principles</i> as they apply to canoeing 1.2 Identify observable body movements and techniques for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the intermediate skills and tactics of canoeing	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>rules, regulations and policies</i> of canoeing 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of <i>intermediate skills and tactics</i> of canoeing in a <i>work environment</i> 2.3 Participate in rescue techniques 2.4 Participate in establishing <i>equipment</i> for paddling and <i>setting up and trimming</i> canoe
3 Perform the intermediate skills and tactics of canoeing under competition conditions	3.1 Identify the intermediate canoeing skills and tactics and their purpose 3.2 Link intermediate canoeing skills and tactics to perform a sequence of movements 3.3 Participate under competition conditions to demonstrate the <i>intermediate skills and tactics</i> of canoeing
4 Review and adapt the intermediate skills in response to feedback	4.1 Participate in a <i>review</i> process to identify necessary performance modifications 4.2 Identify and incorporate into future training sessions aspects needing further emphasis and/or attention

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • balance • motion • force • momentum • power
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • those that are designed to develop the intermediate skills and tactics of flat water canoeing <ul style="list-style-type: none"> ○ such as those described in Level 1 Flat water Canoeing Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ basic skill drills ▪ relevant modified games and activities • those that are designed to develop the intermediate skills and tactics of white water canoeing <ul style="list-style-type: none"> ○ such as those described in Level 1 White water Canoeing Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ basic skill drills ▪ relevant modified games and activities • those that are designed to develop the intermediate skills and tactics of canoe polo <ul style="list-style-type: none"> ○ such as those described in Level 1 Canoe Polo Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ basic skill drills ▪ relevant modified games and activities
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to the laws of canoeing • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should be utilised in a safe and effective manner which maximises participation • case and handling • selection of equipment

Intermediate skills and tactics	<p>[one category]</p> <ul style="list-style-type: none"> • flat water canoeing <ul style="list-style-type: none"> ○ basic paddling skills <ul style="list-style-type: none"> ▪ balance ▪ launching and exiting from bank, bench, pontoon ▪ propulsion ▪ capsize ▪ steering, eg, normal conditions, starts and wash riding ▪ strokes, eg, forward, reverse, stopping, support strokes ▪ basic technique, rotation, and leg drive ○ team boat paddling <ul style="list-style-type: none"> ▪ position a crew for a team boat ○ racing skills • canoe polo <ul style="list-style-type: none"> ○ basic paddling skills <ul style="list-style-type: none"> ▪ entry and exit of craft ▪ forward, reverse and stopping strokes ▪ forward stroke with propeller paddle ▪ forward and reverse sweep ▪ draw strokes ▪ bow draw strokes ▪ support strokes, low and high ▪ edging the boat, off side and on side for each stroke ▪ boat control strategies ▪ hand roll, rolling and rolling with the ball ○ basic ball skills <ul style="list-style-type: none"> ▪ passing, eg, baseball pass, chest pass, round arm, lob ▪ receiving, eg, one hand ▪ shooting, eg, basketball shot, double handed, round arm, aiming, shot selection and timing ▪ dribbling, eg, maintain direction and placement of the ball ○ basic offence <ul style="list-style-type: none"> ▪ shifting ▪ penetrating ▪ creating an overlap ○ basic defence <ul style="list-style-type: none"> ▪ zone: 1-2-2, 1-3-1, 1-4 ▪ rotating zone ○ paddle skills <ul style="list-style-type: none"> ▪ blocking the ball, eg, intercepting, using correct blades, sliding the hands ▪ goal keeping, eg, boat positioning, paddle positioning, body position ○ basic kayak control <ul style="list-style-type: none"> ▪ nose control ▪ tail control ▪ boat control ▪ hand tackling ▪ being tackled ▪ tackle avoidance • white water canoeing <ul style="list-style-type: none"> ○ basic paddling skills <ul style="list-style-type: none"> ▪ entry and exit of craft ▪ forward, reverse and stopping strokes ▪ forward stroke with propeller paddle ▪ forward and reverse sweep ▪ draw strokes ▪ bow draw strokes
--	---

	<ul style="list-style-type: none"> ▪ support strokes, low and high ▪ J stroke, cross bow draw and pry strokes in Canadian canoes ▪ edging the boat, off side and on side for each stroke ▪ stroke mobility and boat control strategies ▪ rolling ▪ capsize skills ○ paddling skills for moving water <ul style="list-style-type: none"> ▪ break in and break outs ▪ ferry gliding, forwards and backwards ▪ surfing waves ▪ playing in stoppers ▪ playing in white water ○ gate technique <ul style="list-style-type: none"> ▪ forward down stream gates ▪ up stream gates, 's' gates, merino ▪ reverse gates ▪ off set gates ▪ combination of gates ▪ stroke economy, correct lines of approach and exit ▪ boat control, paddle placement ○ racing <ul style="list-style-type: none"> ▪ water familiarisation ▪ pre race preparation ▪ race plan ○ wild water racing <ul style="list-style-type: none"> ▪ tilting the boat, angling the boat and relative speed ▪ use water features, eg, current, eddy, waves, swirls, boils, cushion stoppers and 's' bends ▪ river reading
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • national and international rules of flat water canoeing • national and international rules of white water canoeing • national and international rules of canoe polo • the Australian Canoeing coaches code of conduct policy • the culture of the sport of canoeing • Australian Canoeing policies, eg, anti doping, blood policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy

Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler • adapt equipment to suit weather conditions • rig and steering mechanism • transport of equipment safely • position for team boat
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • sport science testing equipment
Work environment	<p>[all categories]</p> <ul style="list-style-type: none"> • organisational health and safety requirements • safety requirements as listed in the Australian Canoeing rules and regulations • other recommended safety guidelines are <ul style="list-style-type: none"> ○ mouthguards/protection to be worn ○ no jewellery to be worn ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ access to first aid facilities/equipment ○ blood borne infectious disease policy ○ hygiene policy • conditions and external influences include <ul style="list-style-type: none"> ○ environmental/weather conditions ○ other facility users ○ spectators ○ parents ○ referees and administrators ○ other coaches ○ water conditions ○ environment is appropriate and safe for competition and/or training

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the intermediate skills of canoeing • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the intermediate skills and tactics of canoeing under competition conditions ○ apply the rules, regulations and policies of canoeing ○ review own and team performance and identify modifications for future training sessions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the basic skills of canoeing eg flat water, white water or canoe polo ○ Knowledge of tactics relevant to intermediate canoeing, eg, flat water, white water or canoe polo ○ Knowledge of the rules and regulations of canoeing, eg, flat water, white water or canoe polo ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of appropriate nutrition for athletes ○ Knowledge of energy systems relevant to training/performing canoeing skills at this level • Required skills <ul style="list-style-type: none"> ○ Ability to perform canoeing, eg, flat water, white water or canoe polo at intermediate level ○ Ability to incorporate intermediate level tactics into a competition

	<ul style="list-style-type: none"> ○ Communication skills relevant to review and evaluation of performance at intermediate level canoeing, eg, flat water, white water or canoe polo
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of clients participating in a white water or flat water canoeing or canoe polo ○ equipment, eg, canoes and ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching white water or flat water canoeing, or canoe polo respectively at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variable playing conditions this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a canoeing facility in a competition with intermediate level paddlers. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan training sessions • Working with teams and others - Work with players and other coaches • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify performance modifications • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO002A	PERFORM THE ADVANCED SKILLS AND TACTICS OF CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to undertake drills, activities and games to perform the advanced skills and tactics of canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill of canoeing	1.1 Explain <i>biomechanical principles</i> as they apply to advanced skills of canoeing 1.2 Identify observable body movements and techniques for each stage of the skill in priority of importance to perform the skill
2 Undertake drills, activities and/or games to develop the advanced skills and tactics of canoeing	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>rules, regulations and policies</i> of canoeing 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of <i>advanced skills and tactics</i> of canoeing in a <i>work environment</i> 2.3 Participate in <i>rescue techniques</i> 2.4 Participate in establishing <i>equipment</i> for paddling and <i>setting up and trimming</i> canoe
3 Perform the advanced skills and tactics of canoeing under competition conditions	3.1 Identify the advanced canoeing skills and tactics and their purpose 3.2 Link advanced canoeing skills and tactics to perform a sequence of movements 3.3 Participate under competition conditions to demonstrate the <i>advanced skills and tactics</i> of canoeing
4 Review and adapt the advanced skills in response to feedback	4.1 Participate in a <i>review</i> process to identify necessary performance modifications 4.2 Identify and incorporate into future training sessions aspects needing further emphasis and/or attention

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills and tactics	<p>[one category]</p> <ul style="list-style-type: none"> • slalom canoeing <ul style="list-style-type: none"> ○ advanced strokes specific techniques <ul style="list-style-type: none"> ▪ advanced edge control, leaning upstream ▪ pivots ▪ nose and tail weighting ▪ feathering the bow draw ▪ the stern draw ▪ ducking the bow and stern ▪ combination strokes to move ▪ stern rudder ○ rolling techniques <ul style="list-style-type: none"> ▪ Eskimo roll ▪ c to c and other rolls ○ white water technique <ul style="list-style-type: none"> ▪ river reading ▪ crossing the current, ferries, surfing, power, high cross ▪ breaking in and out, turning on stoppers, waves ▪ using features, boils, back of stoppers, pancaking, holes ▪ pivot turn, paddling downstream through eddies ▪ boat edging and body weight transfer ○ upstream gates <ul style="list-style-type: none"> ▪ sequence ▪ stroke patterns ▪ types/variations <ul style="list-style-type: none"> ▪ wide, tight exit and approaches ▪ pocket ▪ ferry approach ▪ carve approach ▪ S gates ▪ Merano ▪ in current, on the back of stoppers/waves ▪ squirt ○ downstream gates <ul style="list-style-type: none"> ▪ basic downstream gate ▪ variations, eg, current, boils, stoppers, waves, troughs ▪ offset gates ▪ reverse gates ○ special gates <ul style="list-style-type: none"> ▪ bogie ▪ boofing ▪ sideways gate ▪ downstream in eddies ▪ stopper moves • flat water canoeing <ul style="list-style-type: none"> ○ the racing stroke

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ four phases of the paddling stroke, eg, catch, pull, exit recovery ▪ posture ○ advanced marathon racing skills <ul style="list-style-type: none"> ▪ starts ▪ wash riding ▪ turns ▪ portages ○ advanced racing tactics <ul style="list-style-type: none"> ▪ race plan ▪ start ▪ developing team boats ▪ pre-race and race day preparation ○ advanced marathon racing tactics <ul style="list-style-type: none"> ▪ race tactics ▪ race environment <ul style="list-style-type: none"> ▪ water flow ▪ current tide ▪ rough water • canoe polo <ul style="list-style-type: none"> ○ basic paddling skills <ul style="list-style-type: none"> ▪ entry and exit of craft ▪ forward, reverse and stopping strokes ▪ forward stroke with propeller paddle ▪ forward and reverse sweep ▪ draw strokes ▪ bow draw strokes ▪ support strokes, low and high ▪ edging the boat, off side and on side for each stroke ▪ boat control strategies ▪ hand roll, Eskimo roll and rolling with the ball ○ basic ball skills <ul style="list-style-type: none"> ▪ passing, eg, baseball pass, chest pass, round arm, lob ▪ receiving, eg, one hand ▪ shooting, eg, basketball shot, double handed, round arm, aiming, shot selection and timing ▪ dribbling, eg, maintain direction and placement of the ball ○ basic offence <ul style="list-style-type: none"> ▪ shifting ▪ penetrating ▪ creating an overlap ○ basic defence <ul style="list-style-type: none"> ▪ zone: 1-2-2, 1-3-1, 1-4 ▪ rotating zone ○ paddle skills <ul style="list-style-type: none"> ▪ blocking the ball, eg, intercepting, using correct blades, sliding the hands ▪ goal keeping, eg, boat positioning, paddle positioning, body position ○ basic kayak control <ul style="list-style-type: none"> ▪ nose control ▪ tail control ▪ boat control ▪ hand tackling ▪ being tackled ▪ tackle avoidance
--	---

Biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • balance • motion • force • momentum • power
Drills, activities and games	<p>[all categories]</p> <ul style="list-style-type: none"> • those that are designed to develop the intermediate skills and tactics of flat water canoeing <ul style="list-style-type: none"> ○ such as those described in Level 2 Flat water Canoeing Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ skill drills ▪ relevant games and activities • those that are designed to develop the intermediate skills and tactics of white water canoeing <ul style="list-style-type: none"> ○ such as those described in Level 2 Slalom Canoeing Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ skill drills ▪ relevant games and activities • those that are designed to develop the intermediate skills and tactics of canoe polo <ul style="list-style-type: none"> ○ such as those described in Level 2 Canoe Polo Manual <ul style="list-style-type: none"> ▪ should include <ul style="list-style-type: none"> ▪ skill drills ▪ relevant games and activities
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to the laws of canoeing • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should be utilised in a safe and effective manner which maximises participation • case and handling • selection of equipment
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team

Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • national and international rules of flat water canoeing • national and international rules of white water canoeing • national and international rules of canoe polo • the culture of the sport of canoeing • Australian Canoeing policies, eg, anti doping, blood policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport Policy
Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler <ul style="list-style-type: none"> ○ position of seat and foot rest in a kayak ○ position of the knee block and foot rest in a canoe ○ flotation for the canoe and kayak ○ steering system for the kayak • trim (nose high and nose low) for canoe and kayak • adapt equipment to suit weather conditions, eg, rough water • balance and seating/kneeling positions for team boats • rig and steering mechanism • transport of equipment safely • position for team boat
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • sport science testing equipment

Work environment	[all categories] <ul style="list-style-type: none">• organisational health and safety requirements• safety requirements as listed in the Australian Canoeing rules and regulations• other recommended safety guidelines are<ul style="list-style-type: none">○ mouthguards/protection to be worn○ no jewellery to be worn○ training aids should be inspected before use○ sun safety guidelines should be followed○ hydration guidelines should be followed○ access to first aid facilities/equipment○ blood borne infectious disease policy○ hygiene policy• conditions and external influences include<ul style="list-style-type: none">○ environmental/weather conditions○ other facility users○ spectators○ parents○ referees and administrators○ other coaches○ water conditions○ environment is appropriate and safe for competition and/or training
-------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the advanced skills of canoeing • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the advanced skills and tactics of canoeing under competition conditions ○ apply the rules, regulations and policies of canoeing ○ review own and team performance and identify modifications for future training sessions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of canoeing, eg, flat water, slalom or canoe polo ○ Knowledge of tactics relevant to advanced canoeing, eg, flat water, white water or canoe polo ○ Knowledge of the rules and regulations of canoeing, eg, flat water, slalom or canoe polo ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of appropriate nutrition for athletes ○ Knowledge of energy systems relevant to training/performing canoeing skills at this level • Required skills <ul style="list-style-type: none"> ○ Ability to perform canoeing, eg, flat water, slalom or canoe polo at advanced level ○ Ability to incorporate advanced level tactics into a competition ○ Communication skills relevant to review and evaluation of performance at advanced level canoeing, eg, flat water, slalom or canoe polo

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of clients participating in a slalom, flat water canoeing or canoe polo ○ equipment, eg, canoes and kayaks • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent coaching slalom or flat water canoeing, or canoe polo respectively at the advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable playing conditions this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to canoeing
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a canoeing facility in a competition with advanced level paddlers. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key intermediate skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan training sessions • Working with teams and others - Work with players and other coaches • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify performance modifications • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO003A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS AND TACTICS OF FLATWATER CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop intermediate skills of flat water canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the <i>intermediate skills and tactics</i> of flat water canoeing	1.1 Explain biomechanical principles in the context of flat water canoeing 1.2 Identify <i>intermediate skills and tactics</i> and purposes and are break into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Identify appropriate teaching methods and coaching styles to develop the <i>intermediate skills and tactics</i> of flat water canoeing	2.1 Identify and explain <i>teaching methods</i> in the context of specific skills and tactics 2.2 Identify the stages of appropriate feedback and provide feedback during coaching 2.3 Provide use of demonstration of simple and complex skills for the paddler when coaching 2.4 Customise a practice session related to target group 2.5 Use appropriate questions and progressions to assist paddlers in the coaching process 2.6 Apply the <i>DEDICT teaching method</i> 2.7 Use a variety of <i>communication</i> styles for effective <i>communication</i> in the sporting environment 2.8 Use <i>coaching/instructional styles</i> in relation to a range of coaching situations 2.9 Use a <i>sports safety</i> approach to minimise risk of injury occurring in training session or competition
3 Assess paddlers <i>readiness to acquire</i> and perform the <i>intermediate skills and tactics</i> of flat water canoeing	3.1 Identify the skill/s to be developed 3.2 Identify the factors which affect the acquisition on the intermediate skills of flat water canoeing and describe in relation to skill acquisition of paddlers 3.3 Assess paddlers regarding their <i>readiness</i> to acquire the skill being taught and developed
4 Plan and prepare training session	4.1 <i>Plan</i> and prepare a training session appropriate to needs of the group 4.2 Construct a session <i>plan</i> for flat water training 4.3 Prepare activities appropriate to the needs and <i>physical conditioning</i> of the paddlers 4.4 Prepare and implement risk management and safety strategies into training session 4.5 Prepare training session for <i>introduction to racing</i> /competition

<p>5 Conduct drills, activities and/or games to teach or develop the intermediate skills and tactics of flat water canoeing</p>	<p>5.1 Select teaching methods and coaching/instructional styles to match the paddlers readiness, the environment, resources the intermediate skill/s and the equipment available</p> <p>5.2 Conduct basic paddling equipment, setting up and trimming of canoe for session effectively</p> <p>5.3 Organise and conduct activities appropriate to the needs of the paddlers</p> <p>5.4 Conduct rescue techniques</p> <p>5.5 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.6 Use space and training equipment effectively to conduct the training session</p> <p>5.7 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for flat water canoeing</p> <p>5.8 Use technological aids to supplement presentations</p> <p>5.9 Place emphasis on practical involvement while adjusting or refining skills on individualised basis</p> <p>5.10 Organise human and physical resources appropriate to the needs of flat water training and competition</p> <p>5.11 Observe paddlers to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of flat water canoeing</p> <p>5.12 Observe paddlers skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.13 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>5.14 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.15 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Review and adapt the teaching of an intermediate skill and tactics in response to feedback</p>	<p>6.1 Make stroke analysis and correction before, during and/or after coaching sessions</p> <p>6.2 Evaluate achievement of the objectives of the training session/competition</p> <p>6.3 Adapt coaching methods and procedures to the current needs of participant</p> <p>6.4 Identify the appropriate modifications and implement into future sessions/competitions</p> <p>6.5 Give participants the opportunity to have input to the coaching sessions</p> <p>6.6 Modify planned program to accommodate participants actual progress</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the flat water canoeing community with <ul style="list-style-type: none"> ○ coach, paddler interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Canoeing coaches code of conduct policy ○ the culture of canoeing
Coaching/instructional style	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of any following styles and/or any associated variations <ul style="list-style-type: none"> ○ facilitator ○ controller ○ problem solving approach
DEDICT teaching method	<p>[all categories]</p> <ul style="list-style-type: none"> • D - demonstrate • E - explain • D - demonstrate • I - instruct • C - critique • T - test
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate skills and tactics of flat water canoeing • such as those described in Level 1 Flat water Canoeing Manual • should include <ul style="list-style-type: none"> ○ basic skill drills ○ relevant modified games and activities

Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • water conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by Australian Canoeing • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to the laws of canoeing • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time of task • should be utilised in a safe and effective manner which maximises participation
Introduction to racing	<p>[all categories]</p> <ul style="list-style-type: none"> • rules of marathon and sprint racing • psychology for racing/competition • procedures for starting races • race day strategy and pre-race planning • race plan
Intermediate skills and tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • basic paddling skills <ul style="list-style-type: none"> ○ balance ○ launching and exiting from bank, bench, pontoon ○ propulsion ○ capsize ○ steering, eg, normal conditions, starts and wash riding ○ strokes, eg, forward, reverse, stopping, support strokes ○ basic technique, rotation, and leg drive • team boat paddling <ul style="list-style-type: none"> ○ position a crew for a team boat • racing skills
Physical conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • components of fitness related to white water paddling <ul style="list-style-type: none"> ○ five components of fitness ○ development of physical abilities ○ related to principles of training ○ correct training methods and techniques to prevent shoulder injury • coach may use conditioning to improve the paddlers overall performance and prevent injury

Plan	<p>[all categories]</p> <ul style="list-style-type: none"> • a detailed method or scheme for attaining an objective • may include <ul style="list-style-type: none"> ○ a session plan ○ yearly schedule ○ phases of training year ○ periodisation
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio respiratory capacity ○ endurance ○ strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance the performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for paddlers • coaching tools <ul style="list-style-type: none"> ○ stop watch ○ video ○ pen, paper ○ tape recorder, computer ○ analysis sheet, observation techniques ○ diary/log ○ books, periodicals, publications as specified • indoor water facility, eg, pool • outdoor water courses
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • national and international rules of flat water canoeing • best practices codes of ethics such as <ul style="list-style-type: none"> ○ canoeing code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Canoeing Anti-Doping Policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions

Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler • adapt equipment to suit weather conditions • rig and steering mechanism • transport of equipment safely • position for team boat
Sports safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safer sports program • sports insurance • accident and incident reporting mechanisms
Stroke analysis and correction	<p>[all categories]</p> <ul style="list-style-type: none"> • posture • common approach to technique (catch, pull, exit, recovery/set up) • trunk rotation • hand position • leg drive • boat movement • delivery strategies include <ul style="list-style-type: none"> ○ interactive theory sessions ○ video analysis ○ group discussion
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ simple to complex progression ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches ○ use game sense games

Technological aids	[all categories] <ul style="list-style-type: none">• video cameras• videos of other paddlers/teams• sport science testing equipment
---------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach and develop the skills of flat water canoeing • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider and individual player in the context of a total lifestyle ○ analyse an intermediate skill of flat water canoeing ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of flat water canoeing ○ assess players readiness to acquire and perform the intermediate skill/s of flat water canoeing ○ conduct drills, activities and/or games to teach or develop the intermediate skills of flat water canoeing ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following units(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of flat water canoeing ○ Knowledge of drills, activities and games to teach the intermediate skills of flat water canoeing ○ Knowledge of the rules and regulations of flat water canoeing in order to teach those participants ○ Knowledge of the relevant modified rules and regulations of flat water canoeing in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of rescue techniques • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of flat water canoeing eg, movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, ie, self, other athletes as models, videos ○ Organise self directed activities for players ○ Basic flat water paddling skills
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of clients participating in flat water canoeing ○ beginning Coaching Level 1 Coach's Manual, Australian Coaching Council 1990 ○ Level 1 Flat water Coaching Manual, Australian Canoeing 1998 • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and context applicable to coaching canoeing
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a canoeing facility with athletes participating at the intermediate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and develop key flat water canoeing intermediate skills and tactics • Communicating ideas and information - Use a variety of appropriate communication styles • Planning and organising activities - Develop detailed training scheme for achieving objectives through the year • Working with teams and others - Interact in a cohesive manner with other paddlers, officials, media and broader community • Using mathematical ideas and techniques - Explain basic biomechanical principles • Solving problems - Analyse and correct strokes before and after session • Using technology - Use appropriate technological aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO004A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS AND TACTICS OF WHITEWATER CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop intermediate skills of white water canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skills and tactics of white water canoeing	1.1 Explain basic biomechanical principles in the context of white water canoeing 1.2 Identify intermediate skills and tactics and purposes and break into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Identify appropriate teaching methods and coaching/instructional styles to develop the intermediate skills and tactics of white water canoeing	2.1 Identify and explain teaching methods in the context of specific skills and tactics 2.2 Identify the stages of appropriate feedback and provide feedback during coaching 2.3 Provide use of demonstration of simple and complex skills for the paddler when coaching 2.4 Customise a practice session related to target group 2.5 Use appropriate questions and progressions to assist paddlers in the coaching process 2.6 Apply the DEDICT teaching method 2.7 Use a variety of communication styles for effective communication in the sporting environment 2.8 Use coaching/instructional styles in relation to a range of coaching situations 2.9 Use a sports safety approach to minimise risk of injury occurring in training session or competition
3 Assess paddlers readiness to acquire and perform the intermediate skills and tactics of white water canoeing	3.1 Identify the skill/s to be developed 3.2 Identify and describe factors which affect the acquisition on the intermediate skills of white water canoeing in relation to skill acquisition of paddlers 3.3 Assess paddlers regarding their readiness to acquire the skill being taught and developed
4 Plan and prepare training session	4.1 Plan and prepare a training session appropriate to needs of the group 4.2 Construct a session plan for white water training 4.3 Prepare activities appropriate to the needs and physical conditioning of the paddlers 4.4 Prepare and implement risk management and safety strategies into training session 4.5 Prepare training session for introduction to racing/competition

<p>5 Conduct drills, activities and/or games to teach or develop the intermediate skills and tactics of white water canoeing</p>	<p>5.1 Select teaching methods and coaching/instructional styles to match the paddlers readiness, the environment, the intermediate skill/s and the equipment available</p> <p>5.2 Conduct the basic paddling equipment, setting up and trimming of canoe for session effectively</p> <p>5.3 Organise and conduct activities appropriate to the needs of the paddlers</p> <p>5.4 Conduct rescue techniques</p> <p>5.5 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.6 Use space and training equipment effectively to conduct the training session</p> <p>5.7 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for white water canoeing</p> <p>5.8 Use technological aids to supplement presentations</p> <p>5.9 Place emphasis on practical involvement while adjusting or refining skills on individualised basis</p> <p>5.10 Organise human and physical resources appropriate to the needs of white water training and competition</p> <p>5.11 Observe paddlers to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of white water canoeing</p> <p>5.12 Observe paddlers skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.13 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>5.14 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.15 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Review and adapt the teaching of an intermediate skill and tactics in response to feedback</p>	<p>6.1 Make stroke analysis and correction before, during and/or after coaching sessions</p> <p>6.2 Evaluate achievement of the objectives of the training session/competition</p> <p>6.3 Adapt coaching methods and procedures to the current needs of participant</p> <p>6.4 Identify and implement the appropriate modifications into future sessions/competitions</p> <p>6.5 Give participants the opportunity to have input to the coaching sessions</p> <p>6.6 Modify planned program to accommodate participants actual progress</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the white water canoeing community with <ul style="list-style-type: none"> ○ coach, paddler interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the culture of the sport
Coaching/instructional style	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of any following styles and/or any associated variations <ul style="list-style-type: none"> ○ facilitator ○ controller ○ problem solving approach
DEDICT teaching method	<p>[all categories]</p> <ul style="list-style-type: none"> • D - demonstrate • E - explain • D - demonstrate • I - instruct • C - critique • T - test
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate skills and tactics of white water canoeing • such as those described in Level 1 White water Canoeing Manual • should include <ul style="list-style-type: none"> ○ basic skill drills ○ relevant modified games and activities

Endorsed standards promoted by canoeing	<p>[all categories]</p> <ul style="list-style-type: none"> • the Canoeing coaches code of conduct policy • the culture of the sport • Australian Canoeing policies, eg, anti doping, blood policy • accreditation of coaches throughout National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • water conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Canoeing Australia • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to the laws of canoeing • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time of task • should be utilised in a safe and effective manner which maximises participation
Introduction to racing	<p>[all categories]</p> <ul style="list-style-type: none"> • rules of slalom or wild water racing • psychology for racing/competition • procedures for starting races • race day strategy and pre-race planning • race plan
Intermediate skills and tactics	<p>[all categories relevant to type of racing]</p> <ul style="list-style-type: none"> • basic paddling skills <ul style="list-style-type: none"> ○ entry and exit of craft ○ forward, reverse and stopping strokes ○ forward stroke with propeller paddle ○ forward and reverse sweep ○ draw strokes ○ bow draw strokes ○ support strokes, low and high ○ J stroke, cross bow draw and pry strokes in Canadian canoes ○ edging the boat, off side and on side for each stroke ○ stroke mobility and boat control strategies ○ rolling ○ capsize skills • paddling skills for moving water <ul style="list-style-type: none"> ○ break in and break outs ○ ferry gliding, forwards and backwards

	<ul style="list-style-type: none"> ○ surfing waves ○ playing in stoppers ○ playing in white water ● gate technique <ul style="list-style-type: none"> ○ forward down stream gates ○ up stream gates, 's' gates, "merano" technique ○ reverse gates ○ off set gates ○ combination of gates ○ stroke economy, correct lines of approach and exit ○ boat control, paddle placement ● racing <ul style="list-style-type: none"> ○ water familiarisation ○ pre race preparation ○ race plan ● wild water racing <ul style="list-style-type: none"> ○ tilting the boat, angling the boat and relative speed ○ use water features, eg, current, eddy, waves, swirls, boils, cushion stoppers and 's' bends ○ river reading
Physical conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> ● components of fitness related to white water paddling <ul style="list-style-type: none"> ○ five components of fitness ○ development of physical abilities ○ related to principles of training ○ correct training methods and techniques to prevent shoulder injury ● coach may use conditioning to improve the paddlers overall performance and prevent injury
Plan	<p>[all categories]</p> <ul style="list-style-type: none"> ● a detailed method or scheme for attaining an objective ● may include <ul style="list-style-type: none"> ○ a session plan ○ yearly schedule ○ phases of training year ○ periodisation
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> ● appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio-respiratory capacity ○ endurance ○ strength ● motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination ● social, compatibility between players in the match situations ● psychological, level of arousal which will enhance the performance ● emotional, stable and positive approach to enjoyment and performance

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for paddlers • coaching tools <ul style="list-style-type: none"> ○ stop watch ○ video ○ pen, paper ○ tape recorder, computer ○ analysis sheet, observation techniques ○ diary/log ○ books, periodicals, publications as specified • indoor water facility eg pool • outdoor water courses
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • national and international rules of slalom or wild water canoeing • best practices codes of ethics such as <ul style="list-style-type: none"> ○ canoeing code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Canoeing Anti-Doping Policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions
Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler • adapt equipment to suit weather conditions • transport of equipment safely
Sports safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safer sports program • sports insurance • accident and incident reporting mechanisms
Stroke analysis and correction	<p>[all categories]</p> <ul style="list-style-type: none"> • posture • common approach to technique (catch, pull, exit, recovery/set up) • trunk rotation • hand position • leg drive • boat movement • delivery strategies include <ul style="list-style-type: none"> ○ interactive theory sessions ○ video analysis ○ group discussion

Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ simple to complex progression ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set task ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches ○ use game sense games
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • sport science testing equipment
White water canoeing	<p>[one category]</p> <ul style="list-style-type: none"> • slalom racing • wild water racing

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge drills, activities and games to teach and develop the skills and tactics of white water canoeing • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider and individual player in the context of a total lifestyle ○ analyse an intermediate skill of white water canoeing ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of white water canoeing ○ assess players readiness to acquire and perform the intermediate skill/s of white water canoeing ○ conduct drills, activities and/or games to teach or develop the intermediate skills of white water canoeing ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following units(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of white water canoeing ○ Knowledge of drills, activities and games to teach the intermediate skills of white water canoeing ○ Knowledge of the rules and regulations of white water canoeing in order to teach those participants ○ Knowledge of the relevant modified rules and regulations of white water canoeing in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of rescue techniques • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of white water canoeing, eg, movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, ie, self, other athletes as models, videos ○ Organise self directed activities for players ○ Basic white water paddling skills
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of clients participating in a white water canoeing discipline ○ beginning Coaching Level 1 Coach's Manual, Australian Coaching Council 1990 ○ Level 1 White water Coaching Manual, Australian Canoeing 1998 • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching white water canoeing at the appropriate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and context applicable to white water canoeing

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a suitable location with intermediate white water participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes• Where performance is not directed 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and develop key white water canoeing intermediate skills and tactics • Communicating ideas and information - Use a variety of appropriate communication styles • Planning and organising activities - Develop detailed training scheme for achieving objectives through the year • Working with teams and others - Interact in a cohesive manner with other paddlers, officials, media and broader community • Using mathematical ideas and techniques - Explain basic biomechanical principles • Solving problems - Analyse and correct strokes before and after session • Using technology - Use appropriate technological aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO005A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS AND TACTICS OF CANOE POLO
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop intermediate skills of canoe polo.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an intermediate skills and tactics of canoe polo	1.1 Explain basic biomechanical principles in the context of canoe polo skills 1.2 Identify intermediate skills and tactics and purposes and break into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Identify appropriate teaching methods and coaching/instructional styles to develop the intermediate skills and tactics of canoe polo	2.1 Identify and explain teaching methods in the context of specific skills and tactics 2.2 Identify the stages of appropriate feedback and provide feedback during coaching 2.3 Provide use of demonstration of simple and complex skills for the paddler when coaching 2.4 Customise a practice session related to target group 2.5 Use appropriate questions and progressions to assist paddlers in the coaching process 2.6 Apply the DEDICT teaching method 2.7 Use a variety of communication styles for effective communication in the sporting environment 2.8 Use coaching/instructional styles in relation to a range of coaching situations 2.9 Use a sports safety approach to minimise risk of injury occurring in training session or competition
3 Assess paddlers readiness to acquire and perform the intermediate skills and tactics of canoe polo	3.1 Identify the skill/s to be developed 3.2 Identify factors which affect the acquisition on the intermediate skills of canoe polo and describe in relation to skill acquisition of paddlers 3.3 Assess paddlers regarding their readiness to acquire the skill being taught and developed
4 Plan and prepare training session	4.1 Plan and prepare a training session appropriate to needs of the group 4.2 Construct a session plan for canoe polo training 4.3 Prepare activities appropriate to the needs and physical conditioning of the paddlers 4.4 Prepare and implement risk management and safety strategies into training session 4.5 Prepare training session for competition

<p>5 Conduct drills, activities and/or games to teach or develop the intermediate skills and tactics of canoe polo</p>	<p>5.1 Select teaching methods and coaching/instructional styles to match the paddlers readiness, the environment, the intermediate skill/s and the equipment available</p> <p>5.2 Conduct basic paddling equipment, setting up and trimming of canoe for session effectively</p> <p>5.3 Organise and conduct activities appropriate to the needs of the paddlers</p> <p>5.4 Conduct rescue techniques</p> <p>5.5 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.6 Use space and training equipment effectively to conduct the training session</p> <p>5.7 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for canoe polo</p> <p>5.8 Use technological aids are used to supplement presentations</p> <p>5.9 Place emphasis on practical involvement while adjusting or refining skills on individualised basis</p> <p>5.10 Organise human and physical resources appropriate to the needs of canoe polo training and competition</p> <p>5.11 Observe paddlers to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of canoe polo</p> <p>5.12 Observe paddlers skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.13 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>5.14 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.15 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Review and adapt the teaching of an intermediate skill and tactics in response to feedback</p>	<p>6.1 Make stroke analysis and correction before, during and/or after coaching sessions</p> <p>6.2 Evaluate achievement of the objectives of the training session/competition</p> <p>6.3 Adapt coaching methods and procedures to the current needs of participant</p> <p>6.4 identify the appropriate modifications and implement into future sessions/competitions</p> <p>6.5 Give participants the opportunity to have input to the coaching sessions</p> <p>6.6 Modify planned program to accommodate participants actual progress</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the canoe polo community with <ul style="list-style-type: none"> ○ coach, paddler interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Australian Canoeing coaches code of conduct policy ○ the culture of canoeing
Coaching/instructional style	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of any following styles and/or any associated variations <ul style="list-style-type: none"> ○ facilitator ○ controller ○ problem solving approach
DEDICT teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • D - demonstrate • E - explain • D - demonstrate • I - instruct • C - critique • T - test
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate skills and tactics of canoe polo • such as those described in Australian Canoeing Award Scheme Coaching Courses (ACAS), Level 1 Canoe Polo Coaching Course • should include <ul style="list-style-type: none"> ○ basic skill drills ○ relevant modified games and activities

Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • water conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Canoeing • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to the laws of canoeing • technical equipment is appropriate and safe for the activities undertaken <ul style="list-style-type: none"> ○ overhead projector ○ video recorder and monitor ○ whiteboard and marker pens ○ slide projector ○ dictaphone ○ video camera ○ canoe polo goals and balls ○ stop watches • personal equipment is appropriate and safe for the activities undertaken at that time • should provide maximum time of task • should be utilised in a safe and effective manner which maximises participation
Intermediate skills and tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • basic paddling skills <ul style="list-style-type: none"> ○ entry and exit of craft ○ forward, reverse and stopping strokes ○ forward stroke with propeller paddle ○ forward and reverse sweep ○ draw strokes ○ bow draw strokes ○ support strokes, low and high ○ edging the boat, off side and on side for each stroke ○ boat control strategies ○ hand roll, Eskimo roll and rolling with the ball • basic ball skills <ul style="list-style-type: none"> ○ passing, eg, baseball pass, chest pass, round arm, lob ○ receiving, eg, one hand ○ shooting, eg, basketball shot, double handed, round arm, aiming, shot selection and timing ○ dribbling, eg, maintain direction and placement of the ball • basic offence <ul style="list-style-type: none"> ○ shifting ○ penetrating ○ creating an overlap • basic defence <ul style="list-style-type: none"> ○ zone, 1-2-2, 1-3-1, 1-4 ○ rotating zone • paddle skills <ul style="list-style-type: none"> ○ blocking the ball, eg, intercepting, using correct blades, sliding the hands

	<ul style="list-style-type: none"> ○ goal keeping, eg, boat positioning, paddle positioning, body position ● basic kayak control <ul style="list-style-type: none"> ○ nose control ○ tail control ○ boat control ○ hand tackling ○ being tackled ○ tackle avoidance
Physical conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> ● components of fitness related to canoe polo paddling <ul style="list-style-type: none"> ○ five components of fitness ○ development of physical abilities ○ related to principles of training ○ correct training methods and techniques to prevent shoulder injury ● coach may use conditioning to improve the paddlers overall performance and prevent injury
Plan	<p>[all categories]</p> <ul style="list-style-type: none"> ● a detailed method or scheme for attaining an objective ● may include <ul style="list-style-type: none"> ○ a session plan ○ yearly schedule ○ phases of training year ○ periodisation
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> ● appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio respiratory capacity ○ endurance ○ strength ● motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination ● social, compatibility between players in the match situations ● psychological, level of arousal which will enhance the performance ● emotional, stable and positive approach to enjoyment and performance

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for paddlers • coaching tools <ul style="list-style-type: none"> ○ stop watch ○ video ○ pen, paper ○ tape recorder, computer ○ analysis sheet, observation techniques ○ diary/log ○ books, periodicals, publications as specified • indoor water facility, eg, pool • outdoor water courses
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • National and International rules of canoe polo • best practices codes of ethics such as <ul style="list-style-type: none"> ○ Australian Canoeing code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Canoeing Anti-Doping Policy ○ Australian Sports Commission Harassment-free Sport Policy • age restrictions
Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler • adapt equipment to suit weather conditions • rig and steering mechanism • transport of equipment safely • position for team boat
Sports safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safer sports program • sports insurance • accident and incident reporting mechanisms

Stroke analysis and correction	<p>[all categories]</p> <ul style="list-style-type: none"> • posture • common approach to technique (catch, pull, exit, recovery/set up) • trunk rotation • hand position • leg drive • boat movement • delivery strategies include <ul style="list-style-type: none"> ○ interactive theory sessions ○ video analysis ○ group discussion
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ simple to complex progression ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches ○ use game sense games
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • sport science testing equipment • tape recorders • computers • heart rate monitors

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach and develop the intermediate skills and tactics of canoe polo • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider and individual player in the context of a total lifestyle ○ analyse an intermediate skill of canoe polo ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of canoe polo ○ assess players readiness to acquire and perform the intermediate skill/s of canoe polo ○ conduct drills, activities and/or games to teach or develop the intermediate skills of canoe polo ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following units(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of canoe polo ○ Knowledge of drills, activities and games to teach the intermediate skills of canoe polo ○ Knowledge of the rules and regulations of canoe polo in order to teach those participants ○ Knowledge of the relevant modified rules and regulations of canoe polo in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of rescue techniques • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of canoe polo, eg, movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, ie, self, other athletes as models, videos ○ Organise self directed activities for participants ○ Basic paddling skills
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of athletes participating in canoe polo ○ beginning Coaching Level 1 Coach's Manual, Australian Coaching Council 1990 ○ Australian Canoeing Award Scheme Coaching Courses (ACAS), Level 1 Canoe Polo Coaching manual • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching competency in canoe polo at intermediate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and context applicable to coaching canoe polo

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a canoeing facility with intermediate water polo participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes• Where performance is not directed 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and develop key canoe polo intermediate skills and tactics • Communicating ideas and information - Use a variety of appropriate communication styles • Planning and organising activities - Develop detailed training scheme for achieving objectives through the year • Working with teams and others - Interact in a cohesive manner with other paddlers, officials, media and broader community • Using mathematical ideas and techniques - Explain basic biomechanical principles • Solving problems - Analyse and correct strokes before and after session • Using technology - Use appropriate technological aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO006A	INTERPRET AND APPLY THE RULES OF FLATWATER RACING AT AN INTERMEDIATE LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of flat water canoe racing at an intermediate competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in a race 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the race 1.3 Measure flat water racing crafts to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Take action based on the outcome of the assessment of the conditions 1.6 Ensure categories, classes and events are in accordance with the requirements for the race 1.7 Ensure building rules are in accordance with the requirements for the race 1.8 Ensure organisation of the competition are in accordance with the requirements for the race
2 Provide instructions for competition	2.1 Provide instructions for competitors the rules and racing regulations of flat water racing
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the race is conducted in accordance with the rules and racing regulations of flat water racing 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of rules and racing regulations by competitors and club officials and select appropriate action
4 Interpret and apply rules and regulations in accord with the spirit of competition	4.1 Interpret available information using discretion and judgement to make decisions 4.2 Ensure the interpretations of rules and racing regulations for the given situation is consistent with the International rules for flat water racing and relevant local rules 4.3 Make decisions accurate and consistent, and based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/ officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions in accordance with the prescribed procedures for flat water racing at intermediate competition level 5.2 Manage competitors reactions in accordance with the flat water rules and racing regulations 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Determine the correctness of the result 5.5 Manage the outcomes for race disqualification, protest and appeals in accordance with flat water racing regulations 5.6 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Building rules	[all categories] <ul style="list-style-type: none"> specifications for construction of kayaks and canoes boat control mechanisms
Categories, classes and events	[all categories] <ul style="list-style-type: none"> the official events are recognised by the International Canoe Federation are the following <ul style="list-style-type: none"> men - K1, K2, K4, C1, C2, C4, 200, 500 and 1000 metres K1, K2, K4, C1, C2, 5000 metres women - K1, K2, K4, 200, 500 and 1000 metres, K1, K2, 5000 metres the official distance of races recognised by the International Canoe Federation are the following: <ul style="list-style-type: none"> men - 200, 500, 1000 and 5000 metres women - 200, 500, 1000 and 5000 metres
Correctness of result	[all categories] <ul style="list-style-type: none"> consultation between other official and photo finish, as applicable to determine accuracy of results
Disqualification, protest and appeals	[all categories] <ul style="list-style-type: none"> process for any competitors who attempts to win a race by other than honourable means
Equipment	[all categories] <ul style="list-style-type: none"> technical equipment, eg, photo finish personal equipment, official uniform
Environment	[all categories] <ul style="list-style-type: none"> water conditions weather conditions <ul style="list-style-type: none"> wind rain sun light

	<ul style="list-style-type: none"> • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing
Intermediate competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in flat water canoe racing • competitors at intermediate competition level • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition

Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the flat water racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ length ○ weight ○ beam
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • flat water race officials • technical organiser • boat measurer • time keepers • finish line judges • turning point umpire • course umpire • aligner • starter • competition manager
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals
Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Flat water Racing Rules 2000 • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if flat water racing conditions are unsuitable • procedure for reportable offences • relationship with club officials

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the rules and regulations to officiate flat water canoeing • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the race/event ○ officiate in a race/event situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an event or competition according to rules and racing regulations ○ communicate decisions to the competitors/coaches/spectators during a race ○ cooperate with other officials to effectively apply the rules and race regulations during a race
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of flat water rules and racing regulations to enable officiating decisions to be made to ensure fair competitions ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences, eg, form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply umpiring situations ○ Reporting skills in order to accurately report results of matches ○ Observation skills in order to successfully observe the match and make accurate umpiring decisions

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of intermediate competitors participating in flat water racing ○ a flat water racing facility ○ equipment in order to conduct a race/event/competition ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ Be competent in officiating flat water canoeing at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, a minimum of two (2) races, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating flat water canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a flat water racing competition with intermediate level competitors. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key intermediate rules and regulations for flat water canoe racing • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate photo-finish equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO007A	INTERPRET AND APPLY THE RULES OF MARATHON RACING AT AN INTERMEDIATE LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of marathon racing at an intermediate competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in a race 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the race 1.3 Measure marathon racing craft to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Act appropriately based on the outcome of the assessment of the conditions 1.6 Ensure categories, classes and events are in accordance with the requirements for the race 1.7 Ensure building rules are in accordance with the requirements for the race 1.8 Ensure organisation of the competition are in accordance with the requirements for the race
2 Provide instructions for competition	2.1 Provide instructions for competitors the rules and racing regulations of marathon racing
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the race is conducted in accordance with the rules and racing regulations of marathon racing 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of rules and racing regulations by competitors and club officials and take appropriate action
4 Interpret and apply rules and regulations in accord with the spirit of competition	4.1 Interpret information using discretion and judgement to make decisions 4.2 Ensure the interpretations of rules and racing regulations for the given situation is consistent with the International rules for flat water racing and relevant local rules 4.3 Make decisions accurate and consistent, and based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/ officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions in accordance with the prescribed procedures for marathon racing at intermediate competition level 5.2 Manage competitors reactions in accordance with the marathon rules and racing regulations 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Determine the correctness of the result 5.5 Manage the outcomes for race disqualification, protest and appeals in accordance with marathon racing regulations 5.6 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Building rules	[all categories] <ul style="list-style-type: none"> • specifications for construction of racing craft to meet with International Canoe Federation limitations and trademark guidelines
Classes	[all categories] <ul style="list-style-type: none"> • marathon races may be run in the following classes <ul style="list-style-type: none"> ○ men - K1, K2, K4, C1, C2, ○ women - K1, K2, ○ mixed - K2, C2
Correctness of result	[all categories] <ul style="list-style-type: none"> • consultation between other official and photo finish, as applicable to determine accuracy of results
Disqualification, protest and appeals	[all categories] <ul style="list-style-type: none"> • process for any competitors who attempts to win a race by other than honourable means
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment • personal equipment and official uniform
Environment	[all categories] <ul style="list-style-type: none"> • water courses <ul style="list-style-type: none"> ○ river courses without obstacles, or interruptions ○ river courses with obstacles such as weirs, rocks or shallows involving obligatory or optional portages ○ open water courses on lakes, estuaries or the open sea • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • facility authorities

Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing
Intermediate competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in marathon canoe racing • competitors at intermediate competition level • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition

Marathon racing	<p>[all categories]</p> <ul style="list-style-type: none"> • the competitor races over a designated long distance course on water no subject to prescribed standards taking the water as you find it and being prepared, if it is necessary, to carry the canoe around an impassable obstacle, or between two waterways
Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the marathon canoe racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ length ○ weight ○ beam
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • chief official • technical director • competition secretary • starter(s) • boat scrutineer • course umpire • timekeepers • finishing line judges • raft marshal • aligner • safety officer • announcer • press official
Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Marathon Racing Rules 2000 • rules of modified races, as applicable • International Canoeing Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the rules to effectively officiate at a marathon canoeing competition • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the race/event ○ officiate in a race/event situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an event or competition according to rules and racing regulations ○ communicate decisions to the competitors/coaches/spectators during a race ○ cooperate with other officials to effectively apply the rules and race regulations during a race
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of marathon rules and racing regulations to enable officiating decisions to be made to ensure fair competitions ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences, eg, form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply umpiring situations ○ Reporting skills in order to accurately report results of matches ○ Observation skills in order to successfully observe the match and make accurate umpiring decisions

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of intermediate competitors participating in marathon racing ○ a marathon racing course ○ equipment in order to conduct a race/event/competition ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in officiating marathon racing at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, a minimum of two (2) races, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating for marathon canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a marathon racing competition with intermediate level competitors. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key intermediate rules and regulations for marathon canoe racing • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate photo-finish equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO008A	INTERPRET AND APPLY THE RULES OF WILDWATER RACING AT AN INTERMEDIATE LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of wild water canoe racing at an intermediate competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in wild water racing 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the race 1.3 Measure wild water racing crafts to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Take action based on the outcome of the assessment of the conditions 1.6 Ensure categories, classes and events are in accordance with the requirements for the race 1.7 Ensure building rules are in accordance with the requirements for the race 1.8 Ensure organisation of the competition is in accordance with the requirements for the race 1.9 Determine type of courses and start for wild water racing
2 Provide instructions for competition	2.1 Provide instructions for competitors and other officials regarding competition program and wild water racing rules
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the race is conducted in accordance with the wild water racing rules 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of wild water racing competition rules by competitors and club officials and select appropriate action 3.4 Observe competitors for timed runs of the competition course
4 Interpret and apply rules and racing regulations in accord with the spirit of competition.	4.1 Interpret available information is interpreted using discretion and judgement to make decisions according to duties of officials 4.2 Ensure the interpretations of wild water racing competition rules for the given situation is consistent with the International rules of wild water racing and relevant local rules 4.3 Make decisions accurately and consistently, and are based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/officials for breaches of the rules

5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions and posting of results in accordance with the prescribed procedures for wild water racing at intermediate competition level 5.2 Manage competitors reactions in accordance with the wild water rules and racing regulations 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Manage the outcomes for race disqualification, protest and appeals in accordance with wild water racing regulations 5.6 Prepare results and reports for forwarding to relevant committee
---	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Building rules	[all categories] <ul style="list-style-type: none"> • specifications for construction of kayaks and canoes boat control mechanisms
Categories, classes and events	[all categories] <ul style="list-style-type: none"> • wild water races may be run in the following categories <ul style="list-style-type: none"> ○ kayak men (KM), kayak women (KM), Canadian (Men) ○ events - individual K1M, K1W, C1M, C2M ○ team - K1Mx3, K1Wx3, C1Mx3, C2Mx3
Competitors	[all categories] <ul style="list-style-type: none"> • male or female competitor
Disqualification, protest and appeals	[all categories] <ul style="list-style-type: none"> • process for any competitors who attempts to win a race by other than honourable means
Duties of officials	[all categories] <ul style="list-style-type: none"> • actions and task performed by officials as determined by wild water racing rules
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment • personal equipment and official uniform
Environment	[all categories] <ul style="list-style-type: none"> • water courses <ul style="list-style-type: none"> ○ river courses without obstacles, or interruptions ○ river courses with obstacles such as weirs, rocks or shallows involving obligatory or optional portages ○ open water courses on lakes, estuaries or the open sea • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light

	<ul style="list-style-type: none"> • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing
Intermediate competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in wild water canoe racing • competitors at intermediate competition level • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition

Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the wild water racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ boat specifications, eg, weight, length weight ○ paddles ○ accessories, eg, spray deck ○ safety measures
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers • chief official • technical organiser • chief judge • section judge • boat controller • time keepers • finish line judges • starter • pre start controller • safety officer
Posting of results	<p>[all categories]</p> <ul style="list-style-type: none"> • results for a competitor or team including start number and the time of the run may be announced and posted in the designated place until the time for filing protests has elapsed
Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Wild water Racing Competition Rules 2000 • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals
Start	<p>[all categories]</p> <ul style="list-style-type: none"> • standing start • starts may be directly upstream or downstream • start order

Timed runs	[all categories] <ul style="list-style-type: none">• the time of a run is measured from the time that the competitor's body first crosses the starting line to the time when the finish line is broke by the competitor's body
Type of courses	[all categories] <ul style="list-style-type: none">• wild water sprint• classic wild water race
Wild water racing	[all categories] <ul style="list-style-type: none">• mastery of a boat in fast moving white water, while running a prescribed course in the shortest possible time in a water course held from a point upriver to a point downriver• the water course can be on that is natural, modified or artificial and must be at least class III in difficulty

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate wild water racing at the intermediate level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the race/event ○ officiate in a race/event situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an event or competition according to wild water racing regulations ○ communicate decisions to the competitors/coaches/spectators during a race ○ cooperate with other officials to effectively apply wild water racing regulations during a race/event
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of wild water rules and racing regulations to enable officiating decisions to be made to ensure fair competitions ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences - form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of matches ○ Observation skills in order to successfully observe the match and make accurate officiating decisions

	<ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of intermediate competitors participating in wild water racing ○ a wild water racing water course ○ equipment in order to conduct a race/event/competition ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in officiating wild water racing at the intermediate level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating wild water canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted on a wild water racing course with athletes participating at the intermediate level of wild water racing. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key intermediate rules and regulations for wild water canoe racing • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate photo-finish equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO009A	INTERPRET AND APPLY THE RULES OF CANOE POLO AT AN INTERMEDIATE LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of canoe polo at an intermediate competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in canoe polo 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the race 1.3 Assess and scrutineer and the equipment to ensure they are in accordance with the requirements for the organisation of the competition 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Take action based on the outcome of the assessment of the conditions 1.6 Undertake assessment by official to ensure categories , classes and events are in accordance with the requirements for the race
2 Provide instructions for competition	2.1 Provide instructions for competitors and other officials regarding competition system and canoe polo rules
3 Observe a game and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the game is conducted in accordance with the canoe polo rules 3.2 Undertake observation with minimal disruption to the conduct of the game 3.3 Identify breaches of canoe polo rules by competitors and club officials and select appropriate action
4 Interpret and apply rules and regulations in accord with honourable play	4.1 Interpret available information using discretion and judgement to make decisions according to duties of officials 4.2 The interpretations of canoe polo rules for the given situation is consistent with the International rules of canoe polo and relevant local rules 4.3 Make decisions accurate and consistent, and based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions in accordance with the prescribed procedures for canoe polo at intermediate competition level 5.2 Manage competitors reactions in accordance with the canoe polo rules 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Manage the outcomes for race disqualification, protest and appeals in accordance with canoe polo rules 5.5 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Canoe polo	[all categories] <ul style="list-style-type: none"> canoe polo is a competitive ball game between two teams, each of five players players paddle polo kayaks, on a well-defined area of water, attempting to score goals against the opposition the winning team in a game is the team that scores the most goals
Categories	[all categories] <ul style="list-style-type: none"> men, women, under-21 men, under-21 women, masters men, masters women mixed competitions in which male and female competitors take part, either in the same
Competitors	[all categories] <ul style="list-style-type: none"> male or female competitor
Disqualification, protest and appeals	[all categories] <ul style="list-style-type: none"> process for any competitors who attempts to win a race by other than honourable means
Duties of officials	[all categories] <ul style="list-style-type: none"> actions and task performed by officials as determined by canoe polo rules
Equipment	[all categories] <ul style="list-style-type: none"> technical equipment personal equipment, official uniform

Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • canoe polo playing area • playing area dimensions • playing area boundaries and markers • goals • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Honourable play	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • spirit of the laws • junior sports policy • enjoyment
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for competition

Intermediate competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in canoe polo • competitors at intermediate competition level • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Organisation of the competition	<p>[all categories]</p> <ul style="list-style-type: none"> • selection of competition system • rounds of competition • award of points • schedule and program
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers • chief official • technical organiser • competition organiser • chief referee • chief scrutineer • chief table official • time keepers • scorekeepers • referees • goal line judges • scrutineers
Rules	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Canoe Polo Rules • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials

Results and reports	[all categories] <ul style="list-style-type: none">• competition results and reports of disqualifications, protests and appeals
Scrutineered	[all categories] <ul style="list-style-type: none">• checking and inspection of all equipment, playing equipment, personal equipment prior to any admission to the competition area, for compliance with the rules

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate a game of canoe polo at the intermediate level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the game ○ officiate in a game situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an intermediate level game according to canoe polo regulations ○ communicate decisions to the competitors/coaches/spectators during a game ○ cooperate with other officials to effectively apply canoe polo regulations during a game
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGPO001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk ○ SRSGPO002A Apply rules and regulations to conduct games and competitions ○ SRSGPO004A Apply self reflection techniques to evaluate and modify officiating performance ○ SRSGPO005A Resolve conflict related to officiating ○ SRSGPO006A Develop a fitness and recovery program for officials
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of canoe polo rules and regulations to enable officiating decisions to be made to ensure fair competition at intermediate level ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences - form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of matches

	<ul style="list-style-type: none"> ○ Observation skills in order to successfully observe the match and make accurate officiating decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of intermediate competitors participating in canoe polo ○ a canoe polo facility ○ kayak and equipment ○ ball ○ equipment in order to conduct a game ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent to officiate intermediate level canoe polo or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating canoe polo
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a canoe polo facility with athletes participating at the intermediate level of canoe polo. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key intermediate rules and regulations for canoe polo • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO010A	TEACH OR DEVELOP THE ADVANCED SKILLS AND TACTICS OF FLATWATER CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop advanced skills of flat water canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse advanced skills and tactics of flat water canoeing	1.1 Explain biomechanical principles in the context of advanced flat water canoeing skills 1.2 Identify <i>advanced skills and tactics</i> and purposes and break into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Identify appropriate teaching methods and coaching styles to develop the advanced skills and tactics of flat water canoeing	2.1 Identify <i>teaching methods</i> and explain in the context of specific skills and tactics 2.2 Identify the stages of appropriate feedback and provide feedback during coaching 2.3 Provide use of demonstration of simple and complex skills for the paddler when coaching 2.4 Customise a practice session related to target group 2.5 Use appropriate questions and progressions to assist paddlers in the coaching process 2.6 Use the <i>DEDICT teaching method</i> 2.7 Use a variety of <i>communication</i> styles for effective <i>communication</i> in the sporting environment 2.8 Use <i>coaching/instructional styles</i> in relation to a range of coaching situations 2.9 Use a <i>sports safety</i> approach to minimise risk of injury occurring in training session or competition
3 Assess paddlers readiness to acquire and perform the advanced skills and tactics of flat water canoeing	3.1 Identify the skill/s to be developed 3.2 Identify factors which affect the acquisition on the advanced skills of flat water canoeing and describe in relation to skill acquisition of paddlers 3.3 Assess paddlers regarding their <i>readiness</i> to acquire the skill being taught and developed

<p>4 Plan and prepare training session</p>	<p>4.1 Plan and prepare a training session appropriate to needs of the group</p> <p>4.2 Construct a session plan for flat water training</p> <p>4.3 Prepare activities appropriate to the needs and physical conditioning of the paddlers</p> <p>4.4 Prepare risk management and safety strategies and implement into training session</p> <p>4.5 Design a strength training program in consultation with strength and conditioning specialist to match athletes on-water program and capabilities</p> <p>4.6 Determine the sports psychology needs of a sprint and marathon paddler and integrate into the training program</p> <p>4.7 Prepare risk management and safety strategies and implement into training session</p> <p>4.8 Prepare training session for introduction to racing/competition</p> <p>4.9 Determine suitability of equipment for each athlete and team</p> <p>4.10 Conduct setting up and trimming of canoe for session</p> <p>4.11 Identify recovery strategies and plan as part of training session</p>
<p>5 Conduct drills, activities and/or games to teach or develop the advanced skills and tactics of flat water canoeing</p>	<p>5.1 Select teaching methods and coaching styles to match the paddlers readiness, the environment, the intermediate skill/s and the equipment available</p> <p>5.2 Conduct the basic paddling equipment, setting up and trimming of canoe for session</p> <p>5.3 Organised and conduct activities appropriate to the needs of the paddlers</p> <p>5.4 Conduct rescue techniques</p> <p>5.5 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.6 Use space and training equipment to conduct the training session</p> <p>5.7 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for flat water canoeing</p> <p>5.8 Use technological aids to supplement presentations</p> <p>5.9 Place emphasis on practical involvement while adjusting or refining skills on individualised basis</p> <p>5.10 Organise human and physical resources appropriate to the needs of flat water training and competition</p> <p>5.11 Observe paddlers to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of flat water canoeing</p> <p>5.12 Observe paddlers skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.13 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>5.14 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.15 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Review and adapt the teaching of an advanced skill and tactics in response to feedback</p>	<p>6.1 Make stroke analysis and correction before, during and/or after coaching sessions</p> <p>6.2 Evaluate achievement of the objectives of the training session/competition</p> <p>6.3 Adapt coaching methods and procedures to the current needs of participant</p> <p>6.4 Identify modifications and implement into future sessions/competitions</p> <p>6.5 Give participants the opportunity to have input to the coaching sessions</p> <p>6.6 Modify planned program to accommodate participants actual progress</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills and tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • the racing stroke <ul style="list-style-type: none"> ○ four phases of the paddling stroke eg catch, pull, exit recovery ○ posture • advanced marathon racing skills <ul style="list-style-type: none"> ○ starts ○ wash riding ○ turns ○ portages • advanced racing tactics <ul style="list-style-type: none"> ○ race plan ○ start ○ developing team boats ○ pre-race and race day preparation • advanced marathon racing tactics <ul style="list-style-type: none"> ○ race tactics ○ race environment <ul style="list-style-type: none"> ▪ water flow ▪ current tide ▪ rough water
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the flat water canoeing community with <ul style="list-style-type: none"> ○ coach, paddler interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Australian Canoeing coaches code of conduct policy ○ the culture of canoeing
Coaching/instructional style	<p>[all categories]</p> <ul style="list-style-type: none"> • the presentation style/s adopted by the instructor or coach to communicate with the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of any following styles and/or any associated variations <ul style="list-style-type: none"> ○ facilitator ○ controller ○ problem solving approach

DEDICT teaching method	<p>[all categories]</p> <ul style="list-style-type: none"> • D - demonstrate • E - explain • D - demonstrate • I - instruct • C - critique • T - test
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate skills and tactics of flat water canoeing • such as those described in <i>Level 2 Flat water Canoeing Handouts</i> • should include <ul style="list-style-type: none"> ○ basic skill drills ○ relevant modified games and activities
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • water conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by Australian Canoeing • environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • types of boats and paddles <ul style="list-style-type: none"> ○ canoes and kayaks ○ paddles, eg, types, materials, length and grip ○ protective equipment including clothing ○ equipment for maintenance and repairs ○ transporting equipment
Introduction to racing	<p>[all categories]</p> <ul style="list-style-type: none"> • rules of marathon and sprint racing • psychology for racing/competition • procedures for starting races • race day strategy and pre-race planning • race plan

Physical conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • components of fitness related to white water paddling <ul style="list-style-type: none"> ○ five components of fitness ○ development of physical abilities ○ related to principles of training ○ correct training methods and techniques to prevent shoulder injury • coach may use conditioning to improve the paddlers overall performance and prevent injury
Plan	<p>[all categories]</p> <ul style="list-style-type: none"> • a detailed method or scheme for attaining an objective • may include <ul style="list-style-type: none"> ○ a session plan ○ yearly schedule ○ phases of training year ○ periodisation
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio respiratory capacity ○ endurance ○ strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • social, compatibility between players in the match situations • psychological, level of arousal which will enhance the performance • emotional, stable and positive approach to enjoyment and performance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for paddlers • coaching tools <ul style="list-style-type: none"> ○ stop watch ○ video ○ pen, paper ○ tape recorder, computer ○ analysis sheet, observation techniques ○ diary/log ○ books, periodicals, publications as specified • indoor water facility, eg, pool • outdoor water courses

Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian Canoeing Sprint and Marathon Racing Rules • International Canoe Federation Sprint and Marathon Racing Rules • best practices codes of ethics such as <ul style="list-style-type: none"> ○ canoeing code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Canoeing Anti-Doping Policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions
Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddlers and boats • equipment selected to match paddler • equipment set up to match paddler <ul style="list-style-type: none"> ○ position of seat and foot rest in a kayak ○ position of the knee block and foot rest in a canoe ○ flotation for the canoe and kayak ○ steering system for the kayak • trim (nose high and nose low) for canoe and kayak • adapt equipment to suit weather conditions eg rough water • balance and seating/kneeling positions for team boats • rig and steering mechanism • transport of equipment safely • position for team boat
Sports psychology	<p>[all categories]</p> <ul style="list-style-type: none"> • strategies to improve the psychological approach to training and competition may include <ul style="list-style-type: none"> ○ visualisation ○ relaxation ○ centering ○ focusing ○ goal setting ○ motivation ○ process oriented versus outcome oriented ○ analysing strengths and weaknesses
Sports safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safer sports program • sports insurance • accident and incident reporting mechanisms
Strength training program	<p>[all categories]</p> <ul style="list-style-type: none"> • a yearly strength training program in relationship to the on-water program • specificity of exercises for flat water canoeing

Stroke analysis and correction	<p>[all categories]</p> <ul style="list-style-type: none"> • posture • common approach to technique (catch, pull, exit, recovery/set up) • trunk rotation • hand position • leg drive • boat movement • delivery strategies include <ul style="list-style-type: none"> ○ interactive theory sessions ○ video analysis ○ group discussion
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ simple to complex progression ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches ○ use game sense games
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • sport science testing equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach and develop the advanced skills and tactics of flat water canoeing • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider and individual player in the context of a total lifestyle ○ analyse an intermediate skill of flat water canoeing ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of flat water canoeing ○ assess players readiness to acquire and perform the intermediate skill/s of flat water canoeing ○ conduct drills, activities and/or games to teach or develop the intermediate skills of flat water canoeing ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following units(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and delivery skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of flat water canoeing ○ Knowledge of drills, activities and games to teach the advanced skills of flat water canoeing ○ Knowledge of the rules and regulations of flat water canoeing in order to teach those participants ○ Knowledge of the relevant modified rules and regulations of flat water canoeing in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of rescue techniques • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of flat water canoeing eg movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, i.e., self, other athletes as models, videos ○ Organise self directed activities for players ○ Advanced flat water paddling skills and racing skills
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ flat water course ○ Level 2 Flat water Coaching Handouts, Australian Canoeing ○ Australian Canoeing Sprint and Marathon Racing Rules ○ ICF Sprint and Marathon Racing Rules ○ access to human movement laboratory ○ motor boats, bicycle ○ gym and weight sets ○ Heart rate monitors ○ video camera ○ video recorder and monitor ○ indoor teaching facility with whiteboard, overhead projector • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in flat water canoeing at advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and context applicable to coaching flat water canoeing

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a canoeing facility with advanced flat water participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes• Where performance is not directed 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Create biomechanical checklist of flat water canoeing advanced skills • Communicating ideas and information - Vary instructing styles according to player's readiness • Planning and organising activities - Plan, develop, and conduct advanced drills and activities • Working with teams and others - Manage players to develop cohesive group • Using mathematical ideas and techniques - Calculate sport science statistics accurately • Solving problems - Analyse advanced skills and tactics and modify accordingly • Using technology - Ensure that technological aids and sports science testing equipment is in good working order <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO011A	TEACH OR DEVELOP THE ADVANCED SKILLS AND TACTICS OF SLALOM CANOEING
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills to use drills, activities and games to teach or develop advanced skills of slalom canoeing.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse advanced skills and tactics of slalom canoeing	1.1 Analyse the biomechanical principles of advanced slalom canoeing 1.2 Identify the advanced skills and tactics and purposes and are break into components 1.3 Identify observable body movements for each stage of the skill in priority of importance to perform the skill
2 Identify appropriate teaching methods and coaching styles to develop the advanced skills and tactics of slalom canoeing	2.1 Identify teaching methods and explain in the context of specific skills and tactics 2.2 Identify the stages of appropriate feedback and provide feedback during coaching 2.3 Provide use of demonstration of simple and complex skills for the paddler when coaching 2.4 Customise a practice session related to target group 2.5 Use appropriate questions and progressions to assist paddlers in the coaching process 2.6 Apply DEDICT teaching method 2.7 Use a variety of communication styles for effective communication in the sporting environment 2.8 Use coaching/instructional styles in relation to a range of coaching situations 2.9 Use a sports safety approach to minimise risk of injury occurring in training session or competition
3 Assess paddlers readiness to acquire and perform the advanced skills and tactics of slalom canoeing	3.1 Identify the skills or skills to be developed 3.2 Identify factors which affect the acquisition on the advanced skills of slalom canoeing and describe in relation to skill acquisition of paddlers 3.3 Assess paddlers regarding their readiness to acquire the skill being taught and developed

<p>4 Plan and prepare training session</p>	<p>4.1 Plan and prepare a training session appropriate to needs of the group</p> <p>4.2 Construct a session plan for slalom training</p> <p>4.3 Prepare activities appropriate to the needs and physical conditioning of the paddlers</p> <p>4.4 Prepare risk management injury prevention and safety strategies and implement into training session</p> <p>4.5 Prepare race planning for competition</p> <p>4.6 Use a course design to obtain specific training outcomes</p> <p>4.7 Prepare a training program through the general and specific phases</p> <p>4.8 Prepare a training program through the competition phase and tapering</p> <p>4.9 Design a training program for slalom canoeing based on principles of periodisation</p> <p>4.10 Design a resistance training program in consultation with strength and conditioning specialist to match athletes' on-water program and capabilities</p> <p>4.11 Determine the sports psychology needs of a slalom paddler and integrate into training program</p>
<p>5 Conduct drills, activities and/or games to teach or develop the advanced skills and tactics of slalom canoeing</p>	<p>5.1 Select teaching methods and coaching styles to match the paddlers readiness , the environment , the advanced skill/s and the equipment available</p> <p>5.2 Conduct the advanced paddling equipment, setting up and trimming of canoe for session</p> <p>5.3 Organise and conduct activities appropriate to the needs of the paddlers</p> <p>5.4 Conduct rescue techniques</p> <p>5.5 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.6 Use space and training equipment to conduct the training session</p> <p>5.7 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for slalom canoeing</p> <p>5.8 Use technological aids to supplement presentations</p> <p>5.9 Place emphasis on practical involvement while adjusting or refining skills on individualised basis</p> <p>5.10 Organise human and physical resources appropriate to the needs of slalom training and competition</p> <p>5.11 Observe paddlers to see that the drills, activities and/or games are conducted to enhance the rules, regulations and policies of slalom canoeing</p> <p>5.12 Observe paddlers skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.13 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>5.14 Monitor the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.15 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Plan recovery program</p>	<p>6.1 Plan appropriate recovery methods and strategies in the training program</p>

<p>7 Review and adapt the teaching of an advanced skill and tactics in response to feedback</p>	<p>7.1 Make a skill analysis of athlete performance before, during and/or after coaching sessions</p> <p>7.2 Use video analysis as a tool to assist athlete with feedback regarding performance</p> <p>7.3 Carry out basic technique and fault correction before, during and/or after coaching sessions</p> <p>7.4 Evaluate achievement of the objectives of the training session/competition</p> <p>7.5 Adapt coaching methods and procedures to the current needs of participant</p> <p>7.6 Identify the appropriate modifications and implement into future sessions/competitions</p> <p>7.7 Use the transition phase of training for state and national athletes</p> <p>7.8 Use other relevant activities as cross training to achieve objectives</p> <p>7.9 Use sports science testing to measure and monitor athletes progress over time using specialist sports science personnel</p> <p>7.10 Conduct post race evaluation with competing athletes</p> <p>7.11 Use effective athlete management in training and competition environment</p>
--	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills and tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • advanced strokes specific techniques <ul style="list-style-type: none"> ○ advanced edge control, leaning upstream ○ pivots ○ nose and tail weighting ○ feathering the bow draw ○ the stern draw ○ ducking the bow and stern ○ combination strokes to move ○ stern rudder • rolling techniques <ul style="list-style-type: none"> ○ C to c and other rolls • white water technique <ul style="list-style-type: none"> ○ river reading ○ crossing the current, ferries, surfing, power, high cross ○ breaking in and out, turning on stoppers, waves ○ using features, boils, back of stoppers, "pancaking", holes ○ pivot turn, paddling downstream through eddies ○ boat edging and body weight transfer • upstream gates <ul style="list-style-type: none"> ○ sequence ○ stroke patterns ○ types/variations <ul style="list-style-type: none"> ▪ wide, tight exit and approaches ▪ pocket ▪ ferry approach ▪ carve approach ▪ S gates ▪ Merano ▪ In current, on the back of stoppers/waves ▪ Squirt • downstream gates <ul style="list-style-type: none"> ○ basic downstream gate ○ variations, eg, current, boils, stoppers, waves, troughs ○ offset gates ○ reverse gates • special gates <ul style="list-style-type: none"> ○ bogie ○ boofing ○ sideways gate ○ downstream in eddies ○ stopper moves

Athlete management	<p>[all categories]</p> <ul style="list-style-type: none"> • processes and strategies to create an environment positive to success • variables may include <ul style="list-style-type: none"> ○ team/squad cohesion ○ support mechanisms ○ bonding ○ encouraging positive behaviour ○ discouraging negative behaviour ○ motivation ○ goal setting
Basic techniques and fault correction	<p>[all categories]</p> <ul style="list-style-type: none"> • forward techniques • sweeps • draws • reverse strokes • fine blade control • boat edge control and weighting the boat • J stroke (Canadian boats only) • C stroke (Canadian boats only) • Pry stroke (Canadian boats only) • technique is analysed • stroke rating, extension, adaptability, smoothness, consistency • different strokes, arm versus back • catch, stroke, exit, recover • boat movement, edge control and weighting • combinations and variations • posture
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the slalom canoeing community with <ul style="list-style-type: none"> ○ coach, paddler interaction ○ coach, official interaction ○ coach, broader community interaction ○ coach, media interaction • in accord with <ul style="list-style-type: none"> ○ appropriate use of verbal, non-verbal and written modes ○ the Australian Canoeing coaches code of conduct policy ○ the culture of canoeing
Coaching/instructional styles	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of any following styles and/or any associated variations <ul style="list-style-type: none"> ○ facilitator ○ controller ○ problem solving approach

Competition phase and tapering	<p>[all categories]</p> <ul style="list-style-type: none"> • period of competition and racing characterised by an emphasis on psychological and tactical training elements • all physical capabilities and technical elements have reached their highest levels of development • variables include <ul style="list-style-type: none"> ○ time and duration ○ volume, intensity and duration ○ weekly, daily plans ○ technique, building up to race season (mono or bi cyclic) ○ tapering ○ recovery
Course design	<p>[all categories]</p> <ul style="list-style-type: none"> • produce gate techniques • balance requirements to create specific moves to challenge athletes paddling patterns • use water features • bridging moves
Cross training	<p>[all categories]</p> <ul style="list-style-type: none"> • non-mode specific training that can be used to maintain general conditioning in athletes during periods of reduced training eg swimming, cycling, running
DEDICT teaching method	<p>[all categories]</p> <ul style="list-style-type: none"> • D – demonstrate • E – explain • D – demonstrate • I – instruct • C – critique • T – test
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • tasks designed to teach or develop the advanced skills and tactics of slalom canoeing • such as those described in <i>Level 2 Slalom Canoeing Handouts</i> • should include <ul style="list-style-type: none"> ○ basic skill drills ○ relevant modified games and activities

Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • water conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Canoeing environment is appropriate and safe for competition and/or training
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to laws of canoeing • technical equipment is appropriate and safe for the activities undertaken <ul style="list-style-type: none"> ○ overhead projector ○ video recorder and monitor ○ whiteboard and marker pens ○ slide projector ○ video camera ○ slalom gates ○ stop watches • personal equipment is appropriate and safe for the activities undertaken at the time • should provide the maximum time on task • should be utilised in a safe and effective manner which maximises participation
General and specific phases	<p>[all categories]</p> <ul style="list-style-type: none"> • general phase is characterised by an emphasis on volumes of physical activity rather than intensity • specific phase represents a progression to more specialised training • variables include <ul style="list-style-type: none"> ○ volume, intensity, duration ○ mono or bi cyclic ○ work-to-rest ration ○ micro cycles, macro cycles ○ out of boat physical conditioning ○ training pyramid, eg, speed, speed endurance, aerobic capacity, anaerobic threshold, aerobic conditioning, recovery
Periodisation	<p>[all categories]</p> <ul style="list-style-type: none"> • variations in training specificity, intensity and volume organised into planned periods or cycles within an overall program including • macro cycles • monocycles • micro cycles • Matveyev model includes <ul style="list-style-type: none"> ○ hypertrophy/endurance phase ○ basic strength phases ○ strength/power phase

Physical conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • components of fitness related to white water paddling • five components of fitness • development of physical abilities • related to principles of training • correct training methods and techniques to prevent shoulder injury • coach may use conditioning to improve the paddlers overall performance and prevent injury
Plan	<p>[all categories]</p> <ul style="list-style-type: none"> • a detailed method or scheme for attaining an objective • may include <ul style="list-style-type: none"> ○ a session plan ○ yearly schedule ○ phases of training year ○ periodisation
Post race evaluation	<p>[all categories]</p> <ul style="list-style-type: none"> • holistic assessment of athlete/team performance after race completion
Race planning	<p>[all categories]</p> <ul style="list-style-type: none"> • specific strategies and actions individually designed for each athlete for application in race situation • may include <ul style="list-style-type: none"> ○ pre race ○ water familiarisation ○ time plan ○ activity plan ○ preparing for finals ○ course changes ○ 1st and 2nd runs ○ using results
Readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate levels of fitness • cardio-respiratory capacity • endurance • strength • motor performance factors <ul style="list-style-type: none"> ○ agility ○ strength ○ speed ○ coordination • psychological, level of arousal which will enhance the performance • emotional, stable and positive approach to enjoyment and performance

Recovery program	<p>[all categories]</p> <ul style="list-style-type: none"> • after training stimulus ceases the body replenishes energy resources and repairs physical damage • variables may include <ul style="list-style-type: none"> ○ work-to-rest ration ○ types of rest ○ psycho regulatory training ○ physical therapies ○ recovery techniques ○ overtraining
Resistance training	<p>[all categories]</p> <ul style="list-style-type: none"> • a yearly resistance training program in relationship to the on-water program • specificity of exercises for slalom canoeing
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources should be sufficient to provide a safe and meaningful experience for paddlers • coaching tools <ul style="list-style-type: none"> ○ stop watch ○ video ○ pen, paper ○ tape recorder, computer ○ analysis sheet, observation techniques ○ diary/log ○ books, periodicals, publications as specified • indoor water facility eg pool • outdoor water courses
Risk management and injury prevention	<p>[all categories]</p> <ul style="list-style-type: none"> • recognition of potential hazards on the river • safety guidelines to ensure injury and risk is at an acceptable minimum <ul style="list-style-type: none"> ○ muscle soreness, warm-up ○ common injuries ○ hypothermia/hyperthermia ○ water management, eg, site selection, gate position ○ rescue and recovery

Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • international rules of competition/organisation/formats • Australian Canoeing rules of competition and formats • Australian Canoeing Slalom and Wild water policy handbook • modified rules • best practices codes of ethics such as <ul style="list-style-type: none"> ○ Australian Canoeing code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Canoeing Anti-Doping Policy ○ Australian Sports Commission Harassment-free sport • age restrictions
Setting up and trimming	<p>[all categories]</p> <ul style="list-style-type: none"> • construction and characteristics of type of paddles and boats • equipment selected to match paddler • equipment set up to match paddler • adapt equipment to suit weather conditions • transport of equipment safely
Skill analysis	<p>[all categories]</p> <ul style="list-style-type: none"> • observe techniques for • flat water • moving water • analyses against accepted standards • judging effectiveness, time and consistency • encourage creativity
Sports psychology	<p>[all categories]</p> <ul style="list-style-type: none"> • strategies to improve the psychological approach to training and competition may include <ul style="list-style-type: none"> ○ visualisation ○ relaxation ○ centering ○ focusing ○ goal setting ○ motivation • process oriented versus outcome oriented • analysing strengths and weaknesses
Sports safety	<p>[all categories]</p> <ul style="list-style-type: none"> • safer sports program • sports insurance • accident and incident reporting mechanisms

Sports science testing	[all categories] <ul style="list-style-type: none"> • use of battery of infield (on the water) and laboratory tests to measure athlete physical capabilities
Teaching methods	[all categories] <ul style="list-style-type: none"> • coach to convey instructional content to the client/athlete • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> ○ whole, part, whole approaches ○ simple to complex progression ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches ○ use game sense games
Technological aids	[all categories] <ul style="list-style-type: none"> • video cameras • videos of other paddlers/teams • heart rate monitors • sport science testing equipment
Transition phases	[all categories] <ul style="list-style-type: none"> • represents the 'off-season' of transition from one annual plan to another • usually lasts about 4-6 weeks and is aimed at removing fatigue and replenishing exhausted energy systems
Video analysis	[all categories] <ul style="list-style-type: none"> • video camera and video recorder may be used to maximise feedback to athlete regarding performance • video camera functions • video recording techniques, eg, position, choice of section • video footage analysed

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the advanced tactics and skills of slalom canoeing • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ consider and individual player in the context of a total lifestyle ○ analyse an advanced skill of slalom canoeing ○ identify appropriate teaching methods and coaching styles to develop the advanced skills of slalom canoeing ○ assess players readiness to acquire and perform the advanced skill/s of slalom canoeing ○ plan and prepare a training program for development of advanced skills and tactics in slalom canoeing ○ conduct drills, activities and/or games to teach or develop the advanced skills of slalom canoeing ○ plan a recovery program ○ review and adapt the teaching of an intermediate skill in response to feedback
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following units(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of slalom canoeing ○ Knowledge of drills, activities and games to teach the advanced skills of slalom canoeing ○ Knowledge of the rules and regulations of slalom canoeing in order to teach those participants ○ Knowledge of the relevant modified rules and regulations of slalom canoeing in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of rescue techniques • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of slalom canoeing, eg, movement, voice, use of technical aids, judgement, reporting ○ Provide demonstrations, i.e., self, other athletes as models, videos ○ Organise self directed activities for players ○ Advanced slalom paddling skills and racing skills
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ Level 2 Slalom Coaching Course Manual, Australian Canoeing ○ equipment as specified ○ technical aids as specified ○ human movement laboratory ○ athletes participating in slalom canoeing at the advanced level • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching slalom canoeing at the advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and context applicable to coaching slalom canoeing

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during slalom coaching sessions with advanced level athletes. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Create biomechanical checklist of slalom canoeing advanced skills • Communicating ideas and information - Vary instructing styles according to player's readiness • Planning and organising activities - Plan, develop, and conduct advanced drills and activities • Working with teams and others - Manage players to develop cohesive group • Using mathematical ideas and techniques - Calculate sport science statistics accurately • Solving problems - Analyse advanced skills and tactics and modify accordingly • Using technology - Ensure that technological aids and sports science testing equipment is in good working order <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO012A	INTERPRET AND APPLY THE RULES OF WILDWATER RACING AT AN ADVANCED LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of wild water canoe racing at an advanced competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in wild water racing 1.2 Assess the environment , facilities, resources and equipment to ensure they are in accordance with the requirements for the race 1.3 Measure wild water racing crafts to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Act appropriately based on the outcome of the assessment of the conditions 1.6 Ensure categories, classes and events are in accordance with the requirements for the race 1.7 Ensure building rules are in accordance with the requirements for the race 1.8 Ensure organisation of the competition are in accordance with the requirements for the race 1.9 Determine type of courses and start for wild water racing
2 Provide instructions for competition	2.1 Provide instructions for competitors and other officials regarding competition program and wild water racing rules and racing regulations
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the race is conducted in accordance with the wild water racing rules and racing regulations 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of wild water racing competition rules by competitors and club officials and select appropriate action 3.4 Observe competitors for timed runs of the competition course
4 Interpret and apply rules and regulations in accord with the spirit of competition	4.1 Interpret available information using discretion and judgement to make decisions according to duties of officials 4.2 Ensure the interpretations of wild water racing competition rules for the given situation is consistent with the International rules of wild water racing and relevant local rules 4.3 Make decisions accurate and consistent, and based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions and posting of results in accordance with the prescribed procedures for wild water racing at advanced competition level 5.2 Manage competitors reactions in accordance with the wild water rules and racing regulations 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Manage the outcomes for race disqualification, protest and appeals in accordance with wild water racing regulations 5.6 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in wild water canoe racing • competitors at advanced competition level eg national, international • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Building rules	<p>[all categories]</p> <ul style="list-style-type: none"> • specifications for construction of racing craft to meet with International Canoe Federation limitations and trademark guidelines
Categories, classes and events	<p>[all categories]</p> <ul style="list-style-type: none"> • wild water races may be run in the following categories <ul style="list-style-type: none"> ○ kayak men (KM), Kayak women (KM), Canadian (Men) ○ events - Individual K1M, K1W, C1M, C2M ○ team - K1Mx3, K1Wx3, C1Mx3, C2Mx3
Competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • male or female competitor
Disqualification, protest and appeals	<p>[all categories]</p> <ul style="list-style-type: none"> • process for any competitors who attempts to win a race by other than honourable means

Duties of officials	<p>[all categories]</p> <ul style="list-style-type: none"> • actions and task performed by officials as determined by wild water racing rules
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • personal equipment, official uniform
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • water courses <ul style="list-style-type: none"> ○ river courses without obstacles, or interruptions ○ river courses with obstacles such as weirs, rocks or shallows involving obligatory or optional portages ○ open water courses on lakes, estuaries or the open sea • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing

Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the wild water racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ boat specifications, eg, weight, length weight ○ paddles ○ accessories, eg, spray deck ○ safety measures
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers • chief official • technical organiser • chief judge • section judge • boat controller • time keepers • finish line judges • starter • pre start controller • safety officer
Posting of results	<p>[all categories]</p> <ul style="list-style-type: none"> • results for a competitor or team including start number and the time of the run may be announced and posted in the designated place until the time for filing protests has elapsed
Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Wild water Racing Competition Rules 2000 • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • recorders • timekeeping • marking signs, eg, flags buoys • start equipment, eg, starting gun, horn • first aid personnel • market water course • safety helmet and a buoyancy jacket

Results and reports	[all categories] <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals
Start	[all categories] <ul style="list-style-type: none"> • standing start • starts may be directly upstream or downstream • start order
Timed runs	[all categories] <ul style="list-style-type: none"> • the time of a run is measured from the time that the competitor's body first crosses the starting line to the time when the finish line is broke by the competitor's body
Type of courses	[all categories] <ul style="list-style-type: none"> • wild water sprint • classic wild water race
Wild water racing	[all categories] <ul style="list-style-type: none"> • mastery of a boat in fast moving white water, while running a prescribed course in the shortest possible time in a water course held from a point upriver to a point downriver • the water course can be on that is natural, modified or artificial and must be at least class III in difficulty

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate wild water canoeing at the advanced level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the race/event ○ officiate in a race/event situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an event or competition according to wild water racing regulations ○ communicate decisions to the competitors/coaches/spectators during a race ○ cooperate with other officials to effectively apply wild water racing regulations during a race/event
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of wild water rules and racing regulations to enable officiating decisions to be made to ensure fair competitions ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences, eg, form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations

	<ul style="list-style-type: none"> ○ Reporting skills in order to accurately report results of matches ○ Observation skills in order to successfully observe the match and make accurate officiating decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of advanced competitors participating in wild water racing ○ a wild water racing water course ○ equipment in order to conduct a race/event/competition ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ to be competent in advanced level officiating in wild water racing ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted on a wild water racing course with athletes participating at the advanced level of wild water racing. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key advanced rules and regulations for wild water racing • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO013A	INTERPRET AND APPLY THE RULES OF MARATHON RACING AT AN ADVANCED LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of marathon racing at an advanced competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in a race 1.2 Assess the <i>environment</i> , facilities and <i>equipment</i> to ensure they are in accordance with the requirements for the race 1.3 <i>Measure</i> marathon racing craft to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Act appropriately based on the outcome of the assessment of the conditions 1.6 Ensure categories, <i>classes</i> and events are in accordance with the requirements for the race 1.7 Ensure <i>building rules</i> are in accordance with the requirements for the race 1.8 Ensure organisation of the competition are in accordance with the requirements for the race 1.9 Determine the <i>length of courses</i>
2 Provide instructions for competition	2.1 Provide <i>instructions for competitors</i> the rules and regulations of <i>marathon racing</i>
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club <i>officials</i> to see that the race is conducted in accordance with the rules and regulations of <i>marathon racing</i> 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of <i>rules and racing regulations</i> by competitors and club <i>officials</i> and select appropriate action
4 Interpret and apply rules and regulations in accord with the spirit of competition	4.1 Interpret available <i>information</i> using discretion and judgement to make decisions 4.2 Ensure the interpretations of <i>rules and racing regulations</i> for the <i>given situation</i> is consistent with the International rules for flat water racing and relevant local rules 4.3 Make accurate and consistent decisions based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/ <i>officials</i> for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions in accordance with the prescribed procedures for marathon racing at <i>advanced competition level</i> 5.2 Manage competitors reactions in accordance with the marathon <i>rules and racing regulations</i> 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Determine the <i>correctness of the result</i> 5.5 Manage the outcomes for race <i>disqualification, protest and appeals</i> in accordance with marathon <i>rules and racing regulations</i> 5.6 Prepare <i>results and reports</i> for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 officiating experience in marathon racing • competitors at advanced competition level, eg, national, international • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Building rules	<p>[all categories]</p> <ul style="list-style-type: none"> • specifications for construction of racing craft to meet with International Canoe Federation limitations and trademark guidelines
Classes	<p>[all categories]</p> <ul style="list-style-type: none"> • marathon races may be run in the following classes <ul style="list-style-type: none"> ○ men - K1, K2, K4, C1, C2, ○ women - K1, K2, ○ mixed - K2, C2
Correctness of result	<p>[all categories]</p> <ul style="list-style-type: none"> • consultation between other official and photo finish, as applicable to determine accuracy of results
Disqualification, protest and appeals	<p>[all categories]</p> <ul style="list-style-type: none"> • process for any competitors who attempts to win a race by other than honourable means

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • personal equipment, official uniform
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • water courses <ul style="list-style-type: none"> ○ river courses without obstacles, or interruptions ○ river courses with obstacles such as weirs, rocks or shallows involving obligatory or optional portages ○ open water courses on lakes, estuaries or the open sea • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing
Length of courses	<p>[all categories]</p> <ul style="list-style-type: none"> • seniors - men minimum 20kms and no upper limit • seniors - women minimum 15kms and no upper limit • juniors - minimum 15km and no upper limit

Marathon racing	<p>[all categories]</p> <ul style="list-style-type: none"> • the competitor races over a designated long distance course on water no subject to prescribed standards taking the water as you find it and being prepared, if it is necessary, to carry the canoe around an impassable obstacle, or between two waterways
Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the marathon canoe racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ length ○ weight ○ beam
Officials	<p>[all categories]</p> <ul style="list-style-type: none"> • chief official • technical director • competition secretary • starter(s) • boat scrutineer • course umpire • timekeepers • finishing line judges • raft marshal • aligner • safety officer • announcer • press Official
Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Marathon Racing Rules 2000 • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate marathon canoeing at the advanced level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the race/event ○ officiate in a race/event situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an event or competition according to rules and racing regulations ○ communicate decisions to the competitors/coaches/spectators during a race ○ cooperate with other officials to effectively apply the rules and race regulations during a race
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of marathon rules and racing regulations to enable officiating decisions to be made to ensure fair competitions ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences, eg, form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of matches

	<ul style="list-style-type: none"> ○ Observation skills in order to successfully observe the match and make accurate officiating decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of advanced competitors participating in marathon racing ○ a marathon racing water course ○ equipment in order to conduct a race/event/competition ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent with advanced level officiating in marathon racing ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, a minimum of 2 races, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a marathon racing competition with advanced level competitors. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	1	3	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret the key marathon canoe racing rules and regulations for any given situation • Communicating ideas and information - Utilise suitable forms of communication for various needs of situation and participants • Planning and organising activities - Organise courses without obstacles • Working with teams and others - Establish and delegate roles of officials and other support personnel • Using mathematical ideas and techniques - Place markers accurately • Solving problems - Recognise, enforce and make correct decisions regarding breaches of rules and regulations • Using technology - Use technical equipment appropriately <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO014A	INTERPRET AND APPLY THE RULES OF SLALOM RACING AT AN ADVANCED LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of slalom canoe racing at an advanced competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in slalom racing 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the race 1.3 Measure slalom racing crafts to meet competition standards 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Take action based on the outcome of the assessment of the conditions 1.6 Ensure categories, classes and events are in accordance with the requirements for the race 1.7 Ensure building rules are in accordance with the requirements for the race 1.8 Ensure organisation of the competition are in accordance with the requirements for the race 1.9 Determine type of competition, courses and start for slalom racing
2 Provide instructions for competition	2.1 Provide instructions for competitors and other officials regarding competition program and slalom racing competition rules
3 Observe a race/event and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the race is conducted in accordance with the slalom racing rules 3.2 Undertake observation with minimal disruption to the conduct of the race 3.3 Identify breaches of slalom racing competition rules by competitors and club officials and select appropriate action 3.4 Observe competitors are observed for timed runs of the competition course
4 Interpret and apply rules and regulations in accord with the spirit of competition	4.1 Interpret available information using discretion and judgement to make decisions according to duties of officials 4.2 Ensure the interpretations of slalom racing competition rules for the given situation is consistent with the International rules of slalom racing and relevant local rules 4.3 Make accurate and consistent decisions based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the race 4.5 Report competitors/officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions and posting of results in accordance with the prescribed procedures for slalom racing at advanced competition level 5.2 Manage competitors reactions in accordance with the slalom rules and racing regulations 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Manage the outcomes for race disqualification, protest and appeals in accordance with slalom racing regulations 5.6 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in slalom canoe racing • competitors at advanced level, eg, national, international • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Building rules	<p>[all categories]</p> <ul style="list-style-type: none"> • specifications for construction of racing craft to meet International Canoe Federation limitations and trademark guidelines
Categories, classes and events	<p>[all categories]</p> <ul style="list-style-type: none"> • kayak men (KM), kayak women (KW), Canadian men (CM) • individual events <ul style="list-style-type: none"> ○ women K1 ○ men K1 ○ menC1 ○ Men C2 • team events <ul style="list-style-type: none"> ○ women 3 x K1 ○ men 3 x K1 ○ men 3 x C1 ○ men 3 x C2
Competitor	<p>[all categories]</p> <ul style="list-style-type: none"> • male or female competitor

Course	<p>[all categories]</p> <ul style="list-style-type: none"> the course may not be less than 250m in length, measured from starting line to the finish line maximum length no more than 400m
Correctness of the result	<p>[all categories]</p> <ul style="list-style-type: none"> consultation between other officials as applicable to determine accuracy of results
Disqualification, protest and appeals	<p>[all categories]</p> <ul style="list-style-type: none"> process for any competitors who attempts to win a race by other than honourable means
Duties of officials	<p>[all categories]</p> <ul style="list-style-type: none"> actions and task performed by officials as determined by slalom racing rules
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> slalom course weather conditions <ul style="list-style-type: none"> wind rain sun light spectators facility authorities
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> technical equipment personal equipment, official uniform
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> duration of competition interaction with players

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for racing
Measure	<p>[all categories]</p> <ul style="list-style-type: none"> • the slalom racing craft is measured to meet International Canoe Federation standards for <ul style="list-style-type: none"> ○ boat specifications eg weight, length ○ paddles ○ accessories, eg, spray deck ○ safety measures
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers • chief official • technical organiser • section judge • course designer • pre start controller • finish judge • time keepers • chief of scoring • starter • boat controller • safety officer
Posting of results	<p>[all categories]</p> <ul style="list-style-type: none"> • results for a competitor or team including the start number and the time of the run may be announced and posted in the designated place until the time for filing protests has elapsed

Rules and racing regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Slalom Racing Competition Rules • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals
Slalom	<p>[all categories]</p> <ul style="list-style-type: none"> • negotiate a rapid river course, defined by gates, without fault, in the shortest possible time from a point upriver to a point downriver • the water course can be natural, modified or artificial and must be at least class III in difficulty
Start	<p>[all categories]</p> <ul style="list-style-type: none"> • standing start • starts may be directly upstream or downstream • start order
Timed run	<p>[all categories]</p> <ul style="list-style-type: none"> • the time of a run is measured from the time that the competitor's body first crosses the starting line to the time when the finish line is broken by the competitor's body
Type of competition	<p>[all categories]</p> <ul style="list-style-type: none"> • type A, eg, exclusively for national teams-open to all federations with a maximum of 6 boats per event per federation • type B, eg, exclusively for national teams-upon invitation of the organiser, with maximum of 6 boats per event per federation • type C, eg, open to all federations • at the organisers discretion, junior events in any or all of the above events

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate slalom racing at the advanced level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the event or competition ○ provide instructions for competition ○ observe a race/event and identify information on which to base decisions ○ interpret and apply rules and regulations in accord with the spirit of competition ○ communicate decisions and manage the outcomes of decision making while officiating
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of slalom racing rules and regulations to enable officiating decisions to be made to ensure fair competition at advanced level ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences, eg, form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of competition

	<ul style="list-style-type: none"> ○ Observation skills in order to successfully observe the match and make accurate officiating decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of advanced competitors participating in slalom racing ○ a slalom facility ○ kayak and equipment ○ ball ○ equipment in order to conduct a game ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in advanced level officiating in slalom racing ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating canoeing
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a slalom facility with athletes participating at the advanced level of slalom racing. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key advanced rules and regulations for slalom canoe racing • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Measure craft accurately • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCNO015A	INTERPRET AND APPLY THE RULES OF CANOE POLO AT AN ADVANCED LEVEL
CNO	Canoeing

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules of canoe polo at an advanced competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for competition	1.1 Assess the physical condition of the competitors in terms of their suitability to participate in canoe polo 1.2 Assess the environment , facilities and equipment to ensure they are in accordance with the requirements for the competition 1.3 Scrutineer and assess equipment to ensure they are in accordance with the requirements for the competition 1.4 Assess safety and other risks prior to commencement of the race to ensure they are within acceptable levels 1.5 Take action based on the outcome of the assessment of the conditions 1.6 Ensure organisation of the competition is in accordance with the requirements for the competition
2 Provide instructions for competition	2.1 Provide instructions for competitors and other officials regarding competition system and canoe polo rules
3 Observe a game and identify information on which to base decisions	3.1 Observe competitors and club officials to see that the game is conducted in accordance with the canoe polo rules 3.2 Undertake observation with minimal disruption to the conduct of the game 3.3 Identify breaches of canoe polo rules by competitors and club officials and select appropriate action
4 Interpret and apply rules and regulations in accord with honourable play	4.1 Interpret available information to make decisions according to duties of officials 4.2 Ensure the interpretations of canoe polo rules for the given situation is consistent with the International rules of canoe polo and relevant local rules 4.3 Make accurate and consistent decisions based on fairness and participant safety 4.4 Make decisions to ensure the appropriate conduct of the competition 4.5 Report competitors/officials for breaches of the rules
5 Communicate decisions and manage the outcomes of decision making while officiating	5.1 Communicate decisions in accordance with the prescribed procedures for canoe polo at advanced competition level 5.2 Manage competitors reactions in accordance with the canoe polo rules 5.3 Treat competitors with respect when discussing or explaining decisions 5.4 Manage the outcomes for race disqualification, protest and appeals in accordance with canoe polo rules 5.5 Prepare results and reports for forwarding to relevant committee

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced competition level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 officiating experience in canoe polo • competitors at advanced competition level, eg, national, international • competitors with appropriate levels of fitness <ul style="list-style-type: none"> ○ cardio/respiratory ○ strength ○ endurance ○ flexibility • participants with motor performance factors <ul style="list-style-type: none"> ○ agility ○ coordination • competitors with compatibility between other competitors/club officials competitors with stable and positive emotional approach to performance enhancement and enjoyment • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ athletes with a disability ○ medical condition
Canoe polo	<p>[all categories]</p> <ul style="list-style-type: none"> • canoe polo is a competitive ball game between two teams, each of five players • players paddle polo kayaks, on a well-defined area of water, attempting to score goals against the opposition • the winning team in a game is the team that scores the most goals
Competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • male or female competitor
Disqualification, protest and appeals	<p>[all categories]</p> <ul style="list-style-type: none"> • process for any competitors who attempts to win a race by other than honourable means
Duties of officials	<p>[all categories]</p> <ul style="list-style-type: none"> • actions and task performed by officials as determined by canoe polo rules

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • personal equipment, official uniform
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • canoe polo playing area • playing area dimensions • playing area boundaries and markers • goals • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ sun ○ light • spectators • facility authorities
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • duration of competition • interaction with players
Honourable play	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • spirit of the laws • junior sports policy • enjoyment
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and racing regulations • scoring • signals • competitors reactions <ul style="list-style-type: none"> ○ to official ○ to other competitor ○ verbal ○ physical • trainers • first aid personnel • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ hand signals
Instructions for competitors	<p>[all categories]</p> <ul style="list-style-type: none"> • printed or written instructions for competition

Organisation of the competition	<p>[all categories]</p> <ul style="list-style-type: none"> • selection of competition system • rounds of competition • award of points • schedule and program
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers • chief official • technical organiser • competition organiser • chief referee • chief scrutineer • chief table official • time keepers • scorekeepers • referees • goal line judges • scrutineers
Rules	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Canoe Federation Canoe Polo Rules • rules of modified races, as applicable • International Canoe Federation doping control regulations • identify options if playing conditions are unsuitable • procedure for reportable offences • relationship with club officials
Results and reports	<p>[all categories]</p> <ul style="list-style-type: none"> • competition results and reports of disqualifications, protests and appeals
Scrutineered	<p>[all categories]</p> <ul style="list-style-type: none"> • checking and inspection of all equipment, playing equipment, personal equipment prior to any admission to the competition area, for compliance with the rules

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of rules to effectively officiate canoe polo at the advanced level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm to the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess whether conditions are suitable to commence the game ○ officiate in a game situation and recognise when breaches of rules and regulations occur ○ provide pre-event instructions to competitors ○ make an appropriate decision in an advanced level game according to canoe polo regulations ○ communicate decisions to the competitors/coaches/spectators during a game ○ cooperate with other officials to effectively apply canoe polo regulations during a game
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance ○ SRSOGP008A Manage conflict related to officiating ○ SRSOGP009A Plan, implement and evaluate a fitness and recovery program for officials ○ SRSOGP010A Manage the format and results of competitions ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of canoe polo rules and regulations to enable officiating decisions to be made to ensure fair competition at advanced level ○ Knowledge of the legal responsibilities of the officials ○ Knowledge of relevant equipment and safety requirements as prescribed by Australian Canoeing or local canoeing associations ○ Knowledge of reportable offences - form, language, distribution ○ Knowledge of medical conditions to ensure response procedures to serious injury • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure officiating decisions are understood ○ Judgement skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of matches

	<ul style="list-style-type: none"> ○ Observation skills in order to successfully observe the match and make accurate officiating decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth race ○ Conflict resolution skills in order to effectively deal with situations that may arise, eg, disqualifications, protests, appeals
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a group of advanced competitors participating in canoe polo ○ a canoe polo facility ○ kayak and equipment ○ ball ○ equipment in order to conduct a game ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in advanced level officiating in canoe polo ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as observation and judgement this unit of competency must be assessed over a period of time, in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating canoe polo
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a canoe polo facility with athletes participating at the advanced level of canoe polo. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and interpret key advanced rules and regulations for canoe polo • Communicating ideas and information - Communicate decisions according to the rules and regulations • Planning and organising activities - Provide pre-event instructions to competitors • Working with teams and others - Cooperate with other officials to effectively apply rules • Using mathematical ideas and techniques - Use accurate and appropriate competition and points system • Solving problems - Evaluate and make appropriate decisions regarding rules and regulations • Using technology - Operate technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

CAREER ORIENTED PARTICIPATION

COP

Contents

SRSCOP001B Prepare for public speaking	1
SRSCOP002B Plan for and participate in a media interview	7
SRSCOP003B Demonstrate personal image and presentation skills	15
SRSCOP004B Develop negotiation skills	21
SRSCOP005B Demonstrate basic assertive communication skills	27
SRSCOP006B Complete a tax return	33
SRSCOP007B Develop a financial goal setting plan	39
SRSCOP008B Prepare a pre-event or post-event meal	45
SRSCOP009B Collect information on drugs in sport	51
SRSCOP010B Collect information on stress management.....	57
SRSCOP011B Develop an integrated time management plan	63
SRSCOP012B Develop a travel and accommodation plan.....	69
SRSCOP013B Develop a career goal setting plan	75
SRSCOP014B Prepare to study	81
SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks	87
SRSCOP016B Prepare for a media interview	93
SRSCOP017B Develop self awareness skills.....	99
SRSCOP018B Develop advanced assertive communication skills	105
SRSCOP019B Prepare a sponsorship proposal	111
SRSCOP020B Develop a personal financial plan	117
SRSCOP021B Collect information on contracts	123
SRSCOP022B Collect information on elite athletes	129
SRSCOP023B Design an athlete's diet	135
SRSCOP024B Prepare for an overseas sporting event.....	141
SRSCOP025B Prepare to participate in competition	149
SRSCOP026B Implement and evaluate a time management plan.....	155

SRSCOP001B	PREPARE FOR PUBLIC SPEAKING
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to prepare and deliver a talk, including the structure and the communication skills required.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for public speaking	1.1 Select information relevant to the audience 1.2 Organise the talk and use appropriate language to convey a clear expression of ideas
2 Present a talk to a public forum	2.1 Deliver the talk in an audible manner 2.2 Deliver the talk in a manner that engages and holds the audience's attention 2.3 Develop ideas logically, coherently and complete the talk in the given time 2.4 Use appropriate vocabulary and grammatical structures 2.5 Use a confident and fluent manner that uses appropriate register and tone and employ a variety of pace, pitch, stress and volume 2.6 Use relevant non-verbal communication and body language 2.7 Enhance the presentation through the selection, organisation and presentation of supporting materials such as visuals 2.8 Deal with questions effectively and impromptu talk

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate language	[all categories] <ul style="list-style-type: none"> • is pitched at audience level • appropriate to the topic • contains no bad or offensive language • does not use jargon
Effectively	[all categories] <ul style="list-style-type: none"> • fully • politely • correctly
Impromptu talk	[all categories] <ul style="list-style-type: none"> • usually shorter • audience unknown, therefore ability to respond to feedback and adjust presentation is very important • ability to think on your feet
Non-verbal communication and body language	[all categories] <ul style="list-style-type: none"> • placement of hands • stance • head movements • eye movements
Organise	[all categories] <ul style="list-style-type: none"> • past • present • future • introduction • body • conclusion
Prepared talk	[all categories] <ul style="list-style-type: none"> • preparation time • practice • research topic and audience • ability to use visual aids

Relevant	<p>[all categories]</p> <ul style="list-style-type: none"> • interesting • informative • on the subject advertised • motivational
Talk	<p>[all categories]</p> <ul style="list-style-type: none"> • short • long • prepared • impromptu
Visuals	<p>[all categories]</p> <ul style="list-style-type: none"> • overhead transparencies • slides • photographs • handouts • video recording • PowerPoint or digital presentation

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the preparation and presentation of an impromptu talk and a longer prepared speech • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ prepare information for a speech ○ present a speech that contains relevant information ○ present a speech in a manner that engages and holds the audience's attention ○ deliver a speech using appropriate vocabulary and communication skills
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisational codes of practice and guidelines for the delivery of speeches to the public ○ Knowledge of decision making and conflict resolution strategies for answering difficult questions ○ Knowledge of the organisation, its key functions, personnel, aims and objectives • Required skills <ul style="list-style-type: none"> ○ Problem solving in order to answer difficult questions fully and correctly, or to refer to others if answer is not known ○ Interpersonal skills in order to develop a rapport with audience ○ Communication (verbal and listening skills) ○ Observation in order to monitor effect of talk and adjust if necessary ○ Negotiation skills to negotiate outcomes with the audience and control audience reception of your talk ○ Flexibility skills to be able to adjust the talk on the spot in order to achieve the best outcome

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ an appropriately equipped theory space ○ a microphone ○ a lectern ○ a stage ○ access to relevant information • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be personnel with career oriented participant competency at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Gather and organise information related to public speaking • Communicating ideas and information - Conduct public speaking to express ideas • Planning and organising activities - Use planning and organisation skills to structure presentation • Working with teams and others - Seek audience response • Using mathematical ideas and techniques - Not applicable • Solving problems - Ensure presentation is relevant to audience • Using technology - Use data projector or other media technologies to assist public presentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP002B	PLAN FOR AND PARTICIPATE IN A MEDIA INTERVIEW
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to plan and conduct an effective electronic and print media interview.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to plan a media interview	1.1 Identify the specific details and purpose of the interview and professional background of interviewer 1.2 Identify the method of delivery for the interview 1.3 Conform the plan to all legislation, taking into account the rights of the interviewer and interviewee 1.4 Identify all forms of electronic media 1.5 Identify equipment that will be used in the interview 1.6 Identify grooming techniques to be used in media interviews 1.7 Identify potential questions 1.8 Prepare a list of appropriate answers to identified questions 1.9 Identify the differences between radio and television interviews 1.10 Identify the differences between print and electronic media interview
2 Undertake a media interview	2.1 Demonstrate the ability to use non-verbal communication techniques 2.2 Demonstrate the ability to use the equipment normally used during an interview 2.3 Conduct an electronic media interview 2.4 Conduct a print media interview

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication techniques	[all categories] <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> ○ speaking concisely ○ tone ○ volume ○ speed ○ language • non-verbal <ul style="list-style-type: none"> ○ body language ○ behaviour ○ listening skills ○ posture ○ way you sit
Details	[all categories] <ul style="list-style-type: none"> • time • length • place
Differences between print and electronic media interviews	[all categories] <ul style="list-style-type: none"> • print <ul style="list-style-type: none"> ○ stories are longer and more detailed ○ later deadlines ○ may need photo • media <ul style="list-style-type: none"> ○ stories are short ○ shorter deadlines ○ image is important
Equipment	[all categories] <ul style="list-style-type: none"> • microphone • head phones • camera

Grooming techniques	[all categories] <ul style="list-style-type: none"> • colours • patterns • formal • casual • tracksuit • sponsor clothing • make-up • hair
Method of delivery	[all categories] <ul style="list-style-type: none"> • telephone • in studio • live • interview panel • pre-recorded • talk back • remote
Print media	[all categories] <ul style="list-style-type: none"> • magazines • newspapers • publicity material
Professional background of interviewer	[all categories] <ul style="list-style-type: none"> • name • program • station • previous interviews
Purpose of the interview	[all categories] <ul style="list-style-type: none"> • news • special • light entertainment • current affairs • radio • print • television
Radio interviews	[all categories] <ul style="list-style-type: none"> • tight deadlines • short pieces, eg, grabs • result oriented • critical aspect

Television interviews	[all categories] <ul style="list-style-type: none">• characteristics<ul style="list-style-type: none">○ visual○ short grabs, eg, 10 seconds• crew<ul style="list-style-type: none">○ reporter○ camera operator○ sound assistant• critical aspects<ul style="list-style-type: none">○ look and sound professional
------------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the processes involved in planning an effective media interview • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ conduct a print media interview using appropriate information, language and equipment ○ conduct an electronic media interview using appropriate information, language and equipment
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of contractual arrangements as an athlete in order to understand contractual obligations when participating in a media interview ○ Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when participating in a media interview ○ Knowledge of organisation's policy and procedures for media interviews ○ Knowledge of decision making and conflict resolution strategies in order to effectively manage any difficult situation that may arise during a media interview • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how to deal with unexpected questions or attitudes during an interview ○ Interpersonal skills to develop rapport with audience ○ Communication skills (verbal and listening) in order to effectively understand the message of the interview and convey an accurate answer ○ Observation to monitor and adapt interview as required ○ Negotiation skills to negotiate difficult situations with interviewer and/or audience ○ Flexibility to adjust quickly to differing situations ○ Empathy to develop rapport and understanding with and for the audience

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ an appropriately equipped theory space ○ camera ○ television ○ microphone ○ headphones • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information for a media interview • Communicating ideas and information - Use verbal and non-verbal communications techniques • Planning and organising activities - Plan responses to interview questions • Working with teams and others - Cooperate with interviewer and other media personnel • Using mathematical ideas and techniques - Not applicable • Solving problems - Adapt to interview questions • Using technology - Use microphone during interview <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP003B	DEMONSTRATE PERSONAL IMAGE AND PRESENTATION SKILLS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to present oneself in a professional manner to the media. The unit looks at both social and professional media situations.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on personal image and presentation techniques	1.1 Identify the potential stakeholders you may be required to represent 1.2 Identify professional and social situations in which you may be required to represent key stakeholders 1.3 Identify requirements of key stakeholders 1.4 Identify characteristics of effective personal presentation
2 Demonstrate personal image and presentation skills	2.1 Demonstrate the ability to use effective personal image and presentation techniques in a professional situation 2.2 Demonstrate the ability to use effective personal image and presentation techniques in a social situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Personal presentation	[all categories] <ul style="list-style-type: none"> • grooming • colour and style • travelling light • table manners • etiquette • protocols
Professional situation	[one or more categories] <ul style="list-style-type: none"> • interviews • media appearances • training sessions • competition • promotional functions • speech nights • sporting body functions • after competition activities • travel related to competition • sports clinics for schools and community organisations • public speaking engagements • presentation • dinner
Social situations	[all categories] <ul style="list-style-type: none"> • social contact with supporters/fans • workplace
Stakeholders	[all categories] <ul style="list-style-type: none"> • themselves • sporting body • coach • parents • sponsor

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the importance of personal image and presentation for an athlete • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ present oneself in a professional manner when interacting with the public and the media ○ key stakeholders are fully represented during all public and media presentations ○ use effective personal image and presentation techniques when interacting with the public and the media
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when participating in a presentation ○ Knowledge of organisation's policy and procedures for interaction with the public in professional and social situations ○ Knowledge of decision making and conflict resolution strategies procedures for interaction with the public in professional and social situations • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how to deal with unexpected questions or attitudes during a function ○ Interpersonal skills to develop rapport with guests ○ Communication skills (verbal and listening) in order to effectively understand the message of the presentation and convey it accurately ○ Observation to monitor and adapt interaction with guests as required ○ Negotiation skills to negotiate difficult situations with guests and to resolve problems as they arise ○ Flexibility to adjust quickly to differing situations ○ Empathy to develop rapport and understanding with and for the guests

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to an <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ camera ○ television ○ microphone ○ headphones • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information on personal image and presentation skills • Communicating ideas and information - Use professional and social situations to project personality • Planning and organising activities - Use presentation to express stakeholder support • Working with teams and others - Meet other people • Using mathematical ideas and techniques - Not applicable • Solving problems - Adjust personal image to suit social or professional situations • Using technology - Use technology to assist presentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP004B	DEVELOP NEGOTIATION SKILLS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to develop a plan on how to negotiate to achieve an agreed outcome	1.1 Identify information on preparing for negotiation and include in the plan 1.2 Identify information on creating non verbal environments for positive negotiating and include in the plan 1.3 Identify information on active listening and include in the plan 1.4 Identify information on different questioning techniques and include in the plan 1.5 Check information to ensure it is correct and up to date
2 Participate in a negotiation to an agreed outcome	2.1 Agree on criteria for successful outcome with all parties 2.2 Consider desired outcomes of all parties 2.3 Use appropriate language throughout the negotiation 2.4 Use a variety of questioning techniques 2.5 Document the issues and process/es and agree upon with all parties 2.6 Discuss possible solutions and assess their viability 2.7 Confirm areas of agreement and record 2.8 Agree upon follow-up action with all parties

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Active listening	<p>[all categories]</p> <ul style="list-style-type: none"> • attentive • do not interrupt • good posture • maintain eye contact • reflective listening
Non verbal environments	<p>[all categories]</p> <ul style="list-style-type: none"> • friendly reception • warm and welcoming room • refreshments offered • lead in conversation before negotiation begins
Preparing for negotiation	<p>[all categories]</p> <ul style="list-style-type: none"> • background information on other parties to the negotiation • good understanding of topic to be negotiated • clear understanding of desired outcome/s • personal attributes <ul style="list-style-type: none"> ○ self awareness ○ self esteem ○ objectivity ○ empathy ○ respect for others • interpersonal skills <ul style="list-style-type: none"> ○ listening/reflecting ○ speaking ○ non verbal communication ○ assertiveness ○ behaviour labelling ○ testing understanding ○ seeking information ○ self disclosing • analytic skills <ul style="list-style-type: none"> ○ observing differences between content and process ○ identifying bargaining information ○ applying strategies to manage process ○ applying steps in negotiating process ○ strategies to manage conflict ○ steps in negotiating process ○ options within organisation and externally for resolving conflict

Questioning techniques	[all categories] <ul style="list-style-type: none">• direct• indirect• open ended
-------------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing negotiation to achieve agreed an outcome • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ participate in a negotiation with at least one other person to achieve an agreed outcome
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when participating in a negotiation ○ Knowledge of organisation's policy and procedures for negotiations in order to incorporate these into all negotiations ○ Knowledge of decision making and conflict resolution strategies procedures for negotiating to a successful outcome • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how to deal with unexpected questions or attitudes during a negotiation ○ Interpersonal skills to develop rapport with other parties to the negotiation process ○ Communication skills (verbal and listening) in order to effectively understand the message of the negotiation and come to an agreed outcome ○ Observation to monitor and adapt strategies as required to reach desired outcome/s ○ Negotiation skills to negotiate difficult situations and to resolve problems as they arise ○ Flexibility to adjust quickly to differing situations ○ Empathy to develop rapport and understanding with and for the other party

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a real negotiation process in the work environment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant details for communication action plan • Communicating ideas and information - Use assertive communication skills • Planning and organising activities - Identify all aspects for interpersonal communication action plan • Working with teams and others - Cooperate with others • Using mathematical ideas and techniques - Not applicable • Solving problems - Choose appropriate communication skills according to different situations • Using technology - Use technologies as appropriate for communication <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP005B	DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to develop basic communication and assertive behavioural skills necessary to achieve effective interpersonal communication.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to develop a interpersonal communication action plan	1.1 Identify the <i>characteristics of different behaviour</i> and include in the plan 1.2 Identify the <i>processes used in communication</i> and include in the plan 1.3 Identify the <i>common causes and consequences of ineffective communication</i> and include in the plan 1.4 Identify the factors that influence <i>successful communication</i> and include in the plan 1.5 Identify the factors that influence a person's capacity to develop <i>assertive behaviour</i> and include in the plan 1.6 Identify a range of <i>strategies for developing assertive behaviour</i> and include in the plan 1.7 Check information to ensure it is correct and up to date
2 Demonstrate effective use of the key skills required for assertive communication	2.1 Demonstrate the ability to use <i>key skills</i> required for assertive communication 2.2 Demonstrate the ability to adjust techniques according to different situations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Assertive behaviour	<p>[all categories]</p> <ul style="list-style-type: none"> • a respect for yours and others rights • limiting factors <ul style="list-style-type: none"> ○ self confidence ○ determination ○ communication skills ○ gender issues ○ personal valuation
Characteristics of different behaviour	<p>[all categories]</p> <ul style="list-style-type: none"> • assertive <ul style="list-style-type: none"> ○ a respect for yours and others rights • non-assertive <ul style="list-style-type: none"> ○ neglect of your own rights • aggressive <ul style="list-style-type: none"> ○ neglect of others right
Common causes and consequences of ineffective communication	<p>[all categories]</p> <ul style="list-style-type: none"> • causes <ul style="list-style-type: none"> ○ mixed messages ○ tone ○ inappropriate body language • consequences <ul style="list-style-type: none"> ○ poor performance ○ poor relationships ○ disrespect
Key skills	<p>[all categories]</p> <ul style="list-style-type: none"> • active listening • empathy • developing rapport • control body language • eye contact

Processes used in communication	<p>[all categories]</p> <ul style="list-style-type: none"> • processes <ul style="list-style-type: none"> ○ two way process ○ sending ○ receiving ○ verbal ○ non-verbal
Successful communication	<p>[all categories]</p> <ul style="list-style-type: none"> • listening skills • clarity of message • body language • rapport • concentration • empathy
Strategies for developing assertive behaviour	<p>[all categories]</p> <ul style="list-style-type: none"> • broken record • fogging • negative assertion • negative inquiry • free information • self disclosure • empathy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the effective use of assertive communication • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ apply factors affecting the use of assertive communication in order to communicate successfully
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when communicating with others ○ Knowledge of organisation's policy and procedures for communication with clients in order to incorporate these into all communications ○ Knowledge of decision making and conflict resolution strategies procedures for communication to achieve a successful outcome • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how to deal with unexpected questions or attitudes while communication with clients ○ Interpersonal skills to develop rapport with clients ○ Communication skills (verbal and listening) in order to effectively understand the message of the interview and reach an agreed outcome ○ Observation to monitor and adapt strategies as required to reach desired outcome/s of the communication process ○ Negotiation skills to negotiate difficult situations and to resolve problems as they arise ○ Flexibility to adjust quickly to differing situations ○ Empathy to develop rapport and understanding with and for the other party

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a real communication process in the work environment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted using a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant details for communication action plan • Communicating ideas and information - Use assertive communication skills • Planning and organising activities - Identify all aspects for interpersonal communication action plan • Working with teams and others - Cooperate with others • Using mathematical ideas and techniques - Not applicable • Solving problems - Choose appropriate communication skills according to different situations • Using technology - Use technologies as appropriate for communication <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP006B	COMPLETE A TAX RETURN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to comply with responsibilities for paying income tax and claiming allowable deductions, as well completing a tax return.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on income taxation liabilities in order to complete a tax return	1.1 Identify the <i>sources information on taxation advice</i> 1.2 Identify the obligations/responsibilities for paying tax 1.3 Identify <i>possible sources of income</i> 1.4 Identify <i>allowable tax deductions</i> 1.5 Identify the types of <i>records</i> to be kept for taxation purposes 1.6 Identify a variety of <i>income tax forms</i>
2 Complete a tax return	2.1 Complete a tax return, which incorporates all income, expenses and deductions 2.2 Check that the information is as up to date as available sources allow 2.3 Check discrepancies with the relevant person

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Allowable tax deductions	<p>[all categories]</p> <ul style="list-style-type: none"> • expenses that relate to your work as an employee • work related car expenses • work related travel expenses • work related uniform, occupation specific or protective clothing and laundry expenses • work related self-education expenses • interest and dividend • gift or donations to eligible organisations • cost of managing tax affairs • non-employer sponsored superannuation contributions
Income tax forms	<p>[all categories]</p> <ul style="list-style-type: none"> • employment declaration • group certificate • tax file number request • tax return
Possible sources of income	<p>[all categories]</p> <ul style="list-style-type: none"> • income • salary • investments • sponsorships • grants
Records	<p>[all categories]</p> <ul style="list-style-type: none"> • group certificate/s • tax file number • tax deductions • other income

Sources information on taxation advice	[all categories] <ul style="list-style-type: none">• taxation department• tax agents• accountants• investment advisers• banks• building societies• credit unions
---	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing personal income taxation and the obligations and responsibilities for pay income tax • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ complete an tax return that incorporates all income, expenses and deductions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's policy and procedures for completion of tax returns and using financial information correctly ○ Knowledge of basic financial management and record keeping in order to use this knowledge when completing a tax return • Required skills <ul style="list-style-type: none"> ○ Use of technology in order to record financial information into electronic accounting program ○ Referral skills to identify to whom to refer queries about possible deductions ○ Research skills to seek information on the correct procedures for preparing and processing a tax return ○ Literacy skills to clarify information contained in Australian Taxation Office literature
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ various taxation forms • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information required for tax return • Communicating ideas and information - Complete tax return documentation • Planning and organising activities - Collect information to complete tax return in timely manner • Working with teams and others - Seek advice from other to complete tax return • Using mathematical ideas and techniques - Use numeracy skills to calculate tax return • Solving problems - Check discrepancies with relevant people • Using technology - Use calculator to prepare tax return <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP007B	DEVELOP A FINANCIAL GOAL SETTING PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the basic knowledge and skills required to develop a personal budget, as well as the development of a financial goal setting plan.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to develop a personal budget	1.1 Identify sources of information required to develop a personal <i>budget</i> 1.2 Identify the reasons for and <i>benefits of personal budgeting</i> 1.3 Identify <i>key money saving strategies</i> 1.4 Identify the different types of <i>financial institutions</i> and the <i>services they provide</i> 1.5 Identify the <i>criteria for assessing the services provided by financial institutions</i> 1.6 Identify the <i>benefits of financial goal setting</i> 1.7 Outline <i>criteria for assessing each credit option</i>
2 Develop a personal budget	2.1 Identify and evaluate the <i>key elements of financial goal setting</i> 2.2 Assess the pros and cons of each option identified and incorporate appropriate options into the <i>budget</i> 2.3 Develop the personal <i>budget</i> incorporating a list of <i>personal credit options</i> and a financial goal setting plan
3 Collect information to complete a bank reconciliation	3.1 Identify the <i>key elements of a reconciliation statement</i> 3.2 Outline the <i>processes required to complete a bank reconciliation</i> 3.3 Identify information required to establish a personal financial record-keeping system
4 Complete a bank reconciliation	4.1 Demonstrate the ability to establish a personal financial record-keeping system 4.2 Demonstrate the ability to successfully complete a bank reconciliation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Benefits of financial goal setting	[all categories] <ul style="list-style-type: none"> • security • achievement of financial goals • monitoring of expenditure • appropriate investment
Benefits of personal budgeting	[all categories] <ul style="list-style-type: none"> • checklist of income and expenditure • monthly cash flow of income and expenditure • allows for saving so be identified • allows for realistic financial goals to be set
Budget	[all categories] <ul style="list-style-type: none"> • allocation of available resources
Criteria for assessing each credit option	[all categories] <ul style="list-style-type: none"> • interest rates • flexibility • service • fees and charges • credibility
Criteria for assessing services provided by financial institutions	[all categories] <ul style="list-style-type: none"> • interest rates • flexibility • service • fees and charges • convenience • credibility
Financial institutions	[all categories] <ul style="list-style-type: none"> • bank • building societies • credit unions

Key elements of financial goal setting	<p>[all categories]</p> <ul style="list-style-type: none"> • identification of income and expenditure (current and desired) • projection of income • projection of sporting and career commitments
Key elements of a reconciliation statement	<p>[all categories]</p> <ul style="list-style-type: none"> • debits • credits • outstanding cheques • outstanding deposits • bank fees and charges • benefits <ul style="list-style-type: none"> ○ monitoring income/expenditure ○ ensuring sufficient funds ○ monitoring transactions
Key money saving strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • obtain numerous quotes • bank fees • prepare own lunch, snacks and drinks
Process to complete a bank reconciliation	<p>[all categories]</p> <ul style="list-style-type: none"> • establish a financial record-keeping system • compare bank's record to yours • record income and expenditure included on bank statement
Services they provide	<p>[all categories]</p> <ul style="list-style-type: none"> • loans • mortgage • investment • overdraught • accounts <ul style="list-style-type: none"> ○ savings ○ cheque • credit card

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing development of a comprehensive personal budget and the services provided by financial institutions • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a financial goal setting plan that incorporates a personal budget and credit options ○ establish and maintain a personal record keeping system ○ reconcile a bank statement
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of basic financial management and record keeping in order to use this knowledge when developing a financial goal setting plan • Required skills <ul style="list-style-type: none"> ○ Referral skills to identify to whom to refer queries about possible income streams ○ Research skills to seek information on the different types of financial institutions ○ Literacy skills to clarify information financial institutions literature
Resource implications	<ul style="list-style-type: none"> • Physical resources – assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriate bookkeeping records, journals ○ sample bank statements ○ information on financial institutions • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information for financial planning • Communicating ideas and information - Develop personal budget • Planning and organising activities - Establish financial goals • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Apply numeracy skills to complete a bank reconciliation • Solving problems - Identify options for preparation of personal budget • Using technology - Use computer to assist development of financial plan <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP008B	PREPARE A PRE-EVENT OR POST-EVENT MEAL
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to prepare pre or post event meals with the correct nutritional requirements for persons participating in sport.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to plan a pre-event or post-event meal	1.1 Identify nutritional requirements for pre or post event meals for a range of sports 1.2 Identify information on different physiological characteristics and their effect on nutritional retention 1.3 Outline healthy cooking strategies 1.4 Identify taste likes and dislikes of the client for inclusion in the planning of a pre or post event meal
2 Prepare a pre or post event meal which meets nutritional requirements for a person participating in a sporting activity	2.1 Plan a pre or post event meal that satisfies the nutritional requirements for a person participating in a sport 2.2 Take account of all of the information gathered 2.3 Prepare a pre or post event meal 2.4 Ensure the meal is satisfying to the athlete and fulfils all nutritional requirements as identified

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Healthy cooking strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • grilling • steaming • low fat cooking • stir-fry
Nutritional requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • pre-event <ul style="list-style-type: none"> ○ eat 2-4 hours before ○ high carbohydrate ○ low fibre ○ low fat ○ moderate protein • post event <ul style="list-style-type: none"> ○ high carbohydrate snack within 15-30 minutes
Physiological characteristics	<p>[all categories]</p> <ul style="list-style-type: none"> • fat to muscle ratio • sex
Range of sports	<p>[all categories]</p> <ul style="list-style-type: none"> • endurance events/aerobic • sprint/anaerobic

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the nutritional requirements for pre event and post events meals • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ prepare a pre or post event meal that satisfies the nutritional requirements of a person participating in a sport
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the benefits to athletes of good nutritional cooking techniques ○ Knowledge of the physiological characteristics of diet in order to prepare appropriate menus for athletes in competing and non competing situations • Required skills <ul style="list-style-type: none"> ○ Ability to prepare a variety of different foods in a variety of healthy cooking styles ○ Communication skills in order to give and receive information correctly on the eating tastes and dislikes of an individual ○ Interpersonal skills in order to develop a rapport with the athletes for whom you are preparing meals
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ information of nutritional requirements for pre and post event meals ○ information on healthy cooking ○ appropriately equipped kitchen • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	-	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information on nutritional needs • Communicating ideas and information - Prepare selected meal based on preferences • Planning and organising activities - Use information to plan pre or post event meal • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify nutritional requirements to meet appropriate athlete and event needs • Using technology - use appropriate cooking technology to prepare meal <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP009B	COLLECT INFORMATION ON DRUGS IN SPORT
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to identify sources of information on drugs in sport issues.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on professional advice available on drugs in sport	1.1 Identify and document information on the range of <i>professional advice available on drugs in sport</i> issues 1.2 Document the function of each of these professional services
2 Collect information on the major types of drugs available in Australian society	2.1 Identify and document information on the <i>major drugs used in Australian society</i> 2.2 Ensure information is as up-to-date, accurate and as comprehensive as available sources allow 2.3 Check conflicting information with relevant sources
3 Collect information on the effects on the human body of the major drugs	3.1 Identify and document sources of information on the <i>classification of major drugs in relation to their legal status</i> 3.2 Ensure information is as up-to-date, accurate and as comprehensive as available sources allow 3.3 Check conflicting information with relevant sources 3.4 Identify and document the <i>short term and long term effects on the human body</i> of the major drugs 3.5 Identify and document other <i>possible harmful effects of drug use</i> as it relates to the individual and society
4 Collect information on the ways in which the use of performance enhancing, weight control and other drugs are controlled in Australian Society	4.1 Identify and document sources of information on the classification of drugs as either <i>banned or permitted in sport</i> 4.2 Identify and document sources of information on the reasons for drug use and the <i>physical and psychological effects of banned and restricted drugs</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Banned or permitted in sport	[all categories] <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ National Sporting Organisation for relevant sport ○ Australian Sports Commission ○ Australian Olympic Committee
Classification of major drugs in relation to their legal status	[all categories] <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ National Sporting Organisation for relevant sport ○ Australian Sports Commission ○ Australian Olympic Committee
Major drugs used in Australian society	[all categories] <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ National Sporting Organisation for relevant sport ○ Australian Sports Commission ○ Australian Olympic Committee
Possible harmful effects of drug use	[all categories] <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ National Sporting Organisation for relevant sport ○ Australian Sports Commission ○ Australian Olympic Committee
Professional advice available on drugs in sport	[all categories] <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ Australian Pharmaceutical Association ○ sports practitioner ○ sports nutritionist

Physical and psychological effects of banned and restricted drugs	<p>[all categories]</p> <ul style="list-style-type: none"> • narcotics <ul style="list-style-type: none"> ○ loss of balance ○ slowed breathing ○ loss of concentration ○ nausea • stimulants <ul style="list-style-type: none"> ○ increased blood pressure ○ faster heart rate ○ aggression and violence • anabolic agents <ul style="list-style-type: none"> ○ changes in mood ○ shrinking of genitals ○ hair loss
Short term and long term effects on the human body	<p>[all categories]</p> <ul style="list-style-type: none"> • Current information available from <ul style="list-style-type: none"> ○ Australian Sports Drug Agency ○ National Sporting Organisation for relevant sport ○ Australian Sports Commission ○ Australian Olympic Committee

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of drugs in sport issues and their effect on the human body • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify sources of information in order to collect information on drugs in sport issues ○ ensure the information is up to date and accurate
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's policy and procedures for researching information from external organisations • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how access information on systems you do not have any knowledge of ○ Interpersonal skills to develop rapport with organisations from whom you wish to gather information ○ Communication eg verbal and listening skills ○ Negotiation skills to negotiate access to information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ information on the drugs in sport issue and information from organisations that provide advice on these issues • Human resources - assessment of this competency will require <ul style="list-style-type: none"> ○ personnel with career oriented participation competency at the appropriate level ○ personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ personnel to have attained the National Competency Standards for Assessment BSZ401A, BSZ402A and BSZ403A
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	-	2	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information on drugs in sport • Communicating ideas and information - Relate legal implications to drug use • Planning and organising activities - Not applicable • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify banned substances and restricted drugs for sport • Using technology - Use computer and internet to access drug information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP010B	COLLECT INFORMATION ON STRESS MANAGEMENT
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to gather information on the causes of stress, and strategies for managing stress.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the impact stress can have on performance	1.1 Identify and document information on the causes of stress 1.2 Identify and document information on the effects of stress on physiological and psychological well being 1.3 Identify and document information on the impact stress can have on sporting performances 1.4 Ensure information is up-to-date, accurate and as comprehensive as available sources allow 1.5 Check conflicting information with relevant source
2 Collect information on ways of effectively managing stress	2.1 List information on the main forms of stress management 2.2 Identify and document information on the benefits of a range of relaxation techniques 2.3 Identify and document information on the role of leisure and recreation in stress management 2.4 Ensure information is up-to-date, accurate and comprehensive as available sources allow 2.5 Check conflicting information with relevant source

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Benefits of a range of relaxation techniques	[all categories] <ul style="list-style-type: none"> • increase in performance • increase in concentration • feeling of control • decrease in cardiovascular risks
Causes of stress	[all categories] <ul style="list-style-type: none"> • social • environmental • technological • fear/worry • time management • guilt
Effects of stress on Physiological and psychological well being	[all categories] <ul style="list-style-type: none"> • psychological <ul style="list-style-type: none"> ◦ emotional swings • fight or flight response • cardiovascular effects • physiological
Forms of stress management	[all categories] <ul style="list-style-type: none"> • yoga • conflict resolution • relaxation • time management training
Impact stress can have on sporting performance	[all categories] <ul style="list-style-type: none"> • increased tension • loss of rhythm • decrease in concentration
Relaxation techniques	[all categories] <ul style="list-style-type: none"> • deep breathing • visualisation • meditation

Role of leisure and recreation in stress management	[all categories] <ul style="list-style-type: none">• release in tension• balanced lifestyle• fun
--	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the impact of stress on performance • Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learners environment • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify sources of information in order to collect information on stress management ○ ensure information is up to date and accurate ○ outline the ways of effectively managing stress
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's policy and procedures for researching information from external organisations • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how access information on systems you do not have any knowledge of ○ Interpersonal skills to develop rapport with organisations from whom you wish to gather information ○ Communication (verbal and listening skills) ○ Negotiation skills to negotiate access to information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ information on the physiological and psychological effects of stress ○ information on different types of relaxation techniques • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real work environment. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	-	1	-	-	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information on effective way to managing stress • Communicating ideas and information - Use active listening skills • Planning and organising activities - Not applicable • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Not applicable • Using technology - Use computer and internet to access stress management information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP011B	DEVELOP AN INTEGRATED TIME MANAGEMENT PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the skills and knowledge required to develop and implement an integrated time management plan.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information for the development of a time management plan	1.1 Identify and document information required to develop a time management plan 1.2 Identify and document the factors that lead to time wastage 1.3 Identify and document the advantages and disadvantages of time management 1.4 Identify and document the factors that contribute to effective time management 1.5 Identify and document the key tools required for developing a time management plan 1.6 Identify all key activities and commitments that need to be included within the time management plan and prioritise for inclusion in the plan 1.7 Ensure information is up to date, accurate and as comprehensive as available sources allow 1.8 Check conflicting information with relevant sources
2 Demonstrate the skills necessary to develop an integrated time management plan	2.1 Demonstrate the ability to develop an integrated time management plan that includes a diary and a weekly or monthly planner 2.2 Demonstrate the ability to monitor, evaluate and adjust the time management plan as required

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advantages of effective time management	[all categories] <ul style="list-style-type: none"> • increased productivity • prevention of duplication of effort • lower costs • reduced stress • increased output • realisation of personal and professional goals
Effective time management	[all categories] <ul style="list-style-type: none"> • time scheduling • establishment of priorities for <ul style="list-style-type: none"> ○ education ○ training ○ work ○ leisure • integration of schedules • dealing with distraction • task orientation • effective communication
Factors that lead to time wastage	[all categories] <ul style="list-style-type: none"> • goal conflicts • reliance on others • being controlled by others • lack of planning • ineffective communication • poor organisation
Key activities	[all categories] <ul style="list-style-type: none"> • exam dates • holiday camps • competitions • training times • family commitments • work hours • goals

Key tools	[all categories] <ul style="list-style-type: none">• diary• weekly planner• yearly planner• goal setting plan• technology
------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing time management in the workplace and strategies for implementing and monitoring an effective time management plan • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify sources of information in order to collect information on the development of a time management plan ○ develop an integrated time management plan that all includes all key activities and includes a diary and a weekly or monthly planner ○ ensure the time management plan is adjusted as required
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of decision making and conflict resolution strategies and procedures for prioritising your time • Required skills <ul style="list-style-type: none"> ○ Literacy skills to clarify information on the various types of time management tools ○ Use of technology in order to record activities into an electronic time management program
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ template documents for logging time ○ sample planners, weekly, monthly, yearly • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	-	2	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information to assist in the development of a time management plan • Communicating ideas and information - Develop the time management plan • Planning and organising activities - Plan and organise collection of information for the time management plan • Working with teams and others - Not applicable • Using mathematical ideas and techniques - To allocate adequate, monitor and adjust time management in the plan • Solving problems - Adjust the plan as required • Using technology - Use technology to assist in the development of the time management plan <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP012B	DEVELOP A TRAVEL AND ACCOMMODATION PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to make travel and accommodation bookings for a particular itinerary and event.

ELEMENT	PERFORMANCE CRITERIA
1 Determine appropriate travel and accommodation arrangements for a particular event	1.1 Clarify <i>purpose of travel</i> and proposed itinerary 1.2 Identify and document <i>travel</i> and <i>accommodation</i> requirements 1.3 Assess travel and accommodation arrangements suitable for the situation in line with needs
2 Make travel and accommodation bookings	2.1 Make bookings in line with identified needs 2.2 Finalise itinerary for the particular event and distribute to appropriate persons

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accommodation	[all categories] <ul style="list-style-type: none"> • hotel • motel • hostel • on-site
Purpose of travel	[all categories] <ul style="list-style-type: none"> • competition • championship • conference • meeting • presentation • media event • game • interview
Travel	[all categories] <ul style="list-style-type: none"> • aeroplane • car • bus • boat

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the booking of travel and accommodation arrangements • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ make travel and accommodation bookings in accordance with a given itinerary for a particular event
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisation's policy and procedures for booking of travel and accommodation ○ Knowledge of travel industry booking systems in order to effectively and efficiently develop a travel and accommodation plan ○ Knowledge of hospitality industry booking systems in order to effectively and efficiently develop a travel and accommodation plan • Required skills <ul style="list-style-type: none"> ○ Literacy skills to clarify information on purpose of the travel ○ Use of technology in order to make the necessary travel and accommodation bookings ○ Problem solving strategies to know what to do if first option is not available ○ Interpersonal skills to develop rapport with booking agencies ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately develop a travel and accommodation plan

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ information on procedures to be followed in the travel and hospitality industry for making booking • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information for proposed travel and accommodation • Communicating ideas and information - Make required bookings • Planning and organising activities - Identify requirements for travel and accommodation and make appropriate arrangements • Working with teams and others - Clarify the purpose of travel • Using mathematical ideas and techniques - To calculate cost of travel and accommodation • Solving problems - Adjust travel bookings and accommodation as required • Using technology - Use computer and Internet to access information about travel and accommodation and to make bookings (where applicable) <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP013B	DEVELOP A CAREER GOAL SETTING PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to identify the different types of goals, and the key elements of developing, implementing and reviewing goals.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to develop a career goal setting plan	1.1 Identify and document the different <i>types of goals</i> 1.2 Identify and document the <i>purpose</i> of goal setting 1.3 List the <i>key elements</i> of goal setting for inclusion in the plan
2 Develop a career goal setting plan	2.1 Include long, medium and short term goals 2.2 Include tasks to meet the aims and is realistic 2.3 Take account of all collected information
3 Evaluate the plan	3.1 Determine the <i>parameters of evaluation</i> 3.2 Accept feedback and suggestions constructively 3.3 Identify areas where adjustment is needed and agree upon ways of incorporating these adjustments 3.4 Adjust career goal setting plan incorporating the new information

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Key elements of goal setting	<p>[all categories]</p> <ul style="list-style-type: none"> • specific • measurable • action-oriented • realistic • time-frame • process of goal setting <ul style="list-style-type: none"> ○ identification ○ writing a goal statement • S. M. A. R. T. goal principles <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Achievable ○ Realistic ○ Time-line
Parameters of evaluation	<p>[all categories]</p> <ul style="list-style-type: none"> • review <ul style="list-style-type: none"> ○ timeframe for review and notification of key parties ○ seek feedback ○ gather relevant information • evaluation <ul style="list-style-type: none"> ○ measure progress and set goals ○ identify limiting factors to achievement ○ make modifications ○ reset timeframe for goals
Purpose	<p>[all categories]</p> <ul style="list-style-type: none"> • plan • clarification • motivation
Types of goals	<p>[all categories]</p> <ul style="list-style-type: none"> • short term • medium term • long term

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the different types of goal setting and their purposes • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a career goal setting plan that incorporates short, medium and long term goals ○ develop an action plan to review and modify the career goal setting plan as necessary
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of decision making and conflict resolution strategies and procedures for prioritising your goals • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how set realistic goals to aim for in your career and to identify pathways to achieving these aims ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately develop a career goal setting plan ○ Negotiation skills to negotiate career advancements
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ documentation of goal setting for the work environment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information for a career plan • Communicating ideas and information - Consider goals to achieve • Planning and organising activities - Develop a career plan based on information collected • Working with teams and others - Seek advice regarding career plan from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Make adjustments to plans with new information • Using technology - Use computer and Internet to assist development of plan <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP014B	PREPARE TO STUDY
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to set up an appropriate place in which to study and develop strategies to use study skills effectively.

ELEMENT	PERFORMANCE CRITERIA
1 Develop study skills	1.1 Establish an <i>appropriate study space</i> 1.2 Identify and document information required to develop a <i>study diary</i> 1.3 Record <i>notes taken</i> from text books and lectures 1.4 Identify and document <i>key techniques for enhancing memory</i> 1.5 Identify and document information on preparing standard essays 1.6 Identify and document information on preparing for exams 1.7 Demonstrate the ability to take notes and study effectively

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate study space	[all categories] <ul style="list-style-type: none"> • quiet • organised • all requirements easily accessible appropriate lighting • adjustable chair • position of furniture
Key techniques for enhancing memory	[all categories] <ul style="list-style-type: none"> • revision • summary notes
Notes taken	[all categories] <ul style="list-style-type: none"> • skimming • summarising • short hand • key words
Study diary	[all categories] <ul style="list-style-type: none"> • creating lists • prioritising homework • variation • incorporating breaks

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence developing effective study habits • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ establish a area that is conducive to studying effectively ○ develop effective study habits ○ ensure accurate notes are taken from all lectures and text books ○ identify sources of information to prepare for essays and exams
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of decision making and conflict resolution strategies and procedures for prioritising study requirements • Required skills <ul style="list-style-type: none"> ○ Problem solving strategies to know how set realistic study goals to achieve aims ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately prepare to study ○ Negotiation skills to negotiate study programs ○ Literacy skills to clarify information within study material ○ Use of technology in order to prepare essays and other examinable documents ○ Problem solving strategies to know what to do if research material is unavailable or deadline unachievable ○ Interpersonal skills to develop rapport with lecturers and other learners

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ samples of study diaries ○ samples of standard essays ○ samples of relevant exams • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information for study diary and essay • Communicating ideas and information - Prepare essay based on information and ideas • Planning and organising activities - Establish study space • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Prepare notes and apply study skills • Using technology - Use computer and applications to prepare essay <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP015B	PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to plan a presentation for informative, motivational and persuasive talks, using strategies that enhance a presentation and maintain audience interest.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on informative, motivational and persuasive talks	1.1 Identify sources of information on the key characteristics of informative, motivational and persuasive talks 1.2 Identify appropriate formats for delivering informative, motivational and persuasive talks 1.3 Identify the differing presentation styles for informative, motivational and persuasive talks
2 Prepare an action plan to enhance the speaker's presence during a presentation	2.1 Include strategies for developing confidence, self esteem and image during a presentation 2.2 Include different methods for managing nerves during a presentation 2.3 Identify the impact effective use of body language and eye contact has on a presentation 2.4 Identify strategies for maintaining and re-establishing focus throughout a presentation 2.5 Identify the impact of tone, pitch and volume of the voice can have on a presentation 2.6 Identify the key characteristics of an audience
3 Demonstrate the ability to effectively establish rapport with an audience and manage a presentation	3.1 Demonstrate the ability to apply strategies for maintaining audience interest and answering difficult questions during a presentation 3.2 Demonstrate the ability to gain immediate feedback from the audience and incorporate this into the presentation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Impact effective use of body language and eye contact	<p>[all categories]</p> <ul style="list-style-type: none"> • developing rapport with audience • developing trust with audience • developing empathy with audience • maintenance of audience interest
Impact tone, pitch and volume of voice	<p>[all categories]</p> <ul style="list-style-type: none"> • words 7% • tonality 38% • physiology 55%
Key characteristics of an audience	<p>[all categories]</p> <ul style="list-style-type: none"> • age • sex • reason for attending • size • voluntary
Key characteristics of informative, motivational and persuasive talks	<p>[all categories]</p> <ul style="list-style-type: none"> • informative <ul style="list-style-type: none"> ○ detailed information ○ stronger use of visual aids ○ content important • motivational <ul style="list-style-type: none"> ○ style of presentation ○ stronger use of body language ○ content inspiring • persuasive <ul style="list-style-type: none"> ○ style of presentation ○ stronger use of body language ○ passionate about content ○ logical approach to argument

Methods for managing nerves	<p>[all categories]</p> <ul style="list-style-type: none"> • centering breathing • practice material • mental rehearsal • check environment and facilities • positive thinking
Answering difficult questions	<p>[all categories]</p> <ul style="list-style-type: none"> • anticipate questions and prepare • seek clarification • maintain demeanour • be honest • deflect back to audience
Immediate feedback from the audience	<p>[all categories]</p> <ul style="list-style-type: none"> • body language • posture • eye contact
Strategies for maintaining and re-establishing focus	<p>[all categories]</p> <ul style="list-style-type: none"> • pause <ul style="list-style-type: none"> ○ take a deep breath ○ have a drink a water ○ re-focus on notes • seek audience feedback • visualisation
Strategies for maintaining audience interest	<p>[all categories]</p> <ul style="list-style-type: none"> • humour • interaction • eye contact • modulation of voice • visual aids

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the delivery of an informative, motivational and persuasive talks • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ deliver either an informative, motivational or persuasive presentation to a public forum using the appropriate format and delivery style ○ develop an action plan for the delivery of the presentation that details ways of improving presentation to ensure its effectiveness ○ establish rapport with the audience ○ answer difficult questions if they arise during a presentation
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of group dynamics to establish and maintain rapport with an audience ○ Knowledge of leadership styles to understand how to manage an audience and possible questions ○ Knowledge of decision making and conflict resolution strategies to understand how to manage difficult situations that may occur during a presentation ○ Knowledge of problem solving to understand how to manage difficult questions • Required skills <ul style="list-style-type: none"> ○ Basic public speaking skills in order to effectively deliver talks to an audience ○ Media presentation skills in order to understand what is required when presenting to the public ○ Problem solving skills to effectively deal with any problems that arise during the presentation ○ Interpersonal skills to establish and maintain rapport with the audience ○ Communication (verbal and listening skills) ○ Observation in order to read the mood of the audience ○ Negotiation skills to negotiate mutually acceptable outcomes when difficulties arise during a presentation ○ Flexibility skills in order to be able to adjust the presentation to suit the mood/need of the audience ○ Empathy skills to build and feel empathy with and for the audience ○ Conflict resolution skills to resolve possible conflicts that may arise during a presentation

	<ul style="list-style-type: none"> ○ Decision making skills to make decision of what needs to be done in order for the presentation to run smoothly
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ microphone ○ lectern ○ stage ○ access to relevant information ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance ● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information for public speaking • Communicating ideas and information - Conduct a public speaking presentation • Planning and organising activities - Use an action plan to assist public speaking presentation • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Adjust public speaking to suit audience interest • Using technology - Use appropriate technology to enhance public speaking presentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP016B	PREPARE FOR A MEDIA INTERVIEW
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit explains the benefits of working with the media, as well as how to handle questions during media interviews and impromptu interviews.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the <i>benefits</i> of working cooperatively with the media.	1.1 Identify sources of information on the main <i>benefits</i> the media can provide 1.2 Identify the <i>benefits that an organisation can provide the media</i> 1.3 Identify the <i>characteristics of high profile media personalities</i> , both in sport and business 1.4 Identify <i>strategies for developing cooperative arrangements</i> with journalists
2 Collect information on the effective handling of questions during interviews	2.1 Identify sources of information on the <i>key issues</i> that need to be incorporate into the interview 2.2 Identify sources of information on <i>strategies for incorporating the key issues</i> into the interview 2.3 Identify sources of information on strategies for handling <i>different styles of questioning</i> 2.4 Identify sources of information on strategies for answering questions in ways that <i>promote listener interest</i>
3 Prepare an action plan for an <i>impromptu</i> interview	3.1 Identify situations where <i>impromptu interviews</i> may occur 3.2 Include a <i>checklist</i> of key points to be covered in an <i>impromptu interview</i>
4 Demonstrate the appropriate skills required to perform an <i>impromptu</i> interview	4.1 Demonstrate the ability to perform an <i>impromptu interview</i> 4.2 Use relevant identified strategies in the <i>impromptu interview</i>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Benefits	[all categories] <ul style="list-style-type: none"> • publicity <ul style="list-style-type: none"> ○ you ○ sport ○ sponsors • attract spectators • attract sponsors • important announcements • promotion • recognition
Benefits that an organisation can provide the media	[all categories] <ul style="list-style-type: none"> • ratings • profile • audience interest • attract advertising
Characteristics of high profile media personalities	[all categories] <ul style="list-style-type: none"> • charisma • well spoken • well presented • unique qualities are demonstrated
Checklist	[all categories] <ul style="list-style-type: none"> • details relevant to your sport • details of the event/competition • sponsors • key stakeholders
Impromptu interviews	[all categories] <ul style="list-style-type: none"> • post events • presentation night • tribunal • game/event/competition

Key Issues	[all categories] <ul style="list-style-type: none"> • sponsors • performance • promotion
Promote listener interest	[all categories] <ul style="list-style-type: none"> • relaxed responses • concise answers • self disclosure • no single word answers • humour • body language
Strategies for developing cooperative arrangements	[all categories] <ul style="list-style-type: none"> • availability • research topic • provision of appropriate information • invitations • media releases
Strategies for incorporating the key issues	[all categories] <ul style="list-style-type: none"> • conversational manoeuvring • redirection of questions
Different styles of questioning	[all categories] <ul style="list-style-type: none"> • direct • fantasy • indirect • open • closed • incisive • soft

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing working cooperatively with the media • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ conduct an impromptu interview ○ handle questions effectively during the interview ○ incorporate the key issues into the interview
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of contractual arrangements as an athlete in order to understand contractual obligations when participating in a media interview ○ Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when participating in a media interview • Required skills <ul style="list-style-type: none"> ○ Problem solving in order to handle difficult questions during a media interview ○ Interpersonal skills in order to establish rapport with the interviewer ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this accurately to prepare to give a public speaking presentation ○ Negotiation to negotiate interviews with the media ○ Flexibility to fit in with the needs of the media and the organisation

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriately equipped theory space ○ camera ○ microphone • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information to prepare for media interview • Communicating ideas and information - Use action plan for proposed interview • Planning and organising activities - Prepare an action plan to assist with interview • Working with teams and others - Work cooperatively with media personnel • Using mathematical ideas and techniques - Not applicable • Solving problems - Use appropriate skills to answer questions during interview • Using technology - Use media equipment such as microphone <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP017B	DEVELOP SELF AWARENESS SKILLS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit provides an understanding of the role of the self-concept in enhancing sporting and personal performance.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the role self awareness plays in achieving personal goals	1.1 Identify sources of information on self-awareness, self-concept, personal goals and self-esteem 1.2 Identify sources of information on the factors influencing the development of self-concept 1.3 Identify sources of information on the behaviours associated with positive and negative self-concept 1.4 Identify sources of information on strategies for establishing personal goals 1.5 Identify strategies for identifying personal strengths and weaknesses
2 Collect information on the impact positive and negative self-concept have on performance	2.1 Identify sources of information on the ways in which self-concept may influence behaviour 2.2 Identify sources of information on the ways in which self-concept may influence attitude and response to feedback 2.3 Identify sources of information on the ways in which self-concept may contribute to performance of individual and team

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Behaviours associated with positive and negative self-concept	[all categories] <ul style="list-style-type: none"> • assertive/aggressive • withdrawn/outgoing • positive/negative • cooperative/uncooperative • respectful/disrespectful • individual/team • selfish/considerate • responsive to feedback • secure/insecure • risk taking • responsive to new ideas
Feedback	[all categories] <ul style="list-style-type: none"> • sources <ul style="list-style-type: none"> ○ coach ○ umpire ○ media ○ spectators ○ team members ○ opponents ○ officials ○ family/friends ○ peers ○ supporters • attitude and response to feedback <ul style="list-style-type: none"> ○ receptive/defensive ○ ignore/take action ○ question/accept ○ verbalise/remain silent ○ argue/discuss
Performance in individual and team	[all categories] <ul style="list-style-type: none"> • goals <ul style="list-style-type: none"> ○ team ○ personal • motivation • dealing with success/failure

Personal goals	<p>[all categories]</p> <ul style="list-style-type: none"> • short term • medium term • long term • attainable goals • types of goals
Self-concept	<p>[all categories]</p> <ul style="list-style-type: none"> • factors influencing the development <ul style="list-style-type: none"> ○ family <ul style="list-style-type: none"> ▪ number of children ▪ type ▪ place in family ○ gender ○ religion ○ culture ○ peer group ○ environment ○ social class ○ education ○ significant others
Self-esteem	<p>[all categories]</p> <ul style="list-style-type: none"> • strategies to build <ul style="list-style-type: none"> ○ examine mistakes ○ give and receive compliments ○ analysis of feedback ○ setting and monitoring personal goals ○ reflection
Strategies for identifying personal strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • personal profiling • self-analysis • feedback from others • psychological/personality tests • professional counselling/coaching

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the development of a positive self-concept • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify ways of enhancing performance through positive self-concept
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of sources of information to collect relevant information ○ Knowledge of factors affecting individual needs in order to incorporate this knowledge into development of self awareness skills • Required skills <ul style="list-style-type: none"> ○ Problem solving skills in order to identify, clarify and incorporate relevant information ○ Communication (verbal and listening) in order to effectively understand the presented information and use this to develop self awareness skills ○ Use of technology to obtain relevant information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ sources of information on the development of self awareness and self esteem. • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information on self awareness • Communicating ideas and information - Listen to feedback • Planning and organising activities - Establish sources of information for self awareness • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Relate positive and negative self concept to performance • Using technology - Use technology to assist research for information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP018B	DEVELOP ADVANCED ASSERTIVE COMMUNICATION SKILLS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers information on the main styles of behaviour and strategies to communicate effectively with each style.

ELEMENT	PERFORMANCE CRITERIA
1 Identify different behavioural styles	1.1 Identify sources of information on the main types of <i>behavioural styles</i> 1.2 Identify sources of information on the <i>characteristics of the different styles of behaviour</i> 1.3 Identify <i>strategies</i> for communicating effectively with each <i>behavioural style</i>
2 Develop an action plan for implementing active listening skills	2.1 Include the key elements of <i>active listening</i> in the plan 2.2 Outline the <i>role of active listening</i> plays in the <i>communication process</i> in the plan 2.3 Incorporate all information gathered and relevant to active listening on the <i>different behavioural styles</i> and how to communicate effectively with each style
3 Demonstrate effective use of active listening skills	3.1 Demonstrate the ability to effectively use <i>active listening</i> skills 3.2 Demonstrate the ability to adjust techniques according to different situations
4 Demonstrate an ability to successfully communicate with all styles of behaviour	4.1 Demonstrate the ability to use communication techniques applicable to each <i>behavioural style</i> 4.2 Demonstrate the ability to adjust techniques according to different situations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Active listening	[all categories] <ul style="list-style-type: none"> • attentive • do not interrupt • good posture • maintain eye contact • reflective listening
Behavioural styles	[all categories] <ul style="list-style-type: none"> • direct • stabiliser • influencing • conscientious
Characteristics of the different styles of behaviour	[all categories] <ul style="list-style-type: none"> • direct <ul style="list-style-type: none"> ○ priority to detail ○ thorough ○ systematic • influencing <ul style="list-style-type: none"> ○ results focussed ○ seeks challenges ○ leader • stabiliser <ul style="list-style-type: none"> ○ loyal ○ mediator ○ supporter • conscientious <ul style="list-style-type: none"> ○ creative ○ implosive ○ informal
Communication process	[all categories] <ul style="list-style-type: none"> • listening • empathy • body language • managing conflict • negotiation skills

Different styles of behaviour	<p>[all categories]</p> <ul style="list-style-type: none"> • direct <ul style="list-style-type: none"> ○ factual and concise ○ to the point • influencing <ul style="list-style-type: none"> ○ brainstorming ○ acknowledgment ○ input • stabiliser <ul style="list-style-type: none"> ○ detailed information ○ nurturing and genuine ○ supportive • conscientious <ul style="list-style-type: none"> ○ detailed information ○ patient ○ persistent and clear
Role of active listening	<p>[all categories]</p> <ul style="list-style-type: none"> • developing empathy • diffusing aggression • developing a common understanding

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the different behavioural style and effective strategies for communicating with each style • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ apply knowledge of factors affecting the successful application of active listening
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of group dynamics in order to understand and manage communication process ○ Knowledge of leadership styles in order to understand and manage communication process ○ Knowledge of decision making and conflict resolution strategies in order to understand and manage communication process ○ Knowledge of problem solving strategies in order to manage communication process to a successful outcome • Required skills <ul style="list-style-type: none"> ○ Problem solving to resolve problems and communicate effectively ○ Interpersonal skills to develop rapport and achieve desired outcomes from the communication process ○ Communication (verbal and listening skills) in order to effectively understand the presented information and use this to develop advanced assertive communication skills ○ Observation in order to identify behavioural types and use appropriate communication methods ○ Negotiation skills in order to negotiate successful outcome ○ Flexibility to adjust communication style to suit different situations

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ sources of information on the main behavioural types and active listening skills • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must • be competent in this unit <ul style="list-style-type: none"> ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information on behaviour styles • Communicating ideas and information - Use active listening skills • Planning and organising activities - Develop action plan for active listening • Working with teams and others - Listen to others • Using mathematical ideas and techniques - Not applicable • Solving problems - Adjust communication skills according to feedback and listening skills • Using technology - Use appropriate technology <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP019B	PREPARE A SPONSORSHIP PROPOSAL
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers information needed to develop a sponsorship proposal and service sponsors throughout the contracted period.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to prepare a sponsorship proposal	1.1 Identify information on the <i>important part sponsorship can play</i> in the operation of a business 1.2 Identify sources of information on all relevant sporting affiliations 1.3 Identify information on existing contractual obligations to all relevant sporting affiliations 1.4 Identify sources of information on the demographics of a number of sports 1.5 Identify sources of information for <i>advice on writing sponsorship proposals</i>
2 Research the background of potential sponsors	2.1 Identify a number of companies who could be approached with a sponsorship proposal a 2.2 Obtain the mission statement and values of each identified company 2.3 Identify sources of information on the core business of each identified company 2.4 Identify a list of <i>key personnel</i> in each identified company
3 Develop a sponsorship proposal	3.1 Include the benefits the sponsorship can offer the company targeted in the proposal 3.2 Identify the <i>rights and responsibilities of each party</i> 3.3 Include all relevant details of the person/organisations requesting the sponsorship in the proposal
4 Develop a plan for on going servicing of sponsors	4.1 The plan includes all the listed requirements within the sponsorship contract 4.2 The plan identifies personnel within the organisation who will be responsible for each listed requirement 4.3 The plan includes a <i>timeframe and methodology</i> for delivering sponsorship requirements within the contracted period 4.4 The plan includes <i>methods of reporting</i> back to the sponsor on the progress of the contracted activities 4.5 The plan includes the <i>subject areas</i> that will be addressed in the final report at the completion of the contract

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advice on writing sponsorship proposals	[all categories] <ul style="list-style-type: none"> • sporting body • marketing professional • state institute/academy of sport • club official • solicitor • coach • personal manager
Important part a sponsorship can play	[all categories] <ul style="list-style-type: none"> • financial stability • profile • contacts • allows time to concentrate on training
Key personnel	[all categories] <ul style="list-style-type: none"> • general manager/chief executive officer • financial manager • marketing manager • public relations manager
Methods of reporting	[all categories] <ul style="list-style-type: none"> • periodical written reports • verbal up date • documented feedback • site visits

Rights and responsibilities of each party	<p>[all categories]</p> <ul style="list-style-type: none"> • sponsor <ul style="list-style-type: none"> ○ rights • naming rights • merchandising/branding • promotional opportunities <ul style="list-style-type: none"> ○ responsibilities • vision and mission of organisation • shareholder interest • athlete/organisation <ul style="list-style-type: none"> ○ rights • contractual obligations • legal <ul style="list-style-type: none"> ○ responsibilities • existing contractual obligations • organisational • existing sponsor/s
Subject areas	<p>[all categories]</p> <ul style="list-style-type: none"> • financial • attendance • publicity gained • operational • testimonials
Timeframe and methodology	<p>[all categories]</p> <ul style="list-style-type: none"> • operational timeline for each step of activity • roles and responsibilities of each member of operational staff • expected outcomes of each stage

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the development of sponsorship proposals • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a sponsorship proposal that incorporates all necessary factors about the proposed activity and the organisation's responsibilities ○ ensure proposed companies to be approached are thoroughly researched to ensure correct matching of proposal and companies approached ○ ensure all relevant staff are fully informed of roles and responsibilities in relation to the activity ○ ensure sponsor is kept fully informed on the progress of the contracted activity ○ ensure the final report is comprehensive and addresses all areas agreed to in the sponsorship proposal
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisational policy and procedures of the organisation in regard to seeking sponsorship ○ Knowledge of legislative requirements, eg, Duty of care ○ Knowledge of activity aims and client goals connected with sponsorship proposals ○ Knowledge of decision making and conflict resolution strategies in order to manage the sponsorship to a successful completion • Required skills <ul style="list-style-type: none"> ○ Problem solving in order to effectively manage any real or potential problems that may arise during the contracted period ○ Interpersonal skills to develop rapport with potential sponsors ○ Communication (verbal and listening) to successfully negotiate sponsorship ○ Observation to foresee any potential problems ○ Negotiation to successfully negotiate sponsorship ○ Flexibility to adjust activity program to meet changing situations ○ Decision making skills in order to make necessary decisions to ensure a successful outcome to sponsored activity ○ Conflict resolution skills in order to resolve conflicts to ensure a successful outcome to sponsored activity

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ sample company profile information, sample sponsorship proposals • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and collect relevant information to prepare a sponsorship proposal • Communicating ideas and information - Develop a sponsorship proposal • Planning and organising activities - Develop a plan to service a sponsorship • Working with teams and others - Work with other parties associated with the sponsorship • Using mathematical ideas and techniques - Not applicable • Solving problems - Provide monitoring and reporting to service the sponsorship • Using technology - Use computer to prepare sponsorship proposal <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP020B	DEVELOP A PERSONAL FINANCIAL PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to identify sources of independent professional advice and major investment alternatives are outlined in order to develop a personal finance plan.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to prepare a personal financial plan	1.1 Identify sources of information listing the <i>reasons why personal financial planning is important</i> 1.2 Identify sources of information on <i>providers</i> of financial advice 1.3 Outline the <i>services</i> provided by each identified option 1.4 Identify sources of information on the differences between <i>high</i> and <i>low risk</i> investment strategies 1.5 Identify sources of information on the different <i>forms of insurance</i> available 1.6 Identify sources of information on the different <i>forms of superannuation</i> 1.7 List the <i>reasons for taking out insurance and personal superannuation</i> 1.8 Ensure information is as up-to-date, accurate and as comprehensive as available sources allow 1.9 Check conflicting information with relevant sources
2 Prepare a personal financial plan	2.1 Include aims relevant to identified needs 2.2 Include <i>criteria for selecting a financial adviser</i> 2.3 Include details of the <i>major investment alternatives</i> available 2.4 Include <i>criteria for selecting the appropriate investment option</i> 2.5 Take account of all collected information

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Criteria for selecting a financial adviser	[all categories] <ul style="list-style-type: none"> • credibility • empathy for sport • experience • cost
Criteria for selecting the appropriate investment option	[all categories] <ul style="list-style-type: none"> • accessibility to funds • reasons for investment • current/projected financial commitments
Forms of insurance	[all categories] <ul style="list-style-type: none"> • life • accident • property • public liability • motor vehicle • trauma • travel • income protection
Forms of superannuation	[all categories] <ul style="list-style-type: none"> • roll over • lump sum payment • personal/employment contributions
High risk	[all categories] <ul style="list-style-type: none"> • short term • specialised portfolio • shares • greater tax benefits

Low risk	[all categories] <ul style="list-style-type: none"> • long term • secure • diverse portfolio • bonds • property • banks
Major investment alternatives	[all categories] <ul style="list-style-type: none"> • banks • financial institutions • share markets • bonds • trusts • property
Providers	[all categories] <ul style="list-style-type: none"> • bank • financial planners • accountants • investment advisers • security brokers • stock brokers • solicitors • insurance companies
Reasons for taking out insurance and personal superannuation	[all categories] <ul style="list-style-type: none"> • savings plan • risk management • retirement planning
Reasons why personal financial planning is important	[all categories] <ul style="list-style-type: none"> • risk management • future planning • retirement • variation in income levels • career changes in/out of sport
Services	[all categories] <ul style="list-style-type: none"> • investment options • insurance options • financial management

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the preparation of a personal financial plan • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a personal financial plan that includes all relevant information necessary to effectively map out investment opportunities and known expenses for short, medium and long term financial security.
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of contractual obligations in order to assess future income for inclusion in personal financial plan ○ Knowledge of decision making strategies in order to assess and decide on investment opportunities • Required skills <ul style="list-style-type: none"> ○ Problem solving skills to find sources of information needed for developing a personal financial plan ○ Communication (verbal and listening skills) in order to effectively understand the presented information and use this to accurately develop a personal financial plan ○ Negotiation to negotiate with financial advisers on the best investment option ○ Decision making skills in order to decide on the best investment opportunity available and the best financial adviser to use ○ Research skills in order to access sources of information

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ sample investment plan information, information on superannuation, information on insurance policies. • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information to prepare a personal financial plan • Communicating ideas and information - Develop a personal financial plan • Planning and organising activities - Use information to prepare a personal financial plan • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Use numeracy skills to prepare personal financial plan • Solving problems - Develop options to meet changing financial needs • Using technology - Use computer and calculator to prepare personal financial plan <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP021B	COLLECT INFORMATION ON CONTRACTS
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit identifies information of legal contracts as they apply to an athlete and their sport.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the function of a contract as it applies to an athlete and their sport	1.1 Identify sources of information on the rights and responsibilities of the parties in a contract 1.2 Identify the key sources of advice on sporting contracts 1.3 Identify sources of information on the procedures in the establishment of a contract and the essential elements of a valid contract 1.4 Outline the potential consequences of a breach of contract

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Breach of contract	[all categories] <ul style="list-style-type: none"> • loss of contract • suspension • fine • disciplinary action • legal implications • decrease in desired profile
Essential elements of a valid contract	[all categories] <ul style="list-style-type: none"> • intention to create legal relations • offer and acceptance • consideration and form • capacity
Sources of advice	[all categories] <ul style="list-style-type: none"> • club officials • solicitors • personal managers
Sporting contracts	[all categories] <ul style="list-style-type: none"> • player • sponsorship • employment • validity (valid, void, voidable, unenforceable, illegal) • performance (executed, executory) • formation (express, implied, quasi) • formal and simple contracts

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the function of a contract as it applies to an athlete and their sport • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ collect relevant information on the function of a contract as it applies to an athlete and their sport ○ ensure the rights and responsibilities of all parties, including the potential consequences of a breach of contract are identified
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of contractual arrangements in order to assess what contracts may be entered into ○ Knowledge of organisational policy and procedures in regard to entering into contractual arrangements • Required skills <ul style="list-style-type: none"> ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this when collecting information on contracts ○ Negotiation skills in order to negotiate access to sources of information ○ Decision making in order to decide on the relevant information ○ Research skills in order to access sources of information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ relevant information on contracts • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information on sporting contracts • Communicating ideas and information - Identify relevant information for sporting contract • Planning and organising activities - Collate information for sporting contract • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify issues related to breach of contract • Using technology - Use computer to assist in search for information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP022B	COLLECT INFORMATION ON ELITE ATHLETES
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit identifies the characteristics of an elite athlete.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the characteristics of elite athletes	1.1 Identify sources of information on the <i>key characteristics</i> displayed by elite athletes 1.2 Identify sources of information on the <i>potential barriers</i> that an athlete may encounter 1.3 Identify strategies to effectively <i>manage and overcome</i> the potential barriers that an athlete may encounter

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Key characteristics	<p>[all categories]</p> <ul style="list-style-type: none"> • commitment • purpose • vision • confidence • discipline • balance • talent
Manage and overcome	<p>[all categories]</p> <ul style="list-style-type: none"> • time management • career planning • goal setting • conflict resolution • establish support structures
Potential barriers	<p>[all categories]</p> <ul style="list-style-type: none"> • managing injury • school/sport • family/sport • work/sport • interpersonal conflict • managing media • non selection/coach/athlete

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the identification of barriers that may prevent an athlete developing and maintaining the desired characteristics of an elite athlete • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ collect information on strategies to manage and overcome potential barriers that inhibit the performance of an athlete
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of factors affecting individual needs in order to incorporate this knowledge into information on elite athletes • Required skills <ul style="list-style-type: none"> ○ Communication skills (verbal and listening) in order to effectively understand the presented information and use this when compiling a profile of elite athletes ○ Negotiation skills in order to negotiate access to sources of information ○ Decision making in order to decide on the relevant information ○ Research skills in order to access sources of information
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ an appropriately equipped theory space • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	-	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect relevant information on elite athletes • Communicating ideas and information - Identify key characteristics of elite athletes • Planning and organising activities - Develop strategies to manage and overcome barriers • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Not applicable • Using technology - Apply technology to identify characteristics of elite athletes <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP023B	DESIGN AN ATHLETE'S DIET
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skill required to develop the dietary needs of an athlete.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information on the different dietary strategies for optimising an athletes body composition and sporting performance	1.1 Identify sources of information on a range of <i>weight and body fat dietary strategies</i> 1.2 List the advantages and disadvantages of the identified dietary strategies 1.3 List the <i>effects</i> different dietary strategies can have on sporting performance
2 Design a balanced diet that fulfils the training needs of an athlete	2.1 Identify the <i>energy requirements</i> for an athlete in training 2.2 Identify the athlete's food likes and dislikes 2.3 Design a menu that satisfies the athlete's training needs 2.4 Take account of all of the information identified in the menu 2.5 Incorporate into the menu sound nutritional principles
3 Design a diet for an athletes competition and recovery requirements	3.1 Identify sources of information on the principle of <i>carbohydrate loading</i> and its benefits for competition 3.2 Identify sources of information on <i>pre-competition foods</i> and the <i>timing of pre-competition meals</i> 3.3 Explain the importance of maintaining fluids 3.4 Explain the benefits of recovery eating after competition 3.5 Ensure the diet follows sound nutritional principles

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Carbohydrate loading	[all categories] <ul style="list-style-type: none"> • provide stored energy • greater endurance
Effects	[all categories] <ul style="list-style-type: none"> • decrease in performance • lethargy • decrease in concentration • dizziness • reaction times decreased
Energy requirements	[all categories] <ul style="list-style-type: none"> • high carbohydrate • low fat • balanced fluids • high GI factor
Pre-competition foods	[all categories] <ul style="list-style-type: none"> • low in fat • high in carbohydrate • low fibre content • maintain hydration • easily digestible
Timing of pre-competition meals	[all categories] <ul style="list-style-type: none"> • 2-4 hours before

Weight and body fat dietary strategies

[all categories]

- recommended
 - low fat versus low kilojoule diets
 - reduce body fat not muscle
 - eat less food with high energy
 - never skip meals
- not recommended
 - fad diets
 - purging
 - drug therapy
 - dehydration techniques
 - excessive exercise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the design of appropriate diets for an athlete during training, competition and recovery • Assessment of performance should be over a period of time covering all categories from Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess different dietary strategies for optimising an athlete's body composition and sporting performance ○ design a diet for an athlete that will provide sustenance throughout training ○ design a diet for an athlete that allows for competition and recovery needs
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of individual dietary needs in order to incorporate this information when designing an athlete's diet ○ Knowledge of nutritional factors affecting values in order to consider and include these into an athlete's diet • Required skills <ul style="list-style-type: none"> ○ Communication (verbal and listening skills) in order to communicate with the athlete in relation to individual likes, dislikes and dietary needs ○ Negotiation skills in order to negotiate access to sources of information ○ Decision making in order to decide on the relevant information ○ Research skills in order to access sources of information

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ information on different diets and their nutritional values and strategies for optimising performance • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information related to dietary needs of the athlete • Communicating ideas and information - Develop a diet for training and competition needs • Planning and organising activities - Use information to prepare specific diets • Working with teams and others - Work and liaise with nutrition specialists • Using mathematical ideas and techniques - Not applicable • Solving problems - Design appropriate diets to meet changing training and competition dietary needs • Using technology - Use technology to research diet information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP024B	PREPARE FOR AN OVERSEAS SPORTING EVENT
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the identification of factors impacting on overseas travel and strategies developed to minimise the impact of overseas travel on training and performance.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare a travel plan and itinerary for an overseas sporting event	1.1 Identify flight and accommodation requirements 1.2 Identify transport requirements both in Australia and overseas 1.3 Outline competition commitments whilst overseas 1.4 Develop a checklist of items required to take overseas 1.5 Develop a comprehensive travel plan and itinerary for the duration of the time spent overseas 1.6 Check the travel plan to ensure all details are correct
2 Collect information necessary to obtain appropriate documentation for meeting overseas travel requirements	2.1 Identify sources of information on documentation and vaccinations required to travel to the country of destination 2.2 Identify sources of information on how the identified requirements can be obtained 2.3 Identify sources of information on the length of time to process travel documents it takes to process the identified requirements
3 Collect information on the major differences between Australia and the country of destination	3.1 Identify sources of information on the major differences between Australia and the country of destination 3.2 Develop sources of information on strategies to prepare in advance for the identified major differences in the country of destination
4 Develop a strategic plan to minimise the impact of overseas travel on training and performance	4.1 Identify information on the effects overseas travel may have on training and performance 4.2 Include strategies to minimise the effects of overseas travel on training and performance 4.3 List key organisations and people who can provide assistance whilst travelling overseas in the strategic plan 4.4 Detail the roles and responsibilities of the key organisations and people identified 4.5 Develop a contact list of names and phone numbers for all key organisations and people identified and include in the strategic plan

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accommodation requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • within Australia • outside Australia • type of accommodation • time of arrival at accommodation
Checklist	<p>[all categories]</p> <ul style="list-style-type: none"> • training clothes/equipment • food and food for travel • competition clothes/equipment • money/credit facilities • toiletries • passport • medications • leisure clothes • recreational material
Differences	<p>[all categories]</p> <ul style="list-style-type: none"> • cultural • currency • language • political • nutrition/water • communication systems • travel • climate • legal
Documentation	<p>[all categories]</p> <ul style="list-style-type: none"> • visa <ul style="list-style-type: none"> ○ relevant embassy in Canberra or relevant city • passport <ul style="list-style-type: none"> ○ Australia Post • travellers cheques <ul style="list-style-type: none"> ○ bank ○ building society ○ credit union ○ American Express ○ Thomas Cook Travel • vaccination certificates

Effects of overseas travel	<p>[all categories]</p> <ul style="list-style-type: none"> • jetlag • dehydration • poor nutrition • homesickness • disorientation • isolation
Flight requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • departure times • arrival times
Key organisations	<p>[all categories]</p> <ul style="list-style-type: none"> • consulate • embassy • credit card company • bank • doctor • Australian Sports Drug Agency hotline • insurance company
Length of time to process travel documentation	<p>[all categories]</p> <ul style="list-style-type: none"> • Visa <ul style="list-style-type: none"> ○ one week • Passport <ul style="list-style-type: none"> ○ one month • Travellers cheques <ul style="list-style-type: none"> ○ same day • Vaccinations <ul style="list-style-type: none"> ○ up to six weeks before travel
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • research culture, politics, food, water, religion, currency • learn key phrases in the language • talk with people from that country • exchange money into the currency of the country before leaving • communication systems
Strategies for minimising effects	<p>[all categories]</p> <ul style="list-style-type: none"> • adequate sleep • drink plenty of water • a well balanced diet • contact family and friends regularly • study map of city • socialise

Transport requirements	[all categories] <ul style="list-style-type: none">• to airport• to accommodation• to training• to performance
Vaccination	[all categories] <ul style="list-style-type: none">• medical practitioner

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the preparation of a travel plan and itinerary for an overseas sporting event • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a strategic plan for minimising the impact of overseas travel on training and performance for an overseas event ○ ensure all transport and accommodation needs are booked and documented in the travel plan ○ ensure necessary procedures to comply with all documentation and vaccination requirements is documented in the travel plan
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of organisational policy and procedures for the booking of travel and accommodation • Required skills <ul style="list-style-type: none"> ○ Problem solving skills to effectively deal with any incidents that occur while travelling overseas ○ Interpersonal skills in order to develop rapport with people from other cultures ○ Communication (verbal and listening) to effectively communicate with people from other cultures ○ Negotiation to negotiate travel and accommodation arrangements ○ Flexibility to adjust to customs of another country ○ Conflict resolution to resolve any conflicts that may occur while travelling overseas ○ Research skills to source information required to minimise impact of overseas travel on sporting performance

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ template documents for visa and passport applications and, information from various embassies on travelling to their country • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information related to overseas travel and accommodation • Communicating ideas and information - Develop strategic plan to meet travel needs • Planning and organising activities - Organise travel and accommodation arrangements to align with training and performance schedule • Working with teams and others - Work with other officials, athletes or team members • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify and work with key organisations and people • Using technology - Use computer and Internet to assist with booking travel and accommodation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP025B	PREPARE TO PARTICIPATE IN COMPETITION
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit provides a basic knowledge of performance enhancing sports psychology.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare a goal setting plan	1.1 Identify sources of information on motivation and goal setting 1.2 Identify goals 1.3 Describe the relationship between goals and motivation 1.4 Describe the benefits goal setting can have on performance
2 Collect information on how to mentally prepare to participate in competition	2.1 Collect information on the characteristics of being under aroused and characteristics of being over aroused 2.2 Collect information on the optimal level of arousal and how athletes can achieve this level 2.3 Collect information on the different methods of psychological preparation 2.4 Collect information on the effect positive and negative feedback can have on the performance of an individual

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Characteristics of being under aroused	[all categories] <ul style="list-style-type: none"> • drowsy • inattentive • poor performance
Characteristics of being over aroused	[all categories] <ul style="list-style-type: none"> • tense • overly excited • poor performance
Effects of positive and negative verbal feedback	[all categories] <ul style="list-style-type: none"> • athlete is encouraged/discouraged • can lead to better/worse performance • increased/decreased level of motivation
Goals	[all categories] <ul style="list-style-type: none"> • personal • sporting • financial • career
Methods of psychological preparation	[all categories] <ul style="list-style-type: none"> • relaxation skills • visualisation/imagery • mental rehearsal • positive self-talk • concentration skills • pre-competition routines • competition de-briefing

Optimal level of arousal	[all categories] <ul style="list-style-type: none">• inverted U function• the ideal performing state• methods of achieving optimal arousal<ul style="list-style-type: none">○ music○ incentives○ video○ sub-maximal physical exertion○ interaction with appropriate others○ visualisation○ good fitness○ good skills○ time management○ relaxation techniques
---------------------------------	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors that influence the setting of goals to enhance performance as an athlete • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a goal setting plan that takes into account all personal, sporting and work goals ○ develop strategies to psychologically prepare for competition ○ ensure the effects of under aroused and over aroused are documented in the strategies developed
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of contractual agreements in order to set realistic goals • Required skills <ul style="list-style-type: none"> ○ Negotiation skills in order to negotiate the best ○ Decision making skills in order to decide on and set goals ○ Research skills to source information required to develop goal setting plan and mentally prepare for competition
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ information on goal setting and its benefits, the characteristics of under aroused and over aroused and the role of verbal feedback on performance • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	-	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information for participating in competition • Communicating ideas and information - Develop a goal setting plan • Planning and organising activities - Prioritise activities in plan • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Evaluate and adjust preparation according to feedback • Using technology - Use technology to prepare for participation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSCOP026B	IMPLEMENT AND EVALUATE A TIME MANAGEMENT PLAN
COP	Career Oriented Participation

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers factors that contribute to poor time management and strategies developed to minimise time wastage.

ELEMENT	PERFORMANCE CRITERIA
1 Develop a time management plan	1.1 Include a list of all daily activities 1.2 Include current daily time allocation to each activity 1.3 Identify time wasters in the plan 1.4 Identify strategies to minimise time wasters in the plan and implement to achieve desired daily time allocation for each activity 1.5 Prioritise daily activities 1.6 Outline the involvement of other people
2 Evaluate the time management plan	2.1 Determine the parameters for evaluation 2.2 Include details of activities where conflict occurs 2.3 Include the views of all key parties involved 2.4 Identify strategies for resolving conflicting situations 2.5 Offer feedback and suggestions and receive constructively 2.6 Identify areas where time can be managed more effectively and agree upon ways of achieving this improvement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Daily activities	<p>[all categories]</p> <ul style="list-style-type: none"> • training • sleeping • shopping • school • eating • recreation • competing • work • family commitments
Key parties	<p>[all categories]</p> <ul style="list-style-type: none"> • self • coach • team • family • friends • educational adviser
Strategies to minimise time wasters	<p>[all categories]</p> <ul style="list-style-type: none"> • divide tasks into achievable goals • maintain a personal diary • plan daily, monthly and annual activities • use technology effectively, including <ul style="list-style-type: none"> ○ facsimile ○ mobile telephone ○ word-processing software ○ database software ○ spreadsheet software
Time wasters	<p>[all categories]</p> <ul style="list-style-type: none"> • goal conflicts • reliance on others • being controlled by others • lack of planning • ineffective communication • poor organisation

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the factors influencing the identification of time wasters • Assessment of performance should be over a period of time covering all categories from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ develop a time management plan that includes all daily activities ○ ensure time wasters are identified and strategies implemented to minimise time wastage ○ address conflict within the time management plan and adjust accordingly
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of strategies to minimise time wastage • Required skills <ul style="list-style-type: none"> ○ Decision making in order to prioritise daily activities ○ Problem solving skills in order to implement adjustments identified in the evaluation of the time management plan ○ Negotiation skills to negotiate adjustments identified during the evaluation process ○ Use of technology in order to develop time management plan on an electronic system
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ template documents for logging time, sample planners, weekly, monthly, yearly • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be career oriented & competent at the appropriate level ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the career oriented participant
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collect information related to time management • Communicating ideas and information - Develop a time management plan • Planning and organising activities - Prioritise activities in plan • Working with teams and others - Work with others to reduce time wasting • Using mathematical ideas and techniques - Not applicable • Solving problems - Evaluate and adjust time management plan according to feedback • Using technology - Use technology to develop a time management plan <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

EQUESTRIAN

EQS

Contents

RGRH311A Apply principles of basic anatomy and physiology to horses1

RTE2104A Carry out regular horse observation7

RTE2121A Provide daily care for horses13

RTE4116A Prevent and treat equine injury and disease21

SROEQ003A Supervise horse handling.....29

SROEQ004A Apply first aid for horses35

SROEQ008A Determine nutritional requirements for horses41

SROEQ009A Plan conditioning and training programs for horses47

**SRSEQS001A Demonstrate basic dressage, show jumping
and cross country riding.....53**

**SRSEQS002A Demonstrate basic dressage and show horse skills
using poles and grids.....63**

SRSEQS003A Teach the fundamental skills of riding73

SRSEQS004A Teach the intermediate skills of riding on the flat83

SRSEQS005A Teach the intermediate skills of riding over fences93

RGRH311A	APPLY PRINCIPLES OF BASIC ANATOMY AND PHYSIOLOGY TO HORSES
EQO	Equestrian

DESCRIPTION: This unit is concerned with understanding and applying knowledge of basic anatomy and physiology of standardbred and thoroughbred horses being trained and prepared for racing in industry-regulated competition. Competencies involve an understanding of horses' major anatomical systems. The competencies of this unit are those expected of people employed to safely handle thoroughbred or standardbred horses in a racing stable environment and at training tracks and on racecourses.

ELEMENT	PERFORMANCE CRITERIA
1 Apply basic anatomy and physiology of horses	1.1 Conformation and basic points of horse are known 1.2 Key features and functions of the skeletal system , muscular system, and nervous system are known 1.3 Key features and functions of the respiratory system are known 1.4 Key features and functions of the circulatory system are known 1.5 Key features and functions of the digestive system are known 1.6 Key features and functions of the reproductive system are known

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Aids assisting learning	include <ul style="list-style-type: none"> • anatomical models • skeletons • dissections • charts • diagrams • texts • videos • live horses
Breeds of horses involved	include <ul style="list-style-type: none"> • thoroughbred • standard horses of all ages
Components of the circulatory system	include <ul style="list-style-type: none"> • heart • veins • arteries • blood cells • lungs
Components of the digestive system	include <ul style="list-style-type: none"> • stomach • intestines • caecum • diaphragm • mouth • pharynx • oesophagus • kidneys
Components of the nervous system	include <ul style="list-style-type: none"> • brain • spinal cord • sensory and motor nerves • hormones

Components of the reproductive system	<p>include</p> <ul style="list-style-type: none"> • male and female genital organs • endocrine glands • oestrous cycle • pregnancy and foaling
Components of the respiratory system	<p>include</p> <ul style="list-style-type: none"> • nostrils • pharynx • larynx • lungs • diaphragm • trachea • alveolus
Conformation of the horse	<p>include</p> <ul style="list-style-type: none"> • points of the horse • conformation faults
The skeletal and muscular system	<p>include</p> <ul style="list-style-type: none"> • bones • joints • muscles • ligaments • tendons
The sport and recreation industry	<ul style="list-style-type: none"> • covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of basic anatomy and physiology of standardbred and thoroughbred horses • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • Evidence to demonstrate consistent achievement of this unit's outcomes includes <ul style="list-style-type: none"> ○ knowledge and understanding of <ul style="list-style-type: none"> ▪ major internal systems of horses including <ul style="list-style-type: none"> ▪ Vascular ▪ Respiratory ▪ Muscular/skeletal ▪ Nervous ▪ Reproductive ▪ Digestive ○ demonstrate <ul style="list-style-type: none"> ▪ Points of a horse ▪ Conformation faults
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RGRH317A Maintain Horses in a Healthy State and Safe environment ○ RGRH318A Determine Nutritional Requirements of Horses ○ RGRH319A Assess Health and First Aid for Horses
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Nil • Required skills <ul style="list-style-type: none"> ○ Nil

Resources implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a classroom environment with suitable aids for the teaching of anatomy and physiology ○ a commercial training establishment and the full range of horses and equipment ○ a variety of horses in various stages of preparation and as found in most commercial establishments will be required • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ qualified Industry Assessors will be required for this unit ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	<ul style="list-style-type: none"> • This unit is mainly theoretical and therefore can be assessed in a simulated situation. Assessment of performance criteria 1.1, 1.2, 1.3 and 1.4 (conformation, senses, behaviour, and communication) should be in a stable environment and cover a range of horses • Assessment must relate to horses in a training program with different ages, types and temperaments • This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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 • Practical testing of horse handling, conformation and communication skills

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	-	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - By participating in team meetings and briefing sessions and by communicating with others involved in the care and training of horses such as stablehands, track workers, jockeys, veterinarians and trainers. By revising work patterns, handling methods, and other instructions and arrangements for dealing with individual horses • Communicating ideas and information - By regular discussion with team members on matters relating to anatomy and physiology of individual animals, safe methods for handling and controlling individuals, and effects of changes to routines • Planning and organising activities - Regular team meetings organised, timetables planned, daily work routine is organised, staff are briefed, information is exchanged, and progress of work is checked • Working with teams and others - By liaison with trainers and work colleagues to plan and distribute work and tasks and check and report on individual horses • Using mathematical ideas and techniques - Not applicable to this unit • Solving problems - By observing and reporting unusual behaviour, changes to condition of animals, or handling problems and vices • Using technology - Through use of mobile phones and facsimile to communicate <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

RTE2104A	CARRY OUT REGULAR HORSE OBSERVATION
EQO	Equestrian

DESCRIPTION: This competency standard covers the processes of dealing with horse injuries and emergencies when they occur. It includes providing support to professional health practitioners.

When the requirements of this standard are achieved, horses are regularly checked in the paddock or stable, emergencies and procedures are efficiently and calmly completed, and symptoms of ill health or injury are identified, reported and actioned promptly.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Carry out horse checks	2.1 All horses are routinely checked for signs of ill health 2.2 Horses are examined for signs of lameness or soreness and abnormalities reported in the methods prescribed in the organisations work procedures 2.3 Evidence of heat or swelling in legs reported to manager or foreman and treated under instruction 2.4 Hooves cleaned and shoes are examined for wear and damage 2.5 Faulty, broken or loose shoes removed and farriery assistance is called when required in line with the organisations work procedures 2.6 While handling the horses, occupational health & safety hazards are continually identified, risks assessed and suitable controls implemented 2.7 Horses are handled safely and all required horse restraints are within the organisations and industry guidelines for animal health and welfare
3 Deal with horse emergencies	3.1 Common signs of injury or life threatening conditions are detected and the situation quickly analysed before notification or action is taken 3.2 Life threatening ailments requiring emergency treatment are notified to the trainer, manager or veterinarian and immediate assistance is called 3.3 Basic emergency and/or First Aid procedures are carried out until professional help arrives 3.4 Cast horse is calmed and returned to its feet in a safe manner 3.5 Serious cuts and abrasions are promptly shown to the vet and assistance provided as required during professional treatment
4 Provide veterinary procedure support	4.1 Cuts, abrasions and bruises are treated under instruction from the veterinarian, manager or foreman 4.2 Horse is examined for signs of distress of soreness after work or mating procedures and all abnormalities are reported 4.3 Appropriate hoof care treatment is applied as instructed by the manager or foreman

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Personal protective equipment	may include <ul style="list-style-type: none"> • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Checks for determining ill health	may be <ul style="list-style-type: none"> • the checking of nasal passages • vaginal or rectal discharge • rectal temperature • coughing • abnormal coat conditions • changes to pulse • respiration changes • abnormal behaviour • vices such as <ul style="list-style-type: none"> ○ weaving ○ depraved appetite or other boredom conditions that may reflect on the health of stabled horses
Check of rectal temperature to	<ul style="list-style-type: none"> • the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified
Organisation work procedures	will be based on <ul style="list-style-type: none"> • sound agricultural principles and practices and may include <ul style="list-style-type: none"> ○ supervisors oral or written instructions ○ livestock production program ○ organisation standard operating procedures ○ specifications ○ routine maintenance schedules ○ work notes • product labels and Material Safety Data Sheets • manufacturers' service specifications and operators manuals • waste disposal, recycling and re-use guidelines • occupational health & safety procedures

<p>Actions to eliminate or minimise the occupational health and safety risk</p>	<ul style="list-style-type: none"> • Relevant occupational health and safety hazards identification, risk assessment and risk control measures include safe work systems and procedures for <ul style="list-style-type: none"> ○ reducing kicks, bites and crushing injuries from horses. This will include using calm and positive actions to avoid alarming stock ○ manual handling systems and procedures ○ preventing infection from injured/sick stock ○ systems and procedures for outdoor work, including protection from solar radiation ○ selecting, using and maintaining relevant personal protective equipment ○ clear communication between workers, especially when working together within a close proximity ○ all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
<p>Restraint devices</p>	<ul style="list-style-type: none"> • Rearing bit • war bridle • blindfold • twitch • neck skin hold • leg strap • hobbles • sidelines
<p>Life threatening ailments</p>	<p>may include</p> <ul style="list-style-type: none"> • twisted bowel/colic • malpresentation of foals • bleeding
<p>Emergency First Aid procedures</p>	<p>may be used</p> <ul style="list-style-type: none"> • In situations where bleeding, cast horses, trauma, or leg injuries are discovered
<p>The sport and recreation industry</p>	<ul style="list-style-type: none"> • covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to carry out horse operations safely and humanely in prepared handling areas using appropriate equipment and techniques • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ carrying out regular horse observation requires evidence that ill health or injury does not go unchecked or tended to in the stables ○ carry out regular horse observation must be transferable to a different work environment, for example, across a range of horse breeds, sizes and uses
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below <ul style="list-style-type: none"> ▪ Horses of all classes and horse husbandry ▪ The range of ailments that may occur or affect horses in the property ▪ The application of a range of basic treatments under veterinary supervision ▪ Environmental controls and codes of practice applicable to the enterprise ▪ The organisations livestock production and management plans. ▪ Sound management practices and processes to minimise noise, odours and debris from the horse operations ▪ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors • Required skills <ul style="list-style-type: none"> ○ To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to <ul style="list-style-type: none"> ▪ Handle and ride horses ▪ Handle horses and duties around them in a firm but calm, gentle and unhurried manner ▪ Identify signs of ill health or injury or signs of abnormal or depressed appetite

	<ul style="list-style-type: none"> ▪ Observe, identify and react appropriately to environmental implications and occupational health & safety hazards
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriate documentation and resources normally used in the workplace • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - By making daily observations of horses in order to identify changes in health, energy, or reactions to diet • Communicating ideas and information - In working with others in the stables, including animal health practitioners, and in determining the requirements of regular health routines • Planning and organising activities - When making requests of animal health practitioners to attend ill or injured horses • Working with teams and others - In working alongside others in the stable to achieve collective goals • Using mathematical ideas and techniques - In calculating quantities for feed ingredients or medications • Solving problems - When dealing with as yet undiagnosed problems in horses • Using technology - When calculating quantities and times, and when communicating with co-workers and supervisors, and in monitoring horse health <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

RTE2121A	PROVIDE DAILY CARE FOR HORSES
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions required to safely provide horses with comfortable and clean housing, preparing them for work, providing adequate feed and grooming the horses and cleaning the working gear when work is finished.

When the requirements of this standard are achieved, stable routines will be completed efficiently, daily horse maintenance will be completed, horses will be correctly selected for a range of purposes, and horses will be groomed or rugged as required by the organisation. It requires the application of skills and knowledge to carry out horse handling operations safely and humanely using appropriate equipment and techniques.

Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work functions in this standard are likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of horse routines 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Clean stables and surrounding areas	2.1 Horse is checked for condition, health, soundness and removed from stable, or secured appropriately 2.2 Manure, soiled bedding , stale feed are inspected, removed, and abnormal conditions are reported 2.3 Bedding is raked or forked and fresh quantities are added as required 2.4 Feed bins, hay nets/bins and water troughs are cleaned thoroughly and troughs are filled with fresh water 2.5 Walkways are swept and/or raked and manure removed 2.6 Stale feed and manure are safely disposed of according to the organisations environmental and waste management procedures 2.7 Buildings or fixtures that are in need of maintenance or are unsafe are reported to the stable management
3 Perform daily work program	3.1 Work program for each stable horse is carried out as instructed by the studmaster or stable manager 3.2 Horses are selected for professional services, prepared, and the contractor is contacted by organisational procedures or supervisors instructions 3.3 Horses are prepared for specified daily work program as required by organisational procedures or supervisors instructions 3.4 Horses are washed down after working, dried, rugged, returned to their stable and fed 3.5 Work routines and performance records are kept and maintained as an integral part of the stable business

4 Select, catch and tie up horses	<p>4.1 Individual characteristics of horses are identified according to specified criteria and nominated animals are selected</p> <p>4.2 Selected horse is caught quickly and gently and working gear is fitted</p> <p>4.3 Legs and hooves of selected horse are inspected for abnormalities, cuts or damage</p> <p>4.4 Horse is led to work area or rail quietly and calmly and safely secured</p> <p>4.5 While handling the horses, occupational health & safety hazards are continually identified, risks assessed and suitable controls implemented</p> <p>4.6 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare</p>
5 Groom and rug horses	<p>5.1 Horses coat is groomed thoroughly to leave coat clean and remove all traces of dust, dirt, scurf and dead hair</p> <p>5.2 Hooves and shoes are cleaned and checked for cracks, heat and other abnormalities and dirt must be removed from the outer walls of the hooves</p> <p>5.3 Rugs appropriate to the conditions are fitted according to instructions from stable foreman taking care to avoid chaffing and rubbing</p>
6 Clean and maintain stable gear	<p>6.1 All gear is regularly checked for wear and damage</p> <p>6.2 Gear is thoroughly cleaned and polished and oils or preservatives applied as required according to stud practice</p> <p>6.3 Working gear is maintained or repaired as required to ensure safe horse working conditions</p> <p>6.4 Working gear and saddlery is cleaned and stored after use in line with organisation policy</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Personal protective equipment	<p>may include</p> <ul style="list-style-type: none"> • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Restraining devices	<p>includes</p> <ul style="list-style-type: none"> • Rearing bit • war bridle • blindfold • neck skin hold • leg strap • hobbles • sidelines
Bedding types	<p>includes</p> <ul style="list-style-type: none"> • sand • rice hulls • straw • wood shavings/sawdust
Criteria for selection	<ul style="list-style-type: none"> • On their breed or breed cross • age • sex • condition • colour and markings • brands or tattoos

Conditions that may affect their useability or welfare	<p>must be examined for</p> <ul style="list-style-type: none"> • lameness • sore eyes • sore mouth • girth galls • back conditions • mud, caked sweat or vegetable matter • damaged feet or lower limbs • localised or systemic infections
Contractors might interactions take place	<ul style="list-style-type: none"> • With veterinarians, farriers, horse dentists, or transporters
Organisation work procedures	<p>sound agricultural principles and practices and may include</p> <ul style="list-style-type: none"> • supervisors oral or written instructions, • livestock production program • organisation standard operating procedures • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets • manufacturers' service specifications and operator's manuals • waste disposal, recycling and re-use guidelines • occupational health & safety procedures
Recording of information	<p>recordkeeping systems used may be</p> <ul style="list-style-type: none"> • either paper-based or digital, and information will be recorded into logbooks or other records • information recorded may be dates times and periods of work and maintenance, maintenance that is required for stables and / or equipment • work schedules and work completed • chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges
Horses be caught	<ul style="list-style-type: none"> • They will be caught in stables, yards or paddocks
Horse working gear	<p>might include</p> <ul style="list-style-type: none"> • saddles • ropes • reins • breastplates • martingales • bridles • cruppers • saddle bags • headstalls • saddle cloths • feeders • leads and rugs

Actions to eliminate or minimise the occupational health and safety risk	<ul style="list-style-type: none"> • relevant occupational health and safety hazards identification, risk assessment and risk control measures include <ul style="list-style-type: none"> ○ safe operating procedures ○ safe manual handling systems and procedures ○ safe systems and procedures for outdoor work, including protection from solar radiation ○ selection, use and maintenance of relevant personal protective equipment • all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
Grooming and equipment	<p>involves</p> <ul style="list-style-type: none"> • washing • trimming • pulling of mains and tails • removal of dust • mud • scurf • sweat and tangles • burrs and other vegetable matter • Equipment used to do this might include <ul style="list-style-type: none"> ○ brushes and combs ○ clippers ○ bot knife ○ scrapers, and soap
Equipment for dressing and balancing hooves	<p>such equipment as</p> <ul style="list-style-type: none"> • hoof picks • knives • rasps • pincers • brushes • hoof dressings
The sport and recreation industry	<ul style="list-style-type: none"> • covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to safely provide horses with comfortable and clean housing preparing them for work • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ provide daily care for horses which requires evidence that feed and water troughs are maintained to be both clean and sound, and that horses are prepared and groomed as necessary for their individual work programs ○ provide daily care for horses must be transferable to a different work environment. For example, across a range of horse breeds, sizes and uses
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below <ul style="list-style-type: none"> ▪ Horses and horse husbandry ▪ Horse riding and handling safety when riding ▪ Horse health, horse behaviour and psychology ▪ Care and maintenance of hooves and the lower limb ▪ Symptoms of and ways of checking for, common injuries and ailments in horses ▪ Environmental controls and codes of practice applicable to the enterprise ▪ The organisations livestock production and management plans ▪ Sound management practices and processes to minimise noise, odours and debris from the livestock operations ▪ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors • Required skills <ul style="list-style-type: none"> ○ To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to <ul style="list-style-type: none"> ▪ Handle and ride horses ▪ Complete basic hoof care procedures ▪ Groom horses ▪ Identifying symptoms of common injuries and signs of ill health in horses

	<ul style="list-style-type: none"> ▪ Care for saddlery and equipment ▪ Observe, identify and react appropriately to environmental implications and occupational health & safety hazards ▪ Measure quantities required for feed
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - In determining the water and bedding requirements for the horses on a daily basis • Communicating ideas and information - In interpreting and following instructions and procedures • Planning and organising activities - By interpreting work schedules and preparing the horses for the planned routine • Working with teams and others - In working alongside other people in the stable, including supervisors, managers and clients • Using mathematical ideas and techniques - In making and keeping records of regular and irregular horse work routines and performance • Solving problems - By dealing with the day-to-day difficulties and changes in temperament of the horses • Using technology - When calculating quantities and times, and when communicating with co-workers and supervisors <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

RTE4116A	PREVENT AND TREAT EQUINE INJURY AND DISEASE
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions involved in preventing and treating injuries and disease in horses. It requires the regular checking of all horses on the property for signs of ill health, distress or abnormal conditions. In addition it requires the administering of veterinary medicines to treat disease incidence as instructed. Under the instruction from the manager, quarantine measures, vaccinations or other preventative procedures will also be completed. At the completion of the work described in this standard, disease incidence at the will be minimised. The work in this standard will be carried out independently within own area of responsibility.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to treat horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Recognise and report common ailments	2.1 Routine and regular checks are made of horses to detect abnormal conditions 2.2 Common ailments are distinguished through signs of distress, elevated temperatures or skin or joint condition 2.3 Abnormal conditions are reported to the manager and actions are taken under instruction 2.4 Initial first aid procedures are carried out for horses until professional help arrives
3 Apply disease or ailment prevention procedures	3.1 Stable/paddock quarantine procedures are carried out according to enterprise practice 3.2 Stable hygiene practices are maintained at high levels in accordance with routine instructions 3.3 Routine annual or outbreak stimulated vaccination of horses is carried out under supervision of the veterinary practitioner with a minimum of stress to animals 3.4 Routine drenching and skin washing procedures are carried out to prevent or control external or internal parasites 3.5 While handling horses, occupational health and safety hazards are continually identified, risks assessed and suitable controls implemented 3.6 Comprehensive records of veterinary medication and treatment by other professionals are maintained for each individual animal
4 Treat equine injury and disease	4.1 Twitches and other restraining devices are used as required depending upon the individual horses temperament 4.2 Prescribed veterinary medicines are administered at correct dose according to instructions and with minimal stress to the horse 4.3 All handling of the horses is done within the guidelines of animal welfare codes and practices

5 Complete hygiene and administration	5.1 All equipment used in treating horses is cleaned hygienically and stored in accordance with manufacturers specifications, organisational procedures and regulations 5.2 All containers, leftover fluids, waste and debris from the treatments are disposed of safely, hygienically and appropriately 5.3 All required records and documentation are completed accurately and promptly in accordance with operational requirements
--	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Personal protective equipment	<p>may include</p> <ul style="list-style-type: none"> • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Abnormal conditions	<ul style="list-style-type: none"> • Abnormal conditions include abnormal urine or manure and absence of variation in quantity of same
Life threatening ailments	<ul style="list-style-type: none"> • Life threatening ailments may include <ul style="list-style-type: none"> ○ twisted bowel ○ colic ○ malpresentation of foals
Distinguish ill health	<ul style="list-style-type: none"> • One might check <ul style="list-style-type: none"> ○ nasal, vaginal or rectal discharge ○ rectal temperature ○ abnormal respiration ○ abnormal coat conditions ○ lameness ○ agitation ○ kicking repeatedly
Rectal temperature	<ul style="list-style-type: none"> • In some establishments the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified
Behaviour or conditions	<p>might be reported</p> <ul style="list-style-type: none"> • Weaving • deprived appetite or other boredom conditions that may reflect on the health of stabled horses
First aid procedures	<ul style="list-style-type: none"> • Initial first aid procedures may be required in situations such as bleeding, or cast horses

Actions to eliminate or minimise the occupational health and safety risk	<ul style="list-style-type: none"> • All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare • Relevant occupational health and safety hazards identification, risk assessment and control measures lead to safe work systems and procedures. Actions aim to <ul style="list-style-type: none"> ○ safe work systems and procedures ○ reduce kicks, bites and crushing injuries from horses; this will include using calm and positive actions to avoid alarming stock ○ for restraining horses while working on them ○ handling veterinarian products safely, including vaccines, needles and syringes ○ preventing infection from injured/sick stock ○ safe manual handling systems and procedures • Clear communication between workers, especially when working together within a close proximity • Selection, use and maintenance of relevant personal protective clothing and equipment
Recording and reporting of information	<ul style="list-style-type: none"> • Dates • times and periods of care given and readings taken • chemicals • medications and other substances used including <ul style="list-style-type: none"> ○ quantities and methods ○ readings from temperature gauges • recordkeeping systems used may be either <ul style="list-style-type: none"> ○ paper-based or digital ○ information will be recorded into logbooks or other records
Organisations procedures	<p>work procedures will be based on sound agricultural principles and practices and may include</p> <ul style="list-style-type: none"> • supervisors oral or written instructions • livestock production program • organisation standard operating procedures • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets • manufacturers service specifications and operators manuals • waste disposal, recycling and re-use guidelines • occupational health and safety procedures

The sport and recreation industry	<ul style="list-style-type: none">• covers industry sectors of community recreation, fitness, outdoor recreation and sport• significant roles played by activity organisations, industry peak bodies, professional organisations• large volunteer base• high turnover of volunteers• high levels of part time and casual employment• irregular working hours• relatively few professional positions• workforce employed mostly in operational positions• mainly small business or self-employed personnel• slow to take up technology• over 2/3 of the sport and recreation industry have no formal/recognised qualifications• significant reliance upon industry credentials and involvement in the activity itself
--	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge in preventing and treating injuries and disease of horses • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RTE2104A Carry out regular horse observation ○ RTE3712A Administer prescribed medication
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ To transfer the skills to other contexts and to deal with unplanned events ○ Common horse diseases ○ The range of common ailments that may occur or affect horses ○ The application of a range of treatments under veterinary supervision ○ Methods of horse handling ○ Environmental controls and codes of practice applicable to the enterprise ○ The organisations livestock production and management plans. Sound management practices and processes to minimise noise, odours and debris from the livestock operations ○ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors ○ The need to maximise hygiene practices and awareness ○ Potential hazards associated with the operation of basic tools, and equipment ○ Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety, and the use and control of machinery and equipment • Required skills <ul style="list-style-type: none"> ○ Handle horses and duties around them in a firm but calm, gentle and unhurried manner ○ Identify signs of ill health and injury or signs of abnormal or depressed appetite ○ Handle and restrain horses for observation and treatment as required ○ Complete horse health and medication records clearly, accurately and in line with established practice for such records ○ Observe, identify and react appropriately to environmental implications and occupational health and safety hazards

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ appropriate documentation and resources normally used in the workplace • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - In daily horse observations • Communicating ideas and information - In communicating with suppliers and the horse-property network • Planning and organising activities - By arranging horse husbandry activities • Working with teams and others - In working with other to carry out disease prevention and treatment • Using mathematical ideas and techniques - In calculating dosage and bodyweight • Solving problems - When dealing with injury or disease outbreaks • Using technology - In communicating and calculating <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROEQO003A	SUPERVISE HORSE HANDLING
EQO	Equestrian

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

It refers to assisting and supervising others to identify and safely catch, control and handle horses.

The competencies operate in work environments of racing stables, paddocks, yards, racecourses, and in public areas.

ELEMENT	PERFORMANCE CRITERIA
1 Assist others to identify and safely catch, control and handle horses	1.1 Receive and then give instructions to others regarding the catching and controlling of horses as required 1.2 Provide assistance and supervision to others in the identification, catching and controlling of horses according to organisational procedures 1.3 Identify the purpose of different gear as used to control and handle horses 1.4 Assess competence of self with regard to safe handling of very difficult/dangerous horses and seek assistance where necessary 1.5 Provide instructions regarding the catching and controlling of horses as required by the organisation to others 1.6 Identify competence of other workers with regard to individual horses and delegate minor tasks/roles accordingly

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Instructions	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • relayed instructions from supervisor or employer to others • instructions to clients
Provide assistance	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • other stable employees • veterinarians • contractors • goods and services suppliers • farriers • clients
Supervision	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • other stable employees • clients

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of safe handling procedures in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all categories of each of the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ support others in handling horses in an appropriate manner ○ follow instructions of supervisor or act autonomously, when appropriate, with regard to handling a range of horses ○ describe the purpose of and use a range of gear for catching and controlling horses ○ communicate appropriate instructions related to handling horses to others ○ assess the level of an individual's competency to undertake a task when issuing instructions ○ catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROEQO001A Handle horses safely • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with other units <ul style="list-style-type: none"> ○ Nil
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ The range and purpose of gear for catching and controlling horses ○ Safe work practices when giving instructions ○ Handling techniques for horses ○ Factors affecting effective working relationships/teams • Required skills <ul style="list-style-type: none"> ○ Ability to catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle ○ Giving receiving and interpreting instructions

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a variety of horses (at different stages of preparation/education) during the normal routine and operation of an establishment or workplace environment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ have current knowledge and understanding of the competency standards and their use as benchmarks ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as the diverse range of horses and their temperaments, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to supervising others to identify and safely catch, control and handle horses
Context for assessment	<ul style="list-style-type: none"> • For valid and reliable assessment this unit of competency must be assessed in the context of assisting and supervising others to identify and safely catch, control and handle horses. All assessment must <ul style="list-style-type: none"> ○ relate to horses in a sport, racing or recreational or training program, housed in an appropriate private or commercial establishment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable to difficult but not dangerous horses of different temperament, training and behaviour • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Referencing official publications and discussing with others at the workplace • Communicating ideas and information - Conveying instructions to others employees • Planning and organising activities - Organising regular team meetings to report problems and assessments • Working with teams and others - Liaising with employees to plan and distribute work tasks • Using mathematical ideas and techniques - Calculating gear and equipment quantities required • Solving problems - Observing and analysing work practices and introducing improvements • Using technology - Using computers for internet access for information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROEQO004A	APPLY FIRST AID FOR HORSES
EQO	Equestrian

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit involves the management of health, fitness and well being of horses and the assessment and application of first aid where necessary prior to veterinary attention and the management of health, fitness and well being of horses.

This competency requires knowledge of the basic anatomy and physiology of horses and appropriate first aid procedures relating to accidents and injuries.

ELEMENT	PERFORMANCE CRITERIA
1 Assess and respond to health problems and injuries in horses	1.1 Apply first aid policy and procedures, with respect to humane treatment of horses, State regulations and duty of care 1.2 Implement assessment of animal for injuries/distress/health and fitness 1.3 Calm and restrain horses prior to first aid assessment 1.4 Carry out appropriate assessment of injuries/health problems and determine the immediate and ongoing course of action 1.5 Establish a policy and system of referral for treatment and emergency care which is understood, followed and contributed to 1.6 Implement, where applicable, pre and post activity assessment of animals for injuries/distress/health and fitness
2 Apply basic first aid to horses	2.1 Identify individual items in a comprehensive first aid kit and first aid equipment in terms of their uses 2.2 Demonstrate knowledge and application of first aid procedures and principles relating to injuries/accidents/illness are known and applied
3 Assist the veterinarian	3.1 Provide assistance to veterinarian during examination as directed and in a manner which avoids complications to existing injury, or injury to self or veterinarian using accepted safe practices for restraint and handling the animals 3.2 Carry out treatment and management practices as prescribed by the veterinarian following examination
4 Care for a convalescing horse	4.1 Administer intramuscular injections according to instruction as part of the ongoing course of treatment 4.2 Remove and reapply bandages as instructed, firm enough to stay in place and without causing discomfort to the horse 4.3 Provide Horse with therapeutic exercise if required 4.4 Provide horse with feed which will aid health and digestion in the process of recovery 4.5 Ensure that pharmaceutical or therapeutic treatment complies with industry regulations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Administration of prescribed medicines	<p>[all categories]</p> <ul style="list-style-type: none"> • must be in line with Schedule 4 of the Poisons Act in the various States/Territories • may be through oral drench, paste, food additives, intramuscular injection, topical application and must be in line with the Veterinary Surgeons Act in each State/Territory
Assistance to veterinarian	<p>[all categories]</p> <ul style="list-style-type: none"> • restraint • running out • use of halter and rope, nose twitch
First aid	<p>[all categories relevant to the racing, sport or recreational work environment]</p> <ul style="list-style-type: none"> • treatment of <ul style="list-style-type: none"> ○ cuts ○ breaks ○ colds ○ punctures ○ colic ○ abrasions ○ tying up ○ bleeders ○ acidosis ○ distress ○ hoof pricks ○ stone bruises ○ quarters ○ abscesses ○ allergic reactions ○ cast horses ○ quarter cracks ○ bowed tendons ○ abnormal temperature ○ insect bites ○ animal bites ○ diarrhoea ○ dehydration ○ founder ○ oedema ○ pneumonia ○ skin infections • application of support and box bandages • treatment and implications of swelling and inflammation

	<ul style="list-style-type: none"> • assessment of temperature and respiration • administration of intramuscular injection
First aid equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • bandages • poultices • scissors • antiseptic creams/lotions/sprays • twitch • thermometer • water and ice • cotton wool • anti inflammatory drugs • painkillers
Pre and post activity assessment	<p>[all categories]</p> <ul style="list-style-type: none"> • weight • in season • nose, eyes • respiration rate • lameness • cramping • heart/pulse rates
Treatment	<p>[five categories]</p> <ul style="list-style-type: none"> • cleansing • isolation • immobilisation • administration of medication • poultice • support bandage • hosing

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of first aid practices and procedures to care for horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all categories the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ demonstrate knowledge of animal first aid equipment and facilities requirements in the workplace ○ recognise vital signs of horses health/injuries ○ apply first aid procedures for horses appropriate to injury assessment ○ apply safe handling and restraint techniques for horses ○ apply rules and regulations pertaining to the use of pharmaceutical products with racing horses
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROEQ001A Handle horses safely • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RTE3104A Carry out basic hoof care procedures and dentition ○ RTE3402A Implement animal health control programs ○ RTE3712A Administer prescribed medicine
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Basic anatomy/physiology of horses ○ Key health signs/clinical examination techniques ○ First aid equipment and facilities required in the workplace • Required skills <ul style="list-style-type: none"> ○ Safe horse handling and restraint
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires <ul style="list-style-type: none"> ○ access to a private or commercial establishment and the full range of equipment normally associated with same and a variety of horses in various stages of work • Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as the variation of injuries and the associated treatments, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to applying first aid for horses
Context for assessment	<ul style="list-style-type: none"> • For valid and reliable assessment this unit of competency must be assessed in the context of applying first aid skills as they apply to horses. All assessment must <ul style="list-style-type: none"> ○ relate to horses in a sport, racing or recreational or training program, housed in an appropriate private or commercial environment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable horses of different temperament, training and behaviour • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Referencing first aid manuals and preparing instructions on the assessment of illness • Communicating ideas and information - Conveying information to team members on first aid procedures • Planning and organising activities - Organising regular team meetings to report problems and assessments • Working with teams and others - Working with colleagues to plan and distribute work • Using mathematical ideas and techniques - Measuring quantities such as weight, temperature and pulse in horses • Solving problems - Reporting changes in health or condition in horses • Using technology - Using mobile phones for reporting emergencies <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROEQ008A	DETERMINE NUTRITIONAL REQUIREMENTS FOR HORSES
EQO	Equestrian

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit involves the assessment of the nutritional requirements of specific animals, the formulation of rations and the assessment of nutritional suitability and outcomes.

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the nutritional requirements for horses	1.1 Apply nutritional principles to the formation of individual food rations for the range of horses in care 1.2 Demonstrate that food rations are appropriate to horses' condition, environment, workload and stage of training 1.3 Offer paddocked horses supplementary feed in line with available standing feed and their individual needs
2 Assess the range of food, additives and supplements for horses	2.1 Select food on the basis of quality , species and nutritional and economic value for a particular horse 2.2 Assess supplements and food additives on the basis of active ingredients, price and nutritional needs for specific horses 2.3 Ensure supplement and/or food additives used do not breach industry regulations 2.4 Demonstrate, where applicable, that the potential influence of supplements on the total carbon dioxide level (TCO ₂) in performance horses is known
3 Establish and monitor individual feeding regimes	3.1 Individual horses are assessed for condition and nutritional needs in relation to work requirements, individual taste and behaviour 3.2 Individual horse's eating behaviour, food intake and work level is known and records maintained where appropriate 3.3 Horses are feed at appropriate times and records are kept according to stable practice

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Food rations	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • a variety of grains and energy sources • local varieties/species of grass/pasture, hays and fodders • pre-packaged food or bulk base food
Individual feeding regimes	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • age effects • gender effects • level of work • individual taste • size • location of work and feeding (itinerant) • normal habitat (stable/yard/paddock) • metabolism
Quality	[all categories] <ul style="list-style-type: none"> • presence/absence of mould or rot • age of material • rodent or other spoilage • type of grass or grain species
Supplements	[all categories relevant to the racing, sport or recreational work environment] <ul style="list-style-type: none"> • vitamins • oils • calcium • electrolytes • potassium citrate • iron • hoof hardener (Biotin) • molasses • mineral salt lick • herbal remedies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of factors affecting the nutritional requirements of different horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all relevant categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ prepare and provide balanced diets and food for horses (including problem eaters), demonstrating an understanding of quality, type and value of feed and needs of individual horses ○ demonstrate a basic knowledge of the nutritional composition of common food ○ prepare and provide food to tempt problem eaters and obtain satisfactory results with these ○ identify the interaction between foods and/or additives that may result in contravention of industry regulations
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROEQ001A Handle horses safely • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with <ul style="list-style-type: none"> ○ RTE2121A Provide daily care for horses
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Sources and importance of energy, protein, fibre, minerals and vitamins in food rations ○ Nutritional requirements with respect to the animals age, needs while spelling, training and working ○ Interaction between the use of any food and or additives that may contravene industry regulations ○ Environment (if on trail rides) and amount of food which can be carried ○ Recognition of range of poisonous plants and their effects on grazing horses and the nutritional values of standing feed • Required skills <ul style="list-style-type: none"> ○ Safe handling and feeding of horses

Resource implications	<ul style="list-style-type: none"> • Physical Resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a commercial horse riding establishment and the full range of equipment normally associated with same ○ a variety of horses in various stages of preparation and as found in most establishments • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ have current knowledge and understanding of the competency standards and their use as benchmarks ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as the diverse range of horses, their nutritional needs and their stages of work, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to determining nutritional requirements for horses
Context for assessment	<ul style="list-style-type: none"> • For valid and reliable assessment this unit of competency must be assessed in the context of an assessment of the nutritional requirements of specific animals, the formulation of rations and the assessment of nutritional suitability and outcomes, and <ul style="list-style-type: none"> ○ relate to horses in a sport, recreational or training program, housed in an appropriate private or commercial environment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable horses of different temperament, training and behaviour • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Referring to official publications and feeding charts • Communicating ideas and information - Informing team members on matters such as feeding patterns of particular horses • Planning and organising activities - Organising team meetings to plan feeding regimes • Working with teams and others - Liaising with work colleagues to plan and distribute work • Using mathematical ideas and techniques - Measuring quantities of feed • Solving problems - Adjusting amounts of feed after observation of feeding habits • Using technology - Using scales to measure quantities of feed <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROEQO009A	PLAN CONDITIONING AND TRAINING PROGRAMS FOR HORSES
EQO	Equestrian

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit involves the planning and preparation of conditioning and training programs for a number of recreational and performance horses given a variety of potential circumstances (eg, ages and circumstances).

ELEMENT	PERFORMANCE CRITERIA
1 Prepare individual conditioning and training programs for horses	<p>1.1 Demonstrate planning, including the accommodation, treatment and handling of individual horses, acknowledges individual differences including temperament and behaviour as well as relevant industry rules and regulations, where applicable</p> <p>1.2 Consider physical imperfections (conformation faults), injuries and soreness of individual animals in the planning process</p> <p>1.3 Apply principles of conditioning and recreational and performance training of horses to the planning process</p> <p>1.4 Undertake planning to achieve the goals and needs of the owner/employer/establishment and that are appropriate to the role that the animal needs to fulfil</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Industry rules and regulations	<p>[all categories relevant to the racing, sport or recreational work environment]</p> <ul style="list-style-type: none"> • the registration and licensing of animals and others associated with performance horses • the safety of animals and others
Planning	<p>[all categories relevant to the racing, sport or recreational work environment]</p> <ul style="list-style-type: none"> • must be undertaken as an individual (may include consultation with a variety of personnel) • variety of horses at various stages of training/conditioning

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of factors to consider when planning conditioning and training programs for horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering a variety of horses at various stages of training/conditioning in the learners environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ design conditioning and training programs to optimise the performance of horses ○ prepare and adjust plans for a variety of horses with differing capabilities and/or performance expectations/requirements ○ demonstrate knowledge of the housing and care requirements of horses in work ○ demonstrate understanding of the animal welfare and/or sporting association requirements and regulations and individual animal requirements
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SROEQ010A Train and condition horses for trail rides
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Principles of conditioning horses for work and/or a range of performance sports ○ Principles of feed and nutrition of horses in training and work ○ Awareness of fitness indicators of given individuals at various stages of a work, training or competition program ○ Spelling requirements for horses ○ Feeding, housing and care requirements ○ Routine and first aid treatments for horses ○ Basic conformation faults, their implications for recreation and performance horses and identification of training and conditioning methods appropriate to those faults ○ Recording requirements for the training, feeding and veterinary care of individual horses • Required skills <ul style="list-style-type: none"> ○ Ability to assess the potential of a range of horses for use as recreational mounts or performance horse and prepare conditioning program as needed ○ Ability to communicate with owners and employees regarding individual horses needs

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a private or commercial establishment and the full range of equipment normally associated with same ○ a variety of horses in various stages of preparation, training and education as found in private or commercial establishments will be required • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ have current knowledge and understanding of the competency standards and their use as benchmarks ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i> ○ Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as the diverse range of horses, their condition and their stages of work, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to planning and preparation of conditioning and training programs for horses
Context for assessment	<ul style="list-style-type: none"> • For valid and reliable assessment this unit of competency must be assessed in the context of planning and preparation of conditioning and training programs for horses. All assessment must <ul style="list-style-type: none"> ○ relate to horses in a recreational or training program, housed in an appropriate private or commercial environment ○ include a variety of horses at different stages of their training for recreational use ○ include a range of quiet and reasonably tractable horses of different temperament, training and behaviour • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	1	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Referencing veterinarian's reports and observation of an individual animals work • Communicating ideas and information - Conveying to team members the requirements of a training program • Planning and organising activities - Planning daily training routines • Working with teams and others - Liaising with other staff on horses condition at completion of work • Using mathematical ideas and techniques - Comparing times for set distances and mapping progress • Solving problems - Observing unusual behaviour or vices in animals and applying corrective measures • Using technology - Using computers and internet to access information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSEQS001A	DEMONSTRATE BASIC DRESSAGE, SHOW JUMPING AND CROSS COUNTRY RIDING
SRSEQU	Equestrian

DESCRIPTION: This has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in basic dressage, show jumping and cross country riding.

ELEMENT	PERFORMANCE CRITERIA
1 Select tack and saddle horse	1.1 Select equipment after consideration of contextual issues 1.2 Check personal equipment to ensure that it is in good working condition and fit and adjust correctly for both the rider and horse 1.3 Assess horse for safety and suitability for the activity 1.4 Prepare the horse in a safe and appropriate manner for dressage, show-jumping and cross-country riding
2 Mount the horse and warm-up	2.1 Choose a suitable working area, free from hazards and obstacles 2.2 Check tack and adjust if necessary before mounting 2.3 Mount horse in a safe and balanced and controlled manner , using accepted procedures 2.4 Adjusting equipment as necessary to fit the horse and rider once mounted 2.5 Warm-up the horse at walk, trot and canter on both reins while demonstrating an independent upright seat in all three (3) paces with the horse quietly accepting the rider's hands 2.6 Apply aids in an unobtrusive manner consistent with the training of the horse (showing the correct use of natural aids , using artificial aids to refine natural aids) and check the attitude and acceptance of the aids 2.7 Ride the horse alone and in a group maintaining the same gait, rhythm and tempo while travelling away or towards the other horses 2.8 Carry and use the whip/jumping crop effectively and correctly 2.9 Cool down the horse after work
3 Demonstrate basic dressage skills	3.1 Demonstrate an effective centred, independent upright seat which can be maintained in all gaits and required movements 3.2 Demonstrate an understanding of paces and transitions in required movements 3.3 Demonstrate the principles of forwardness and frame , forward movement and straightness 3.4 Demonstrate understanding and accurate riding of all required shapes and movements 3.5 Apply the appropriate aids to ride the required movements in dressage 3.6 Demonstrate recognition of horse resistances and evasions and appropriate measures to address these 3.7 Demonstrate a capacity for self-analysis of riding performance

4 Demonstrate basic showjumping skills	<p>4.1 Demonstrate a centred, independent and effective jumping seat through all required movements and the ability to maintain this seat through all required movements</p> <p>4.2 Demonstrate the ability to keep the horse under control and accepting the rider's hand whilst jumping</p> <p>4.3 Explain the requirements of the five phases of the jump in controlled conditions</p> <p>4.4 Demonstrate the riding at speeds up to 350 metres per minute</p> <p>4.5 Demonstrate basic knowledge of horses' length of stride at the trot and canter</p> <p>4.6 Demonstrate the ability to control gait, rhythm, tempo, line and required movements of showjumping</p> <p>4.7 Demonstrate recognition of horse resistances and evasions and appropriate measures to address these</p> <p>4.8 Demonstrate a capacity for self-analysis of riding performance</p>
5 Demonstrate basic cross-country skills	<p>5.1 Maintain an effective, centred, independent jumping seat over required movements</p> <p>5.2 Demonstrate control of the horse in required movements in cross-country</p> <p>5.3 Demonstrate the fitting and use of protective cross-country gear for both the horse and rider</p> <p>5.4 Effectively ride at designated speeds of 400 metres per minute</p> <p>5.5 Explain and demonstrate effective riding plans</p> <p>5.6 Demonstrate recognition of horse resistances and evasions and appropriate measures to address these</p> <p>5.7 Demonstrate a capacity for self-analysis of riding performance</p>
6 Control the horse with consideration of the safety of others	<p>6.1 Control the horse at all times</p> <p>6.2 Display an understanding of safe zones for riding in a group</p> <p>6.3 Assess hazards and act appropriately and creatively to reduce their impact</p> <p>6.4 Display an understanding of safe procedures for emergency situations</p>
7 Dismount and lead horse	<p>7.1 Dismount in a balanced manner, run up stirrups and loosen girth using safe practices</p> <p>7.2 Lead the horse in a safe manner from the left side, near the shoulder, showing awareness of the horse's body language</p>
8 Cool down and release horse	<p>8.1 Cool down horse as necessary</p> <p>8.2 Hose and scrape horse when appropriate</p> <p>8.3 Check horse for injury</p> <p>8.4 Remove equipment, check for wear or breakage and store in an appropriate manner</p> <p>8.5 Release horse using safe procedures</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Adjusting equipment	[all categories] <ul style="list-style-type: none"> tightening girth lengthening/shortening stirrups
Aids	[all categories] <ul style="list-style-type: none"> legs weights hands voice training whips spurs
Attitude and acceptance of the aids	[all categories] <ul style="list-style-type: none"> acceptance of the bit contact submission forward from the leg between lag, seat and hand half-halt
Balanced and controlled manner	[all categories] <ul style="list-style-type: none"> sitting in balance with the horse, at walk, trot and canter and on the flat and when jumping communicating with the horse with smooth instructions controlling the speed and direction of the horse
Contextual issues	[all categories] <ul style="list-style-type: none"> size of horse size of rider weather experience and riding discipline of rider training and behaviour of horse environment in which activity will take place equipment to be well maintained, safe and correctly fitting

Controlled conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • under supervision • minimal environmental hazards and obstacles • good weather conditions • quiet horses trained to perform to preliminary level for dressage and to jump show jumps and cross-country fences • reasonably level terrain for dressage and undulating ground for cross-country, show jumps and cross-country fences up to 30cm
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • halters • ropes • towels • brushes • hoof picks • saddles • saddle cloths • bridles • martingales • monkey straps • bandages • breastplates • helmets • boots • markers • poles • paddock or other rugs • trotting poles • show jumps • cross-country fences
Forwardness and frame	<p>[all categories]</p> <ul style="list-style-type: none"> • rhythm • tempo • straightness • balanced • cadence • on the forehand (evasions and resistances) • impulsion • engagement • tracking up • over tracking • topline • roundness • using the back • loose/supple • long and low

Gaits	<p>[all categories]</p> <ul style="list-style-type: none"> • walk • trot • canter
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • horse out of control • horses too close together • aggressive horse (biting, kicking) • horse misbehaving (rearing, bucking) • fallen rider • object frightening horses • environmental hazards (obstacles, uneven surfaces, unsuitable fencing, slope of ground) • jump cups left in jump wings • unsuitable jumps (false ground line, inappropriate take-off and landing) • uneven ground, ditches and water
Personal equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • clothing • boots • helmets • gloves • back/body protector • leggings • spurs
Required movements in dressage	<p>[all categories]</p> <ul style="list-style-type: none"> • turns and corners • halts • 20m and 15m circles • serpentines • figures of eight • riding towards and away from the group • voltes • turn on the forehand / turns about the forehand • figures of eight • loops • half circle and return • reversed half circle • changes of rein <ul style="list-style-type: none"> ○ across the diagonal ○ across the short diagonal ○ down the centre line ○ across the arena/school

Required movements in showjumping	<p>[all categories]</p> <ul style="list-style-type: none"> • two point seat • three point seat • forward seat riding • single poles • trotting poles • single fences from the trop up to 75cm • grids up to 75cm • single fences from the canter up to 75cm • combinations up to 75cm • related fences up to 75cm • simple showjumping courses up to 75cm
Required movements in cross country	<p>[all categories]</p> <ul style="list-style-type: none"> • undulating country in trot • undulating country in canter • riding at different speeds • single cross-country fences with trot approach up to 40cm • single cross-country fences up to 40cm with canter approach • through water in trot and water • drop up to 75cm • ditch up to 75cm • combinations up to 75cm • related fences up to 75cm • simple cross country courses up to 75cm
Resistances and evasion	<p>[all categories]</p> <ul style="list-style-type: none"> • hollow • above the bit • behind the bit • broken necked • overbent

Safe procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • catching • leading • grooming • picking out feet • washing • saddling • bridling • tethering • mounting • keeping distance from other horses • response to fallen/injured rider in group • dismounting • unsaddling • unbridling • cooling down horse • rugging • releasing horse to paddock/stall • riding at appropriate speed on uneven and sloping ground • appropriate speeds to approach a jump, show-jumping fences and cross-country fences
Safe zones	<p>[all categories]</p> <ul style="list-style-type: none"> • allow extra space for <ul style="list-style-type: none"> ○ stallions ○ rigs ○ mares in season ○ known kickers ○ timid riders ○ beginner riders
Straightness	<p>[all categories]</p> <ul style="list-style-type: none"> • longitudinal • lateral • lateral work • suppleness • straight • flexion • tilting • bend • tracking true • shoulders falling in • shoulders falling out • quarters in • quarters out

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to perform basic dressage, show-jumping and cross-country • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ apply knowledge of the principle of safe handling of horses to perform basic horse riding skills in controlled conditions ○ apply basic horse psychology and behaviour patterns to control the horse in a controlled environment
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROEQO001A Handle horses safely ○ SROEQO002A Demonstrate basic horse riding skills • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RGRH311A Apply principles of basic anatomy and physiology to horses ○ RTE2104A Carry out regular horse observation ○ RTE2121A Provide daily care for horses ○ SROEQO003A Supervise horse handling ○ SROEQO004A Apply first aid for horses ○ SRSEQS003A Teach the fundamental skills of riding • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Common safe horse handling techniques to ensure all possible risks have been identified and appropriate action taken to ensure safety of horses and participants ○ Different horse related equipment in order to be able to effectively demonstrate dressage show-jumping and cross-country skills ○ Selection and use of horse riding equipment necessary to demonstrate fundamental dressage show-jumping and cross-country skills ○ Social behaviour and vices of horses in order to effectively manage a variety of horses ○ Correct techniques for basic horse riding in order to correctly demonstrate basic dressage, show-jumping and cross country skills • Required skills <ul style="list-style-type: none"> ○ Horse handling techniques in order to correctly handle a variety of horses ○ Horse care in order to correctly care for a variety of horses
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ horse for personal use ○ a suitable location with controlled conditions ○ horses in a recreational or training program, housed in an appropriate private or commercial establishment ○ include quiet and reasonably tractable horses • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in equestrian coaching at intermediate level or above ○ personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching equestrian activities
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an appropriate equestrian facility with participants at the beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify, evaluate and develop the basic skills of dressage, show jumping and cross country skills • Communicating ideas and information - Listen and respond to coaches instructions • Planning and organising activities - Plan for and conduct training sessions and activities • Working with teams and others - Working with other member of the group, individual riders and horses to maintain control and safety • Using mathematical ideas and techniques - Demonstrate distances and measurements in riding techniques during activities • Solving problems - Modify riding methods for rider/horse to achieve optimum performance • Using technology - Use artificial aids and technical equipment appropriately <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSEQS002A	DEMONSTRATE BASIC DRESSAGE AND SHOW HORSE SKILLS USING POLES AND GRIDS
SRSEQU	Equestrian

DESCRIPTION: This has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in basic dressage and show horse riding utilising poles and grids.

ELEMENT	PERFORMANCE CRITERIA
1 Select tack and saddle horse	1.1 Select equipment after consideration of contextual issues 1.2 Check personal equipment to ensure that it is in good working condition and fit and adjust correctly for both the rider and horse 1.3 Assess horse for safety and suitability for the activity 1.4 Prepare the horse in a safe and appropriate manner in controlled conditions for dressage, show-horse and poles and grids
2 Mount the horse and warm-up	2.1 Choose a suitable working area, free from hazards and obstacles 2.2 Check tack and adjust if necessary before mounting 2.3 Mount horse in a safe and balanced and controlled manner , using accepted procedures 2.4 Adjust equipment as necessary to fit the horse and rider once mounted 2.5 Warm-up the horse at walk, trot and canter on both reins while demonstrating an independent upright seat in all 3 paces with the horse quietly accepting the riders hands 2.6 Apply aids in an unobtrusive manner consistent with the training of the horse (showing the correct use of natural aids , using artificial aids to refine natural aids) and check with attitude and acceptance of the aids 2.7 Ride the horse alone and in a group maintaining the same rhythm and tempo while travelling away or towards the other horses
3 Demonstrate basic dressage skills	3.1 Demonstrate an effective centred, independent upright seat which can be maintained in all gaits and required movements in dressage 3.2 Demonstrate an understanding of paces and transitions in required movements 3.3 Demonstrate the principles of forwardness and frame , forward movement and straightness 3.4 Apply the appropriate aids to ride the required movements 3.5 Demonstrate a capacity for self-analysis of riding performance
4 Demonstrate basic show horse skills	4.1 Demonstrate a centred, independent upright seat which is maintained through all gaits and required movements in show horse 4.2 Demonstrate correct riding of a range of typical work-outs encountered in a saddlehorse/hack class shoeing control with accuracy and incorporating the principles of forward and straight movement 4.3 Demonstrate a knowledge of correct turnout and etiquette for horse and rider in all show classes normally seen at a hack show 4.4 Demonstrate the ability to assess the arena and use it to its best advantage for a work-out 4.5 Demonstrate accurate interpretations of work-out instructions 4.6 Demonstrate a capacity for self-analysis of riding performance

5 Demonstrate basic poles and grids riding skills	<p>5.1 Demonstrate centred, independent and effective 2 and 3 point seat when riding over poles</p> <p>5.2 Demonstrate the ability to maintain these seats over poles</p> <p>5.3 Demonstrate the ability to keep the horse under control and accepting the rider's hand over poles</p> <p>5.4 Demonstrate riding at speeds up to 350m per minute</p> <p>5.5 Demonstrate a knowledge of distances for poles and the required movements in poles and grids</p> <p>5.6 Demonstrate the ability to control rhythm, tempo, line and frame of the horse when riding over poles</p> <p>5.7 Discuss the horses length of stride at trot and canter and how this affects jumping distances</p> <p>5.8 Demonstrate a capacity for self-analysis of riding performance</p>
6 Control horse with consideration of the safety of others	<p>6.1 Control the horse at all times</p> <p>6.2 Display an understanding of safe zones for riding in a group</p> <p>6.3 Assess hazards and act appropriately and creatively to reduce their impact</p> <p>6.4 Display an understanding of safe procedures for emergency situations</p>
7 Dismount and lead horse	<p>7.1 Dismount in a balanced manner, run up stirrups and loosen girth using safe practices</p> <p>7.2 Lead the horse in a safe manner from the left side, near the shoulder, showing awareness of the horses' body language</p>
8 Cool down and release horse	<p>8.1 Cool down horse as necessary</p> <p>8.2 Hose and scrape horse when appropriate</p> <p>8.3 Check horse for injury</p> <p>8.3 Remove equipment , check for wear or breakage and store in an appropriate manner</p> <p>8.4 Release horse using safe procedures</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Adjust equipment	[all categories] <ul style="list-style-type: none"> tightening girth lengthening/shortening stirrups double bridle (show horse)
Aids	[all categories] <ul style="list-style-type: none"> legs weights hands voice training whips spurs
Attitude and acceptance of the aids	[all categories] <ul style="list-style-type: none"> acceptance of the bit contact submission forward from the leg between leg, seat and hand half-halt
Balanced and controlled manner	[all categories] <ul style="list-style-type: none"> sitting in balance with the horse, at walk, trot and canter on the flat and when jumping communicating with the horse with smooth instructions controlling the speed and direction of the horse
Contextual issues	[all categories] <ul style="list-style-type: none"> size of horse size of rider weather experience and riding discipline of rider training and behaviour of horse environment in which activity will take place equipment to be well maintained, safe and correctly fitting

Controlled conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • under supervision • minimal environmental hazards and obstacles • good weather conditions • quiet horses trained to perform to preliminary level for dressage and to jump show jumps and cross-country fences • reasonably level terrain for dressage and undulating ground for cross-country, show jumps and cross-country fences up to 75cm
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • halters • ropes • towels • brushes • hoof picks • saddles • saddle cloths • bridles • martingales • bandages • breastplates • helmets • boots • markers • poles • paddock or other rugs • show jumps • cross-country fences
Forwardness and frame	<p>[all categories]</p> <ul style="list-style-type: none"> • rhythm • tempo • balanced • cadence • on the forehead • impulsion • engagement • tracking up • over tracking • topline • roundness • using the back • loose/supple • long and low

Gaits	<p>[all categories]</p> <ul style="list-style-type: none"> • walk • trot • canter • hand gallop
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • horse out of control • horses too close together • aggressive horse (biting, kicking) • horse misbehaving (rearing, bucking) • fallen rider • object frightening horses • environmental hazards (obstacles, uneven surfaces, unsuitable fencing, slope of ground) • jump cups left in jump wings • unsuitable jumps (false ground line, inappropriate take-off and landing) • uneven ground, ditches and water
Personal equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • clothing • boots • helmets • gloves • back protector • leggings • spurs
Required movements in dressage	<p>[all categories]</p> <ul style="list-style-type: none"> • turns and corners • halts • 20m and 15m circles • reinback • serpentine • figures of eight • riding towards and away from the group • voltes • turn around the fore-hand • loops • half circle and return • reversed half circle • changes of rein <ul style="list-style-type: none"> ○ across the diagonal ○ across the short diagonal ○ down the centre line ○ across the arena/school

Required movements in showhorse	<p>[all categories]</p> <ul style="list-style-type: none"> • circles • figures of eight • serpentines
Required movements in poles and grids	<p>[all categories]</p> <ul style="list-style-type: none"> • two point seat • three point seat • forward seat rising • single poles • trotting poles • single fences from the trot up to 30cm • grids up to 30cm • resistance • hollow • above the bit • behind the bit • broken necked • overbent
Safe procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • catching • leading • grooming • picking out feet • washing • saddling • bridling • tethering • mounting • keeping distance from other horses • response to fallen/injured rider in group • dismounting • unsaddling • unbridling • cooling down horse • rugging • releasing horse to paddock/stall • riding at appropriate speed on uneven and sloping ground • appropriate speeds to approach a jump, show-jumping fences and cross-country fences

Safe zones	<p>[all categories]</p> <ul style="list-style-type: none"> • allow extra space for <ul style="list-style-type: none"> ○ stallions ○ rigs ○ mares in season ○ known kickers ○ timid riders ○ beginner riders
Straightness	<p>[all categories]</p> <ul style="list-style-type: none"> • longitudinal • lateral • lateral work • suppleness • straight • flexion • tilting • bend • tracking true • shoulders falling in • shoulders falling out • quarters in • quarters out

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to perform basic dressage, show-jumping and cross-country • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ apply knowledge of the principle of safe handling of horses to perform basic horse riding skills in controlled conditions ○ apply basic horse psychology and behaviour patterns to control the horse in a controlled environment
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SROEQO001A Handle horses safely ○ SROEQO002A Demonstrate basic horse riding skills • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RGRH311A Apply principles of basic anatomy and physiology to horses ○ RTE2104A Carry out regular horse observation ○ RTE2121A Provide daily care for horses ○ SROEQO003A Supervise horse handling ○ SROEQO004A Apply first aid for horses ○ SRSEQS003A Teach the fundamental skills of riding • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Common safe horse handling techniques to ensure all possible risks have been identified and appropriate action taken to ensure safety of horses and participants ○ Different horse related equipment in order to be able to effectively demonstrate dressage show-horse including poles and grids ○ Selection and use of horse riding equipment necessary to demonstrate fundamental dressage show-horse including poles and grids ○ Social behaviour and vices of horses in order to effectively manage a variety of horses ○ Correct techniques for basic horse riding in order to correctly demonstrate basic dressage, show-horse including poles and grids • Required skills <ul style="list-style-type: none"> ○ Horse handling techniques in order to correctly handle a variety of horses ○ Horse care in order to correctly care for a variety of horses
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ horse for personal use ○ a suitable location with controlled conditions ○ horses in a recreational or training program, housed in an appropriate private or commercial establishment ○ include quiet and reasonably tractable horses • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching equestrian activities
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an appropriate equestrian facility with participants at the beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify, evaluate and develop the basic skills of dressage, show jumping and cross country skills • Communicating ideas and information - Listen and respond to coaches instructions • Planning and organising activities - Plan for conduct training sessions and activities • Working with teams and others - Working with other members of the group, individual riders and horses to maintain control and safety • Using mathematical ideas and techniques - Demonstrate distances and measurements in riding techniques during activities • Solving problems - Modify teaching methods for rider/horse to achieve optimum performance • Using technology - Use artificial aids and technical equipment appropriately <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSEQS003A	TEACH THE FUNDAMENTAL SKILLS OF RIDING
SRSEQU	Equestrian

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use exercises and activities to teach or develop the fundamental skills of riding.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare riders for training	<p>1.1 Meet riders punctually, make them feel welcome and explain riders registration/disclaimer and assist with interpretation where necessary</p> <p>1.2 Ensure riders' dress, equipment and other related factors evaluated are safe and appropriate to participate in training</p> <p>1.3 Assess rider's ability as suitable for the requirements of the session</p> <p>1.4 Assess the horse's temperament, standard of training, level of fitness and ability to determine suitability for the requirements of the session</p> <p>1.5 Ensure organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment, eg, environment, facilities, conditions and external influences and other equipment, are in accordance with requirements for the training session</p> <p>1.6 Assess safety, hazards and other risks and act appropriately in accordance with best practice principles of equestrian sports prior to commencement of the session</p> <p>1.7 Make riders aware of aims and objectives of the instructional session and of rules, codes and the organisation's Occupational Health and Safety requirements</p> <p>1.8 Warm-up horses and riders and mentally prepare through safe and appropriate exercises</p>
2 Plan an instructional session for teaching the fundamental skills of riding	<p>2.1 Plan appropriate instructional activities, determine a suitable sequence of instruction and prepare a written lesson plan that will facilitate and enhance the learning process</p> <p>2.2 Identify factors which affect the acquisition of the fundamental skills of riding and describe these to the learners in relation to skill acquisition of the particular skill</p> <p>2.3 Prepare contingency plans for instructional session to cope with inclement weather and other related factors that may affect the ability to conduct the session</p>
3 Conduct lessons/training sessions, exercises and activities	<p>3.1 Allocate sufficient space and resources for the session, activity and/or game</p> <p>3.2 Deliver relevant information, explanations and demonstrations to perform exercises and activities in accord with accepted best practice principles of equestrian sports/activities</p> <p>3.3 Place the emphasis on practical involvement while adjusting or refining skills on an individualised basis</p> <p>3.4 Observe riders to see that the exercises and activities are conducted in accordance with the rules and regulations and accepted best practice principles of equestrian sports/activities</p> <p>3.5 Undertake observation of the riders/learners with minimal disruption to the flow of the exercises and activities to teach or develop fundamental skills</p> <p>3.6 Provide corrections and feedback to the learners to enhance skill acquisition</p> <p>3.7 Monitor relevant organisational issues and provide feedback where necessary to maintain control and safety of the riders/learners</p>

4 Teach fundamental skills of dressage, riding on the flat, and jumping	<p>4.1 Select methods of teaching/learning to match rider/s readiness and equipment available</p> <p>4.2 Implement selected teaching/learning method</p> <p>4.3 Assess rider/s and horse/s abilities to cooperate with the instruction, both during and after the instruction</p> <p>4.4 Modify teaching method during implementation, according to the results of the monitoring</p> <p>4.5 Describe to the rider any further modifications to technique following initial instruction and as a result of assessment</p>
5 Communicate in a style appropriate to the riders	<p>5.1 Present verbal communications in a clear, accurate style appropriate to the riders level of understanding</p> <p>5.2 Listen and respond to riders in accordance with accepted best practice principles in equestrian sports</p> <p>5.3 Interact with others in a friendly and professional manner</p> <p>5.4 Demonstrate stance, posture, signals and movements in accordance with best practice body language approaches adopted within equestrian sports</p> <p>5.5 Project voice effectively over distances or adopt strategies including gestures and body language to supplement weaknesses in this area</p> <p>5.6 Use communication aids such as headphones or loud hailer</p> <p>5.7 Use and explain terminology or specific commands for control of individuals and/or groups</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Aims and objectives of the instructional session	[all categories] <ul style="list-style-type: none"> • mounting, dismounting, holding, lengthening and shortening the reins • riders position - balanced and effective • using exercises to maintain balance and increase confidence at the walk • halt walk transitions and walk halt transitions • turning and guiding the horse at the walk • rising trot • using exercises to maintain balance and increase confidence at the trot • diagonals • sitting trot • turning and guiding the horse at the trot
Best practice principles of equestrian sports/activities	[all categories] <ul style="list-style-type: none"> • Equestrian Federation of Australia Coaches Code of Conduct policy • the Australian Sports Commission's Harassment-free Sport Policy • the Equestrian Federation of Australia regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of the sport/activity • accepted 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
Conditions and external influences	[all categories] <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • motor or other vehicular traffic • other horses in vicinity of lesson including <ul style="list-style-type: none"> ○ mares in season ○ rigs, and ○ stallions • horses misbehaving or out of control

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • horses suitable for riding lessons and associated equipment <ul style="list-style-type: none"> ○ saddle (saddle cloth) ○ bridle ○ lunge rein ○ lunge whip ○ boots/bandages • safe, fenced arena with secure footing • safety equipment (eg, helmets - current to Australian standards, riding boots/clogs)
Exercises and activities to teach or develop fundamental skills	<p>[all categories]</p> <ul style="list-style-type: none"> • catching, leading, grooming, saddling and adjusting gear, mounting and dismounting • lunging the rider on a school horse known to be suitable and safe for the activity in a suitable and safe area • exercises on the horse when stationary or at the walk to develop balance, co-ordination and independent application of the aids which may include exercises for the arms, legs and upper body
Fundamental skills of riding	<p>[all categories]</p> <ul style="list-style-type: none"> • maintain a balanced upright or a forward seat in walk and trot • apply correct and effective natural aids • control horse/s at walk and trot, while on the lunge • maintain balance • incorporates knowledge and understanding of <ul style="list-style-type: none"> ○ the footfalls of the horse in walk and trot ○ diagonals ○ the effect of the application of aids • turn the horse around witches hats or similar obstacles in walk while in control of the instructor • turn the horse around witches hats or similar obstacles in trot while in control of the instructor
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • horse panics when restricted by side-reins • lunge rein becomes tangled in horses legs • side-reins too low and rider's leg caught • objects left in working area (jump wings) • horse's strong herd instinct • other horse nearby • rowdy, excited riders • nervous riders • unsuitable mix/es of horse and rider • unexpected outside influences • temperature extremes

Organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • riders should wear hats/helmets at all times when mounted • hats/helmets must fit securely and the harness should be fastened • hats should comply with the current Standards Australian, European or American safety standards and be in good repair • boots must have heels and a smooth sole • boots must fit the stirrup in accord with best practice principles of equestrian sports • if boots are unavailable, suitable clogs or stoppers are to be worn on the stirrups • personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities • technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
Other equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • spare clothing (shirts with sleeves, track suit pants, socks) • teaching aids • suitable location for teaching of unit/s • whip/s • sun protection • drinking water
Other related factors evaluated	<p>[all categories]</p> <ul style="list-style-type: none"> • correct and appropriate lunging skills for the horse <ul style="list-style-type: none"> ○ safety at all times ○ correct dress of the handler ○ correct and appropriate preparation of the horse correct fitting of gear ○ maintenance of triangle with whip/lunge line/horse ○ lunge line contact consistent ○ use of the whip with the tail of the whip kept lower than the handle ○ excess line neatly held and kept off the ground ○ handler stands still or steps forward (not back) ○ when lengthening or shortening the lunge line, contact is maintained ○ handler stays on a pivot point or small circle with the horse maintaining an even circle, even tempo and smooth transitions ○ recognition of basic horse problems ○ knowledge of important attributes needed for a horse to lunge beginner and novice riders ○ identification of potential safety hazards ○ understanding of emergency stopping procedure • correct and appropriate lunging skills for the rider <ul style="list-style-type: none"> ○ knowledge of advantages of teaching the beginner on the lunge ○ knowledge of objectives/procedures that should be considered ○ correct and appropriate warm-up for the rider

	<ul style="list-style-type: none"> ○ knowledge of basic rider faults that may be caused as a result of tension of the rider ● preparation of safe workable arena ● preparation of equipment and lesson plan ● lesson format (introduction, explanation, demonstration and practice, followed by conclusion and questions) ● check of rider's previous experience and any disabilities ● safety control established (hand break) ● time management ● personal professional dress ● correct, safe and thorough gear check ● effective communication skills ● correct and appropriate rider warm-up ● sequencing of skill and acquisition/progression ● rider corrections/appropriate exercises/activities ● avoidance of hazards ● variety/changes of rein ● relevant feedback to and from student ● maintenance of relevant records (rider registration, disclaimer, accident/incident reports, horse records)
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● human and/or physical ● suitable horse ● equipment for the rider, and the horse ● health and safety provision ● working area - enclosed and with suitable footing ● working area to be free from hidden dangers ● working area - indoor/outdoor menage, which should <ul style="list-style-type: none"> ○ be secure with gates which can be closed ○ be fenced in accord with best practice principles of equestrian sports ○ have surfaces maintained in accord with best practice principles of equestrian sports
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● current edition of the <i>Federation Equestre Internationale Rules</i> and relevant Federation Equestre Internationale discipline rules ● local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> ● best practice code of ethics such as <ul style="list-style-type: none"> ○ the Equestrian Federation of Australia Coaches Code of Conduct policy ○ State Equestrian Association and/or Local Equestrian Association Code of conduct policy ● policies of the employer organisation such as <ul style="list-style-type: none"> ○ the Australian Sports Commission's Harassment-free Sport policy ○ the Equestrian Federation of Australia regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines

Sequence	[all categories] <ul style="list-style-type: none">• introduction• explanation• demonstration• observation• analysis• evaluation• feedback
-----------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and ability to use exercises and activities to teach or develop the fundamental skills of riding • Assessment of performance should be over a period of time covering all categories of coaching riding from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess conditions and prepare riders for training ○ assess rider/s readiness to acquire and perform the ability to observe the horse and recognise whether the horse is suitable and safe for the rider to learn on ○ conduct lessons/training sessions and activities ○ teach fundamental skills of dressage, riding on the flat ○ communicate in a style appropriate to the riders
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ SRXFAD001B Provide first aid ○ Plus one of the following <ul style="list-style-type: none"> ▪ For Equestrian - general SRSEQS001A Demonstrate basic dressage, show jumping and cross country riding, or ▪ For Equestrian - show horse SRSEQS002A Demonstrate basic dressage and show horse skills using poles and grids • This unit must be assessed in conjunction with, the following unit(s) <ul style="list-style-type: none"> ○ RGRH311A Apply principles of basic anatomy and physiology to horses ○ RTE2104A Carry out regular horse observation ○ RTE2121A Provide daily care for horses ○ SROEQO003A Supervise horse handling ○ SROEQO004A Apply first aid for horses • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of psychology/behaviour of the horse in order to incorporate this information into training sessions ○ Knowledge of exercises and activities to teach the fundamental skills of riding ○ Knowledge of the use of appropriate equipment and safety requirements in relation to best practice principles of equestrian sports • Required skills <ul style="list-style-type: none"> ○ Ability to recognise fear and to apply fundamental psychology to assist the rider's confidence ○ Skills of riding and training the horse in order to incorporate these into training sessions ○ Ability to provide demonstrations, i.e., self mounted and/or unmounted, other riders as models, videos or diagrams ○ Ability to assess performance and to make fundamental corrections to the horse personally and via the rider
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ equestrian facilities ○ equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered <i>Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as coaching effectiveness this unit of competency must be assessed over three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching equestrian activities
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an appropriate equestrian facility with participants at the beginner level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify, evaluate and develop the fundamental skills of riding • Communicating ideas and information - Listen and respond to riders accordingly • Planning and organising activities - Design and conduct training sessions and fundamental activities • Working with teams and others - Manage individual riders and horses to maintain control and safety • Using mathematical ideas and techniques - Demonstrate distances and measurements in riding techniques during activities • Solving problems - Modify teaching methods for rider/horse to achieve optimum performance • Using technology - Use artificial aids and technical equipment appropriately <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSEQS004A	TEACH THE INTERMEDIATE SKILLS OF RIDING ON THE FLAT
SRSEQU	Equestrian

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required using exercises and activities to teach or develop the intermediate skills of riding.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching the intermediate skills of riding on the flat	1.1 Identify learner needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Plan a suitable site and resources based on an assessment of learner needs, hazards , abilities and aims of the session 1.3 Plan appropriate instructional activities that will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Prepare a lesson plan showing relevant details 1.6 Access resources to conduct instructional tasks and activities
2 Prepare for instructional session	2.1 Prepare safe and appropriate area to train learners 2.2 Prepare teaching resources in preparation for the lesson 2.3 Prepare horses and equipment , where appropriate 2.4 Meet students punctually, make them feel welcome, provide relevant pre-activity information to students and explain registration/disclaimer and assist with interpretation 2.5 Ensure organisation's Occupational Health and Safety requirements , eg, environment, facilities, equipment, conditions and external influences , are in accordance with requirements for the training session 2.6 Assess safety and other risks and act appropriately in accordance with best practice principles of equestrian sports/activities prior to commencement of the session
3 Introduce the instructional session	3.1 Communicate the aims and objectives of the instructional session to the learners 3.2 Brief the learners on the safety practices, procedures, gear check, rules and regulations , codes, Occupational Health and Safety requirements and behaviour appropriate to the instructional session 3.3 Define activity boundaries/training area and/or clearly outline to the learners 3.4 Provide information on clothing, footwear, helmets and equipment and select, fit and adjust to suit the individual and the session, check it is in good working order and ensure compliance with Occupational Health and Safety legislation, manufacturer's recommendations and/or operating procedures 3.5 Assess learners standard and ability as suitable for the requirements of the session and ensure other related factors are evaluated 3.6 Encourage learners to seek clarification, information and feedback
4 Warm-up during instructional session	4.1 Mentally prepare students through safe and appropriate exercises, if appropriate 4.2 Conduct 'warm-up'/introductory activities (where required) to reduce the risk of injury when student's are participating in physical activities 4.3 Monitor individual student's performance in instructional activities 4.4 Show relevance of seat correction during warm-up

<p>5 Apply appropriate teaching techniques</p>	<p>5.1 Break-down complex skills and techniques into component parts, describe with key teaching points and discuss how tasks are to be performed (aids)</p> <p>5.2 Motivate the students by explaining why the task is important to both the training of horses and the training of learners</p> <p>5.3 Conduct demonstrations with high levels of technical correctness and suitability for the instructional session</p> <p>5.4 Discuss and correct flaws in demonstrations</p> <p>5.5 Monitor time throughout the session and provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Communicate instructions and information clearly and concisely, monitor performance, provide positive feedback and ensure instructional activity allows for repetition of skills</p> <p>5.7 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to horse riding and achievement of competency, in a manner which achieves interest and learner understanding</p> <p>5.8 Identify faults in students technique and horses way of going and provide a variety of solutions, where relevant, to correct faults</p> <p>5.9 Evaluate instructional activities for effectiveness and implement modifications when required</p>
<p>6 Conclude and evaluate the instructional session</p>	<p>6.1 Allow time for 'cooling down' at the end of the session</p> <p>6.2 Bring students to a halt safely in accordance with organisations procedures</p> <p>6.3 Summarise lesson for learners</p> <p>6.4 Ask for feedback from students using questioning techniques</p> <p>6.5 Check equipment for damage and return and store in an appropriate fashion</p>
<p>7 Monitor safety throughout the instructional session</p>	<p>7.1 Conduct a risk analysis of the instructional activities and location prior to the session start, and implement a risk management plan in accordance with the organisation's guideline and operating procedures</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach students industry standard safety practices relevant to horse riding</p> <p>7.4 Explain the 'emergency stop' to all students at the commencement of the lesson</p> <p>7.5 Assess abilities of student's and level of understanding via questioning techniques and/or formal assessment</p> <p>7.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional activities</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abilities of student	<p>[all categories]</p> <ul style="list-style-type: none"> • beginner riders <ul style="list-style-type: none"> ○ make mistakes frequently ○ may get frustrated and impatient with themselves ○ every aspect of the skill has to be consciously worked at ○ the skill will have to be broken down into smaller tasks and/or practised in a modified form (slower than normal) • intermediate riders (refined) <ul style="list-style-type: none"> ○ begins to get the idea of the skill and becomes more fluent, confident and the sense of 'feel' or timing improves ○ have a better idea of the sequence of actions and be able to link them together • automatic (fluid) <ul style="list-style-type: none"> ○ unconsciously performs the skill and can produce the skill under pressure and in a competition environment ○ makes the skill look easy and automatic
Aims of session	<p>[all categories]</p> <ul style="list-style-type: none"> • the letter used around a dressage arena • the tracks of the arena • letters and dimensions of the dressage arena • the correct use of the whip • traffic rules for riding in a group in an arena • control of the ride in single file • control of the ride in open order • control of the ride while riding independently • control of the ride between forms of riding • riders position - balanced and effective • simple changes of rein • circles • serpentines • loops • canter leads • diagonals • sitting trot • natural and artificial aids • transitions up and down to trot • transitions up and down to canter

Best practice principles of equestrian sports/activities	<p>[all categories]</p> <ul style="list-style-type: none"> • Equestrian Federation of Australia Coaches Code of Conduct policy • the Australian Sports Commission's Harassment-free Sport Policy • the Equestrian Federation of Australia regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of the sport/activity • accepted 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
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • motor or other vehicular traffic • other horses in the vicinity of the lesson including <ul style="list-style-type: none"> ○ mares in season ○ rigs ○ stallions • horses misbehaving or out of control
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • horses suitable for riding lessons and associated equipment including <ul style="list-style-type: none"> ○ monkey straps ○ witches hats or similar ○ safety equipment (eg, helmets - current to Australian standards, riding boots/clogs) • safe, fenced arena/area with secure footing
Gear check	<p>[all categories]</p> <ul style="list-style-type: none"> • fitting of bit, height and width • condition of the bit (rough edges, wearing, cleanliness) • suitability of bit • fitting of noseband • stitching, buckles and studs on reins and cheek-pieces • fitting of throatlatch • fitting of brow-band and headpiece • all straps are in keepers • tightness of girth (check with rider about horse's reaction to girth before touching it) • condition of leather, stitching on girth straps (both sides) • clearance of the pommel of the saddle • fitting of saddlecloth • suitability of saddle for work to be done • stirrup bars are down and stirrup leathers are in good condition (both sides) • stitching of stirrup leathers (both sides)

	<ul style="list-style-type: none"> condition of stirrup leathers where leathers meet stirrup iron (both sides) stirrups are correct size (index finger width both sides of the foot) fitting of breast-plate, martingales (must have 'stops' on reins and at the chest for running martingales) fitting of boots and bandages fitting of rider's approved skull cap
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> horses too close aggressive horses timid horses horse's strong herd instinct rowdy, excited riders nervous riders unsuitable mix/es of horse and rider objects left in the working area jump wings with cups left in spectators other facility users unexpected outside influences environmental/weather conditions and temperature extremes
Lesson plan	<p>[all categories]</p> <p>showing relevant details of a</p> <ul style="list-style-type: none"> contingency plan to cope with inclement weather and other factors that may affect the ability to conduct the session
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> rider should wear hats/helmets at all times when mounted hats/helmets must fit securely and the harness should be fastened hats should comply with the current standards, Australian, European or American safety standards and be in good repair boots must have heels and a smooth sole boots must fit the stirrup in accord with best practice principles of equestrian sports if boots are unavailable, suitable clogs or stoppers are to be worn on the stirrups personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports

Other related factors	<p>[all categories]</p> <ul style="list-style-type: none"> • preparation of safe workable arena • preparation of equipment and lesson plan • lesson format (introduction, explanation, demonstration and practice, followed by conclusion and questions) • check of rider's previous experience and any disabilities • safety control established (hand break) • time management • personal professional dress • correct, safe and thorough gear check • effective voice projection • use of clear, correct commands in the arena • correct and appropriate warm-up • sequencing of skill acquisition/progression • horse corrections/appropriate exercises/activities • rider corrections/appropriate exercises/activities • avoidance of hazards • safe control and management of a ride • variety/changes of rein • appropriate positioning of the coach in the arena • correct terminology/commands • relevant feedback to and from all students in the lesson • maintenance of control of the ride throughout the ride • maintenance of relevant records (rider registration, disclaimer, accident/incident reports, horse records)
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human and/or physical • suitable horse • equipment for the rider and the horse • health and safety provision • working area - enclosed and with suitable footing • working area to be free from hidden dangers • working area - indoor/outdoor menage which should <ul style="list-style-type: none"> ○ be secure with gates which can be closed ○ be fenced in accord with best practice principles of equestrian sports ○ have surfaces maintained in accord with best practice principles of equestrian sports <p>[all categories]</p> <ul style="list-style-type: none"> • spare clothing (shirts with sleeves, track suit pants, socks) • teaching aids • suitable location for teaching of unit/s • whip/s • radio head phones, loud hailer, public address (PA) system • sun protection • drinking water

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the <i>Federation Equestre Internationale Rules</i> and relevant Federation Equestre Internationale discipline rules • local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> • best practice code of ethics such as <ul style="list-style-type: none"> ○ the Equestrian Federation of Australia Coaches Code of Conduct policy ○ State Equestrian Association and/or Local Equestrian Association Code of conduct policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ the Australian Sports Commission's Harassment-free Sport policy ○ the Equestrian Federation of Australia regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines
Sequence	<p>[all categories]</p> <ul style="list-style-type: none"> • introduction • explanation • demonstration • observation • analysis • evaluation • feedback

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a horse riding instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of twenty (20) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing horse riding skills • Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and Occupational Health and Safety requirements ○ demonstrate horse riding techniques and skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for horse riding ○ apply relevant rules, safety procedures, regulations and legislation
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ RGRH311A Apply principles of basic anatomy and physiology to horses ○ RTE2104A Carry out regular horse observation ○ RTE2121A Provide daily care for horses ○ SROEQO003A Supervise horse handling ○ SROEQO004A Apply first aid for horses ○ SRSEQS001A Demonstrate basic dressage, showjumping and cross-country riding skills ○ SRSEQS003A Teach the fundamental skills of riding • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RTE4116A Prevent and treat equine injury and disease ○ SROEQO008A Determine nutritional requirements for horses ○ SROEQO009A Plan conditioning and training programs for horses • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program

	<ul style="list-style-type: none"> ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Resource implications	<ul style="list-style-type: none"> ● Physical resources - Assessment of this competency requires access to <ul style="list-style-type: none"> ○ suitable locations for the conduct of horse riding instructional sessions ○ horses suitable for horse riding lessons ○ safety equipment (eg, helmets) ○ suitable personal clothing ○ first aid kit ○ instructional tools (may include video, television, whiteboard, handouts, etc) ○ client groups ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ competent in this unit and, as a minimum, in the units SRXFAC001B, SRXRIS001B and SRXEME001B to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to issues such as the variety of teaching skills suitable for different client groups, this units of competency must be assessed over a minimum of twenty (20) different occasions with different client groups. This is in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing horse riding skills
Context for assessment	<ul style="list-style-type: none"> ● For valid and reliable assessment this unit of competency must be assessed in the context of horse riding teaching skills activity across a range of all subjects. The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place ● Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes ● Where performance in 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collecting background information on clients and clients horses (where own horses are used) • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills (eg, measurements of arena, tangent points, serpentines) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids, two-way radios, public address (PA) systems, videos to prepare and research lesson <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSEQS005A	TEACH THE INTERMEDIATE SKILLS OF RIDING OVER FENCES
SRSEQU	Equestrian

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use exercises and activities to teach or develop the intermediate skills of riding.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching the intermediate skills of riding over fences	1.1 Identify learner needs and assess current abilities of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Plan a suitable site and resources based on an assessment of learner needs, hazards , abilities and aims of the session 1.3 Plan appropriate instructional activities that will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Prepare a lesson plan showing relevant details 1.6 Access resources to conduct instructional tasks and activities
2 Prepare for instructional session	2.1 Prepare safe and appropriate area to train learners 2.2 Prepare teaching resources in preparation for the lesson 2.3 Prepare horses and equipment and undertake a gear check , where appropriate 2.4 Meet learners punctually, make them feel welcome, provide relevant pre-activity information and explain registration/disclaimer and assist with interpretation 2.5 Ensure organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment , eg, environment, facilities, conditions and external influences and equipment , are in accordance with requirements for the training session 2.6 Assess safety and other risks and act appropriately in accordance with best practice principles of equestrian sports/activities prior to commencement of the session
3 Introduce the instructional session	3.1 Communicate the aims and objectives of the instructional session to the learners 3.2 Brief the learners on the safety practices, organisation's Occupational Health and Safety requirements, procedures, rules and regulations , codes and behaviour appropriate to the instructional session 3.3 Define activity boundaries/training area and/or clearly outline to the learners 3.4 Provide information on clothing, footwear, helmets and equipment and select, fit and adjust to suit the individual and the session, check it is in good working order and ensure compliance with Occupational Health and Safety legislation, manufacturer's recommendations and/or operating procedures 3.5 Assess learners standard and ability as suitable for the requirements for the session and ensure other related factors are evaluated 3.6 Encourage learners to seek clarification, information and feedback
4 Warm-up during instructional session	4.1 Mentally prepare students through safe and appropriate exercises, if appropriate 4.2 Conduct 'warm-up'/introductory activities (where required) to reduce the risk of injury when student's are participating in physical activities 4.3 Monitor individual student's performance in instructional activities 4.4 Show relevance of seat correction during warm-up

5 Apply appropriate teaching techniques	<p>5.1 Break-down complex skills and techniques into component parts, describe with key teaching points and discuss how tasks are to be performed (aids)</p> <p>5.2 Motivate the students by explaining why the task is important to both the training of horses and the training of learners</p> <p>5.3 Conduct demonstrations with high levels of technical correctness and suitability for the instructional session</p> <p>5.4 Discuss and correct flaws in demonstrations</p> <p>5.5 Monitor time throughout the session and provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Communicate instructions and information clearly and concisely, monitor performance, provide positive feedback and ensure instructional activity allows for repetition of skills</p> <p>5.7 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to horse riding and achievement of competency, in a manner which achieves interest and learner understanding</p> <p>5.8 Identify faults in students technique and horses way of going and provide a variety of solutions, where relevant, to correct faults</p> <p>5.9 Evaluate instructional activities for effectiveness and implement modifications when required</p>
6 Conclude and evaluate the instructional session	<p>6.1 Allow time for 'cooling down' at the end of the session</p> <p>6.2 Bring students to a halt safely in accordance with organisations procedures</p> <p>6.3 Summarise lesson for learners</p> <p>6.4 Ask for feedback from students using questioning techniques</p> <p>6.5 Check equipment for damage and return and store in an appropriate fashion</p>
7 Monitor safety throughout the instructional session	<p>7.1 Conduct a risk analysis of the instructional activities and location prior to the session start, and implement a risk management plan in accordance with the organisation's guideline and operating procedures</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach students industry standard safety practices relevant to horse riding</p> <p>7.4 Explain the 'emergency stop' to all students at the commencement of the lesson</p> <p>7.5 Assess student's level of understanding via questioning techniques and/or formal assessment</p> <p>7.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional activities</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abilities of group/individuals	<p>[all categories]</p> <ul style="list-style-type: none"> • beginner riders <ul style="list-style-type: none"> ○ make mistakes frequently ○ may get frustrated and impatient with themselves ○ every aspect of the skill has to be consciously worked at ○ the skill will have to be broken down into smaller tasks and/or practised in a modified form (slower than normal) • intermediate riders (refined) <ul style="list-style-type: none"> ○ begin to get the idea of the skill and becomes more fluent, confident and the sense of 'feel' or timing improves ○ have a better idea of the sequence of actions and be able to link them together • automatic riders (fluid) <ul style="list-style-type: none"> ○ unconsciously performs the skill and can produce the skill under pressure and in a competition environment ○ makes the skill look easy and automatic
Aims and objectives of the instructional session	<p>[all categories]</p> <ul style="list-style-type: none"> • show the difference between dressage seat and show jumping • teach the ride how to maintain a centred independent two point seat and forward seat riding in trot • teach the ride how to maintain a centred independent three point seat in trot and canter • show the ride the use of rein releases • teach how to ride over a single rail in forward seat rising • teach how to ride over a single rail in two point seat • teach how to ride over trot poles in two point seat • teach how to ride over trot poles in forward seat rising • teach how to ride over single fence (up to 30cm) with trot approach • control the ride within arena dimensions in an open area in walk • control a group of four riders within arena dimensions in an open area in trot • control a ride of four riders within arena dimensions in an open area in canter • maintain group control while teaching jumping seat in an open area in trot • teach the ride how to maintain jumping seat in an open area in a balanced controlled canter • teach the ride how to change the rein when riding in an open area • teach how to maintain jumping seat while performing transitions up to trot • teach how to maintain jumping seat while performing transitions up to canter • teach the ride how to maintain jumping seat while riding over undulating country in a balanced controlled canter

	<ul style="list-style-type: none"> riding over a single fence (up to 30cm) in an open area with a trot approach
Best practice principles of equestrian sports/activities	<p>[all categories]</p> <ul style="list-style-type: none"> the Equestrian Federation of Australia Coaches Code of Conduct policy Australian Sports Commission's Harassment-free Sport policy the Equestrian Federation of Australia regulations and guidelines relevant national, state/territory or local government regulations and guidelines employer organisations policies and procedures the culture of the equestrian sports accepted 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
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> environmental/weather conditions other facility users spectators motor or other vehicular traffic
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> horses suitable for riding lessons and associated jumping equipment including <ul style="list-style-type: none"> monkey straps safe, fenced area with secure footing witches hats or similar safety equipment (eg, helmets - current to Australian standards, riding boots/clogs) undulating country jumping equipment cross country jumps
Gear check	<p>[all categories]</p> <ul style="list-style-type: none"> fitting of bit, height and width condition of the bit (rough edges, wearing, cleanliness) suitability of bit fitting of noseband stitching, buckles and studs on reins and cheek- pieces fitting of throatlatch fitting of brow-band and headpiece all straps are in keepers tightness of girth (check with rider about horse's reaction to girth before touching it) condition of leather, stitching on girth straps (both sides) clearance of the pommel of the saddle fitting of saddlecloth suitability of saddle for work to be done

	<ul style="list-style-type: none"> • stirrup bars are down and stirrup leathers are in good condition (both sides) • stitching of stirrup leathers (both sides) • condition of stirrup leathers where leathers meet stirrup iron (both sides) • stirrups are correct size (index finger width both sides of the foot) • fitting of the breast-plate, martingales (must have 'stops' on reins and at the chest for running martingales) • fitting of boots and bandages • fitting of rider's approved skull cap • back protector • suitability of artificial aids (dressage whip)
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • horses too close • aggressive horses • timid horses • horses' strong herd instinct • rowdy, excited riders • nervous riders • unsuitable mix/es of horse and rider • objects left in the working area • jump wings with cups left in • other horses in vicinity of lesson including <ul style="list-style-type: none"> ○ mares in season ○ rigs ○ stallions • horses misbehaving or out of control • horses changing attitude when in open area (bucking, shying, becoming strong or bolting) • riders changing usual performance when in open area (nervous, not listening, holding horse mouth, changing riding position)
Lesson plan showing relevant details	<p>[all categories]</p> <ul style="list-style-type: none"> • contingency plan to cope with inclement weather and other factors that may affect the ability to conduct the session
Organisation's Occupational Health and Safety requirements, safe and appropriate dress, and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • riders should wear hats/helmets at all times when mounted • hats/helmets must fit securely and the harness should be fastened • hats should comply with the current standards, Australian, European or American safety standards and be in good repair. • boots must have heels and a smooth sole • boots must fit the stirrup in accord with best practice principles of equestrian sports • personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities • technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports

<p>Other related factors are evaluated</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • preparation of safe workable arena • preparation of equipment and lesson plan • check of rider's previous experience and any disabilities • safety control established (hand break) • correct, safe and thorough gear check • effective voice projection • use of clear, correct commands in the arena • correct and appropriate worm-up • sequencing of skill acquisition/progression • horse corrections/appropriate exercises/activities • rider corrections/appropriate exercises/activities • avoidance of hazards • safe control and management of a ride • variety/changes of rein • appropriate positioning of the coach in the jumping area • correct terminology/commands • relevant feedback to and from all students in the lesson • maintenance of control of the ride throughout the ride • maintenance of relevant records (rider registration, disclaimer, accident/incident reports, horse records)
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • human and/or physical • suitable horse • equipment for the rider, and the horse • health and safety provision • working area <ul style="list-style-type: none"> ○ enclosed and with suitable footing ○ free from hidden dangers ○ undulating country, which should be secure with gates which can be closed ○ be fenced in accord with best practice principles of equestrian sports ○ have surfaces maintained in accord with best practice principles of equestrian • spare clothing (shirts with sleeves, tracksuit pants, socks) • teaching aids • suitable location for teaching of unit/s • whip/s • radio head phones, loud hailer, public address (PA) system • sun protection • drinking water

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the <i>Federation Equestre Internationale Rules</i> and relevant Federation Equestre Internationale discipline rules • local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> • best practice code of ethics such as <ul style="list-style-type: none"> ○ the Equestrian Federation of Australia Coaches Code of Conduct policy ○ State Equestrian Association and/or Local Equestrian Association Code of conduct policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ the Australian Sports Commission's Harassment-free Sport policy ○ the Equestrian Federation of Australia regulations and guidelines ○ relevant national, state/territory or local government regulations and guidelines
Sequence	<p>[all categories]</p> <ul style="list-style-type: none"> • introduction • explanation • demonstration • observation • analysis • evaluation • feedback

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a horse riding instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of twenty (20) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing horse riding skills • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and Occupational Health and Safety requirements ○ demonstrate horse riding skills and techniques accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for horse riding ○ apply relevant rules, safety procedures, regulations and legislation
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ RGRH311A Apply principles of basic anatomy and physiology to horses ○ RTE2104A Carry out regular horse observation ○ RTE2121A Provide daily care for horses ○ SROEQO003A Supervise horse handling ○ SROEQO004A Apply first aid for horses ○ SRSEQS001A Demonstrate basic dressage, showjumping and cross country riding ○ SRSEQS003A Teach the fundamental skills of riding • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ RTE4116A Prevent and treat equine injury and disease ○ SROEQO008A Determine nutritional requirements for horses ○ SROEQO009A Plan conditioning and training programs for horses • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP008A Select a team or group ○ SRSCGP009A Work with officials ○ SRSCGP010A Provide information regarding drugs in sports issues ○ SRSCGP011A Support athletes to adopt the principles of sports psychology ○ SRSCGP012A Support athletes to adopt the principles of eating for peak performance ○ SRSCGP013A Monitor coach welfare ○ SRSCGP014A Implement recovery programs ○ SRXCAI008B Plan and prepare an individualised long-term training program

	<ul style="list-style-type: none"> ○ SRXCAI009B Conduct, monitor and adjust individualised long-term programs ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Required knowledge and skills	<ul style="list-style-type: none"> ● Required knowledge <ul style="list-style-type: none"> ○ Knowledge of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of horse riding (eg, Occupational Health and Safety, land and water management authorities, local government) ○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of horse riding skills ● Required skills <ul style="list-style-type: none"> ○ First aid competencies to effectively deal with emergencies whilst instructing horse riding ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Horse riding skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	<ul style="list-style-type: none"> ● Physical resources – Assessment of this competency requires access to <ul style="list-style-type: none"> ○ suitable locations for the conduct of horse riding instructional sessions ○ horses suitable for horse riding lessons ○ safety equipment (eg, helmets) ○ suitable personal clothing ○ first aid kit ○ instructional tools (may include video, television, whiteboards, handouts, etc) ○ client groups ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ competent in this unit and, as a minimum, in the units SRXFAD001B, SRXRIS001B and SRXEME001B to ensure adequate risk management during the assessment ○ personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of twenty (20) different occasions with different client groups. This is in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing horse riding skills
Context for assessment	<ul style="list-style-type: none"> • For valid and reliable assessment this unit of competency must be assessed in the context of horse riding teaching skills activity across a range of all subjects. The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Collecting background information on clients and clients horses (where own horses are used) • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching skills (eg, measurements of arenas, tangent points, serpentines) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids, two-way radios, public address (PA) systems, videos to prepare and research lesson <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

GOLF

GLF

Contents

SRSGLF001A Perform the A grade skills of golf	1
SRSGLF002A Apply the A grade tactics and strategies of golf in a competitive situation.....	7
SRSGLF003A Interpret and apply the rules of golf at the A grade level.....	13
SRSGLF004A Perform the advanced skills of golf	21
SRSGLF005A Apply the advanced tactics and strategies of golf in a competitive situation.....	29
SRSGLF006A Interpret and apply the rules of golf at the advanced level.....	35
SRSGLF007A Participate in conditioning for golf	41
SRSGLF008A Teach and/or develop the advanced skills of golf	49
SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation.....	59
SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf.....	65
SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation.....	73
SRSGLF012A Manage the format and results of golf competitions and tournaments.....	81
SRSGLF013A Develop and manage junior development programs in golf.....	87
SRSGLF014A Manage on course golf shop operations	93

SRSGLF001A	PERFORM THE A GRADE SKILLS OF GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate in drills, activities and games to develop and perform the A grade skills of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Undertake <i>drills, activities and/or games</i> to develop the <i>A grade skills</i> of golf	1.1 Conduct <i>drills, activities and/or games</i> in accord with etiquette, safety considerations, <i>rules, regulations and policies</i> and <i>accepted best practice of golf</i> 1.2 Use <i>resources, technological aids and equipment</i> in the <i>work environment</i> to develop skill acquisition
2 Perform the <i>A grade skills</i> of golf under competition conditions	2.1 Identify <i>A grade skills</i> of golf 2.2 Link A grade golf skills to competition conditions
3 Review and adapt <i>A grade skills</i> in response to feedback	3.1 Participate in a review process and modify the performance of the <i>A grade skills</i> 3.2 Identify aspects needing further emphasis and/or attention for modification in future sessions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice in golf	[all categories] <ul style="list-style-type: none"> • code of conduct • the culture of the golf • golf policies <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia • other policies <ul style="list-style-type: none"> ○ Australian Sports Commission Harassment-free Sport policy
A grade skills	[all categories] <ul style="list-style-type: none"> • grip aim and set-up (pre-swing) • all shots relate to the laws, principals and preferences, for example <ul style="list-style-type: none"> ○ full swing ○ pitching ○ chipping ○ bunker play ○ putting ○ specialist and trouble shots
Drills, activities and/or games	[all categories] <ul style="list-style-type: none"> • that are designed to teach or develop the A grade skills of golf • such as those described in the <i>Professional Golfers' Association Teaching Manual</i> • should include <ul style="list-style-type: none"> ○ national skills test ○ impact drills ○ entering and terminal performance tasks ○ posture drills ○ swing plane ○ release drills ○ on course modified games, eg, two ball worst ball • an extensive use of teaching aids and technological devices such as computer swing and/or video analysis should be utilised in conjunction with appropriate drills

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, eg, age, playing ability • health and safety provisions • golf course and/or range • learning aids and technological devices, eg, computer swing and/or video analysis • access to charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of • <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • best practice codes of ethics • policies of organisation such as <ul style="list-style-type: none"> ○ Australian Golf Union, Women's Golf Australia • current editions of <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia ○ Australian Sports Commission Harassment-free Sport policy
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • golf range • putting green • video camera • videos of other players
Work environment	<p>[all categories]</p> <ul style="list-style-type: none"> • safety requirements, safe and appropriate dress and equipment as listed in the appropriate golf etiquette guidelines • other recommended safety guidelines are <ul style="list-style-type: none"> ○ sun safety guidelines should be followed ○ other weather eg lightning ○ hydration guidelines should be followed ○ access to first aid facilities/equipment • conditions and external influences include <ul style="list-style-type: none"> ○ golf course and golf range users ○ spectators ○ other players

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and acquisition of the A grade skills of golf • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the A grade skills of golf under competition conditions ○ apply the rules and etiquette of golf ○ review own performance and identify modifications for future practice sessions/competitions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after or in conjunction with attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF002A Apply the A grade tactics and strategies of golf in a competitive situation ○ SRSGLF003A Interpret and apply the rules of golf at the A grade level • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and etiquette of golf in order to play at a sufficient standard to obtain an official golf handicap as registered with the sport's National Sporting Organisation • Required skills <ul style="list-style-type: none"> ○ Ability to play golf at a sufficient standard to obtain an official golf handicap as registered with the sport's National Sporting Organisation

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a golf facility ○ equipment ○ participants competing at appropriate levels in competitions • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ Be competent in golf at the advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test in the range of 50 to 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key skills for Grade A golf • Communicating ideas and information - Communicate information in clear and direct manner • Planning and organising activities - Not applicable • Working with teams and others - Participate in review process • Using mathematical ideas and techniques - Identify key statistics from analysis • Solving problems - Conduct personal skill analysis and modify for future performance • Using technology - Use video analysis and computer analysis equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF002A	APPLY THE A GRADE TACTICS AND STRATEGIES OF GOLF IN A COMPETITIVE SITUATION
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to develop and apply the A grade tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Assess player/s readiness to implement A grade tactics and strategies of golf	1.1 Identify the A grade tactics and strategies to be developed 1.2 Assess player/s regarding their readiness to acquire the A grade tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the A grade tactics and strategies of golf 1.4 Identify activities and games to develop A grade tactics and strategies of golf
2. Undertake pre-match/game/competition analysis and preparation	2.1 Prepare player/s in accord with psychological approaches commonly used at A grade levels within golf 2.2 Analyse strengths and weaknesses and decisions regarding hole by hole game plans are made accordingly 2.3 Review the individual golf course and assess its relevance to the strengths and weaknesses of the player and application of the appropriate game plan 2.4 Set pre match routines in view of the player's preferences 2.5 Allocate sufficient space and resources 2.6 Identify the rules, regulations and policies
3 Undertake in-match/game/competition analysis and decision making	3.1 Adopt psychological approaches commonly used at A grade levels within golf to enhance performance 3.2 Devise and refine pre shot routines based on individual player differences and preferences 3.3 Devise and refine post shot routines based on individual player differences and preferences 3.4 Analyse strengths and weaknesses of player/s in relation to shot by shot requirements and make decisions regarding shot selection accordingly 3.5 Monitor stage and situation of the round and ensure hole by hole/shot by shot tactics are in accord with accepted best practice in golf associated with A grade levels of golf 3.6 Analyse statistics and make relevant adjustments 3.7 Devise and refine visualisation skills to enhance performance based on individual player differences and preferences
4 Undertake post-match/game/competition analysis and follow-up	4.1 Assess psychological approaches commonly used at A grade levels within golf 4.2 Analyse strengths and weaknesses of the player/s in relation to the round/tournament and record for future referral 4.3 Analyse statistics for future referral

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice in golf	[all categories] <ul style="list-style-type: none"> • the Australian handicapping system of the sport's National Sporting Organisation • code of conduct • the culture of golf • golf policies <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia • other relevant policies <ul style="list-style-type: none"> ○ Australian Sports Commission Harassment-free Sport policy
Activities and games to develop A grade tactics and strategies	[all categories] <ul style="list-style-type: none"> • national skills test for developing shot reliability under match conditions • national training protocols • statistical analysis/round and practice
A grade tactics and strategies	[all categories] <ul style="list-style-type: none"> • risk • shot/club selection and placement • stage of the round (holes remaining) • lie • hazards • wind • distance • hole shape • decision making/shot shape required - trajectory • scoring • dealing with delay • pre shot routine and the 'decision line' • dealing with poor shot results/thought stoppage • tournament tactics and round tactics
Psychological approaches	[all categories] <ul style="list-style-type: none"> • motivation • goal setting • visualisation

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of individual players • health and safety provisions • golf course and/or golf range • learning aids and technological devices, eg, computer swing and/or video analysis • access to charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of • <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • best practice codes of ethics • policies of the organisation such as <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia ○ Australian Sports Commission Harassment-free Sport policy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the activities, discussions, forms of competitions and other strategies to apply the A grade tactics and strategies of golf • Assessment of performance should be over a period of time covering all categories of playing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess player/s readiness to implement A grade tactics and strategies of golf ○ undertake pre-match/game/ competition analysis and preparation ○ undertake in-match/game/ competition analysis and decision making ○ undertake post-match/game/ competition analysis and follow-up
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF001A Develop the A grade skills of golf ○ SRSGLF003A Interpret and apply the rules of golf in a competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Accepted psychological theory as it applies to A grade tactics and strategies of golf ○ Activities and games to practice the A grade tactics and strategies of golf ○ Access to rules resources ○ How to use the rules book and act in accordance with etiquette ○ Language of the rules specifically definitions, notes and exceptions ○ Relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Assess the strengths and weaknesses of player/s and opponents ○ Devise pre and post match and shot routines in order to improve skill ○ Ability to hold a recognised golf handicap with the National Sporting Organisation
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a golf facility ○ equipment ○ participants competing at appropriate levels in competitions • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ Be competent in golf coaching at the advanced level or above ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test in the range of 50 to 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Determine tactics suitable to A Grade competition • Communicating ideas and information - Utilise various psychological approaches and methods to suit golfer • Planning and organising activities - Analyse and prepare pre-match routines for A Grade play • Working with teams and others - Work with golfer to select and provide appropriate learning environment • Using mathematical ideas and techniques - Analyse and adjust relevant tactics • Solving problems - Revise pre and post shot routines • Using technology - Use technical aids and technological devices properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF003A	INTERPRET AND APPLY THE RULES OF GOLF AT THE A GRADE LEVEL
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are needed to play a game of golf at an A grade level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the <i>environment, facilities, resources</i> and <i>equipment</i> to ensure they are in accordance with the requirements for the game 1.2 Assess and confirm prior to commencement of the game that <i>safety</i> and other risks are within acceptable levels 1.3 Act accordingly based on an assessment of the conditions
2 Observe a game and identify information on which to base fundamental decisions	2.1 Observe players and club officials to see that the game is conducted in accordance with the <i>rules and etiquette</i> of golf including local rules 2.2 Undertake observation with minimal disruption to the conduct of the game 2.3 Identify any breaches of <i>rules and etiquette</i> by players and report 2.4 Make decisions on own game and observations of other players' games
3 Interpret and apply rules and etiquette in accord with the rules of the game	3.1 Make decisions using relevant <i>information</i> 3.2 Ensure the interpretation of <i>rules and etiquette</i> is consistent with the <i>spirit of the rules</i> of golf 3.3 Make accurate and consistent decisions based on impartiality, participant <i>safety</i> and the <i>rules and etiquette</i> of golf 3.4 Communicate breaches of rules to match committees 3.5 Mark a playing partner's card in an accurate manner and in accordance with the rules of golf

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] <ul style="list-style-type: none"> • number of allowable clubs • list of conforming golf balls
Environment	[all categories] <ul style="list-style-type: none"> • weather conditions • lightning • extremes of weather
Facilities	[all categories] <ul style="list-style-type: none"> • course condition
Information	[all categories] <ul style="list-style-type: none"> • rules and interpretations • <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews • golf etiquette • control of game • infringements • scoring • players reactions, eg, verbal and non-verbal • positioning
Resources	[all categories] <ul style="list-style-type: none"> • golf course

Rules and etiquette	<p>[all categories]</p> <ul style="list-style-type: none"> • the game • match play • stroke play • clubs • the ball • the player • practice • advice, eg, indicating line of play • information as to strokes taken • order of play • teeing ground • searching for and identifying ball • ball played as it lies • striking the ball • wrong ball, eg, substituted ball • the putting green • the flagstick • ball at rest moved • ball in motion deflected or stopped • lifting, dropping and placing, eg, playing from wrong place • cleaning ball • ball interfered with or assisted play • loose impediments • obstructions • abnormal ground conditions, embedded ball and wrong putting green • water hazards (including lateral water hazards) • ball lost or out of bounds; provisional ball • ball unplayable • threesomes and foursomes • three-ball, best-ball and four-ball match play • four-ball stroke play • bogey, par and stableford competitions • the committee • disputes and decisions • local rules • rules governing competition conditions • golf etiquette <ul style="list-style-type: none"> ○ pace of play ○ tips to avoid slow play ○ safety ○ 'FORE' ○ consideration ○ priority ○ bunker care ○ replace and repair turf ○ green care ○ golf carts ○ golf buggy use ○ practice swings ○ non-metal spikes ○ dress ○ mobile phone use ○ clubs
----------------------------	---

	<ul style="list-style-type: none">○ behaviour○ situations to avoid
Safety	[all categories] <ul style="list-style-type: none">• act in accordance with rules and etiquette of golf
Spirit of the rules	[all categories] <ul style="list-style-type: none">• no unsportsmanlike behaviour is tolerated and golfers must abide by the written and unwritten rules

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the rules of golf in order to interpret and apply them at the A grade level, in a competitive golf environment • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ observe and recognise when breaches of rules and etiquette occur ○ mark cards correctly ○ communicate that decision to the players and match committee
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF001A Perform the A grade skills of golf ○ SRSGLF002A Apply the A grade tactics and strategies of golf in a competitive situation • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP001B Prepare for public speaking ○ SRSCOP002B Plan for and participate in a media interview ○ SRSCOP003B Demonstrate personal image and presentation skills ○ SRSCOP004B Develop negotiation skills ○ SRSCOP005B Demonstrate basic assertive communication skills ○ SRSCOP006B Complete a tax return ○ SRSCOP007B Develop a financial goal setting plan ○ SRSCOP008B Prepare a pre- or post-event meal ○ SRSCOP009B Collect information on drugs in sport ○ SRSCOP010B Collect information on stress management ○ SRSCOP011B Develop an integrated time management plan ○ SRSCOP012B Develop a travel and accommodation plan ○ SRSCOP013B Develop a career goal setting plan ○ SRSCOP014B Prepare to study
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of access to resources ○ Knowledge of how to use rules and language of the rules ○ Knowledge of the game and game environment ○ Knowledge of the role of scoring and marking the card • Required skills <ul style="list-style-type: none"> ○ How to use the Rules and decisions books ○ Literacy skills ○ Numeracy skills ○ Communication skills

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to a <ul style="list-style-type: none"> ○ golf facility ○ equipment ○ participants competing at a A grade level ○ <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews ○ <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews ○ <i>Golf Etiquette, A Guide to Golf Behaviour</i> • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching golf at the A grade level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test in the range of 50 to 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	-	2	1	2	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify and recognise breaches of rules and etiquette • Communicating ideas and information - Communicate results clearly to players and match committee • Planning and organising activities - Not applicable • Working with teams and others - Cooperate with players, officials, and match committee in professional manner • Using mathematical ideas and techniques - Mark score cards correctly • Solving problems - Assess facilities, environment and equipment to ensure safe play • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF004A	PERFORM THE ADVANCED SKILLS OF GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to develop and perform the advanced skills of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Undertake <i>drills, activities and games</i> to develop the <i>advanced skills</i> of golf	1.1 Participate in <i>drills, activities and games</i> in accord with the <i>rules, regulations, etiquette and safety considerations, work environment</i> and <i>accepted best practice</i> of golf 1.2 Use <i>technological aids, resources and equipment</i> to develop and perform the skills of golf
2 Perform the <i>advanced skills</i> of golf under competition <i>conditions</i>	2.1 Identify the <i>advanced skills</i> of golf 2.2 Link <i>advanced skills</i> of golf to competition <i>conditions</i>
3 Review and adapt <i>advanced skills</i> in response to feedback	3.1 Participate in a review process and modify the performance of the <i>advanced skills</i> 3.2 Identify aspects of performance that need further emphasis or modification in future training or practice sessions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced	<p>[all categories]</p> <ul style="list-style-type: none"> • the level of skill relevant to the players ability to achieve a handicap of 4 and under (men) and 7 and under (women) in accordance with sports National Sporting Organisation's handicapping system
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian handicapping system as used by National Sporting Organisations • code of conduct • the culture of golf • golf policies pertaining to <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia ○ Professional Golf Association • Australian Sport Commission Harassment-free Sport policy
Advanced skills	<p>[all categories]</p> <ul style="list-style-type: none"> • grip, aim and set-up (pre-swing) • all shots relate to the laws, principles and preferences <ul style="list-style-type: none"> ○ pull swing ○ pitching ○ chipping ○ bunker play ○ putting ○ specialty shots ○ long grass-flop ○ long grass-shaft lean squeeze ○ 4 iron scrape ○ putting chip ○ divots and depression standard ○ divots and depressions-vertical shaft, off the toe ○ soggy grass bunker shot ○ bare lie 'bounce' shot ○ sandy lie bunker shot ○ sloping lies ○ full shots from divots ○ iron 'scrape' full shots ○ 'bellied' sand iron ○ 3 wood chip ○ down hill lie soft shot ○ low spinner (two tiered green) ○ wind shots versus punch shots

	<ul style="list-style-type: none"> • cause and effect relationships • swing mechanics
Conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • golf course access • cost to participate, eg, green fees, specialist equipment and dress • course condition
Drills, activities and games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the advanced skills of golf • those described in Professional Golfers Association <i>Teaching Manual</i> <ul style="list-style-type: none"> ○ national skills test ○ impact drills ○ entering and terminal performance tasks ○ posture drills ○ swing plane ○ release drills • on course modified games, eg, two ball worst ball • use of teaching aids and technological devices such as computer swing and/or video analysis may be used in conjunction with appropriate drills
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, eg, age, playing ability • health and safety provisions • golf course and/or range • learning aids and technological devices eg computer swing analysis • access to charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment charts, lie boards, shafts
Rules, regulations, etiquette and safety considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of the 'Royal and Ancient', United States Golfers' Association and Australasian Tour Rules of Golf' and conditions of play • best practice codes of ethics such as <ul style="list-style-type: none"> ○ the National Activity Organisation coaches code of ethics policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ National Activity Organisation's anti-doping policy ○ Australian Sports Commission Harassment-free Sport policy
Technological aids, resources and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • golf range • putting green • video camera • video of model players

Work environment	[all categories] <ul style="list-style-type: none">• safety requirements, safe and appropriate dress and equipment as listed in the appropriate golf etiquette guidelines• other recommended safety guidelines are<ul style="list-style-type: none">○ sun safety guidelines should be followed○ other weather, eg, lightning○ hydration guidelines should be followed• access to first aid facilities/equipment• conditions and external influences include• golf course and golf range users• spectators• other players
-------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to develop and perform the advanced skills of golf • Assessment of performance should be over a period of time covering all categories of skill acquisition from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ perform the advanced skills of golf under competition conditions ○ apply the rules and etiquette of golf ○ review own performance and identify modifications for future practice sessions/competitions
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after or in conjunction with attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF005A Apply the advanced tactics and strategies of golf in a competitive situation ○ SRSGLF006A Interpret and apply the rules of golf at the advanced level ○ SRSGLF007A Participate in conditioning for golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the rules and etiquette of golf in order to play at a sufficient standard to obtain an official golf handicap as registered with the sport's National Sporting Organisation • Required skills <ul style="list-style-type: none"> ○ Ability to play golf at a sufficient standard to obtain an official golf handicap as registered with the sport's National Sporting Organisation

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a golf facility ○ equipment ○ participants competing at appropriate levels in competitions • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in golf coaching at the advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test in the range of 50 to 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify key skills for advanced golf • Communicating ideas and information - Communicate information in clear and direct manner • Planning and organising activities - Organise equipment • Working with teams and others - Participate in review process • Using mathematical ideas and techniques - Identify key statistics from analysis • Solving problems - Conduct personal skill analysis and modify for future performance • Using technology - Use video analysis and computer analysis equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF005A	APPLY THE ADVANCED TACTICS AND STRATEGIES OF GOLF IN A COMPETITIVE SITUATION
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to develop and perform the advanced tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Assess player/s readiness to implement advanced tactics and strategies of golf	1.1 Identify the advanced tactics and strategies to be developed 1.2 Assess player/s regarding their readiness to acquire the advanced tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the advanced tactics and strategies of golf 1.4 Identify activities and games to develop the advanced tactics and strategies of golf
2 Perform pre-match/game/competition analysis and preparation	2.1 Prepare player/s in accord with psychological approaches commonly used at advanced levels within golf 2.2 Analyse strengths and weaknesses and make decisions regarding hole by hole game plans accordingly 2.3 Review the individual golf course and assess its relevance to the strengths and weaknesses of the player and application of the appropriate game plan 2.4 Set pre match routines in view of the player's preferences 2.5 Use aids, resources and equipment to analyse skill acquisition
3 Perform in-match/game/competition analysis and decision making	3.1 Adopt psychological approaches commonly used at advanced levels within golf to enhance performance 3.2 Devise and refine pre shot routines based on individual player differences and preferences 3.3 Devise and refine post shot routines based on individual player differences and preferences 3.4 Analyse strengths and weaknesses of player/s in relation to shot by shot requirements and make decisions regarding shot selection accordingly 3.5 Monitor stage and situation of the round and ensure hole by hole/shot by shot tactics are made in accord with accepted best practice associated with advanced levels of golf and in accord with the rules, regulations, etiquette and policies of golf 3.6 Analyse statistics and make relevant adjustments 3.7 Devise and refine visualisation skills to enhance performance based on individual player differences and preferences
4 Perform post-match/game/competition analysis and follow-up	4.1 Assess psychological approaches commonly used at advanced levels within golf 4.2 Analyse strengths and weaknesses of the player/s in relation to the round/tournament and record for future referral 4.3 Analyse statistics for future referral

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian handicapping system as used by the sport's National Sporting Organisations • code of conduct • the culture of the golf • golf policies pertaining to <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia • Australian Sports Commission Harassment-free Sport policy
Activities and games to develop the advanced tactics and strategies of golf	<p>[all categories]</p> <ul style="list-style-type: none"> • national skills test for developing shot reliability under match conditions • national training protocols: examples include national skills test for developing shot reliability under match conditions, national training protocols, statistical analysis/round and practice
Advanced tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • risk • shot/club selection and placement • stage of the round (holes remaining) • lie • hazards • wind • distance • hole shape • decision making/shot shape required, eg, trajectory • scoring • dealing with delay • pre shot routine and the 'decision line' • dealing with poor shot results/thought stoppage • tournament tactics and round tactics
Psychological approaches	<p>[all categories]</p> <ul style="list-style-type: none"> • motivation • goal setting • visualisation

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, age, playing ability • health and safety provisions • golf course and/or range • learning aids and technological devices, eg, computer swing and/or video analysis • access to charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts
Rules, regulations, etiquette and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of <ul style="list-style-type: none"> ○ <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews ○ <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews and the United States Golf Association ○ <i>Golf Etiquette, A Guide to Golf Behaviour</i>, Australian Golf Union • policy documents pertaining to <ul style="list-style-type: none"> ○ Australian Golf Union ○ Women's Golf Australia • Australian Sport Commission Harassment-free Sport policy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the activities, discussions, forms of competition and other strategies to apply the advanced tactics and strategies of golf • Assessment of performance should be over a period of time covering all categories of playing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assess player/s readiness to implement A grade tactics and strategies of golf ○ undertake pre-match/game/ competition analysis and preparation ○ undertake in-match/game/ competition analysis and decision making ○ undertake post-match/game/ competition analysis and follow-up
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF004A Perform the advanced skills of golf ○ SRSGOL006A Interpret and apply the rules of golf at the advanced level ○ SRSGOL007A Participate in conditioning for golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Accepted psychological theory as it applies to advanced tactics and strategies of golf ○ Activities and games to practice the advanced tactics and strategies of golf ○ Rules and etiquette of golf at advanced level ○ Relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Assess the strengths and weaknesses of player/s and opponents ○ Devise pre and post match and shot routines in order to improve skill ○ ability to hold a recognised golf handicap at an A grade level in accordance with the sport's National Sporting Organisation's handicapping system ○ Application of tactics and strategies in a competitive situation at A grade level ○ Ability to interpret and apply the rules of golf at A grade level
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ golf facility ○ equipment ○ participants competing at appropriate advanced level ○ approved player ability events • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching and playing at the advanced level or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test over 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Establish advanced strategic criteria for participant to select appropriate club in any given situation • Communicating ideas and information - Utilise various psychological approaches and methods to suit golfer • Planning and organising activities - Analyse and prepare pre-match routines for advanced play • Working with teams and others - Work with golfer to select and provide appropriate learning environment • Using mathematical ideas and techniques - Analyse and adjust relevant tactics • Solving problems - Revise pre and post shot routines • Using technology - Use technical aids and technological devices properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF006A	INTERPRET AND APPLY THE RULES OF GOLF AT THE ADVANCED LEVEL
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to successfully interpret and apply the rules that are needed to play a game of golf at the advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the <i>environment, resources, facilities</i> and <i>equipment</i> to ensure they are in accordance with the requirements for the game 1.2 Assess and confirm prior to commencement of the game that <i>safety</i> and other risks are within acceptable levels 1.3 Act accordingly based on an assessment of the <i>conditions</i>
2 Observe a game and identify information on which to base fundamental decisions	2.1 Observe players and club officials to see that the game is conducted in accordance with the <i>rules and etiquette</i> of golf including local rules 2.2 Undertake observation with minimal disruption to the conduct of the game 2.3 Identify any breaches of rules and regulations by players and report to match committee
3 Interpret and apply rules and etiquette in accord with the spirit of the game	3.1 Make decisions using relevant <i>information</i> 3.2 Ensure the interpretation of rules or regulations is consistent with the <i>rules and etiquette</i> of golf 3.3 Make accurate and consistent decisions based on impartiality, participant safety and the spirit of the laws 3.4 Communicate the decisions in accordance with the prescribed procedures for umpiring golf at advanced level of competition 3.5 Mark playing partner's card in accordance with the rules and etiquette of golf

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] <ul style="list-style-type: none"> technical equipment, eg, rule book, score card personal equipment, eg, pencil/pen
Environment	[all categories] <ul style="list-style-type: none"> weather conditions extremes of weather
Facilities	[all categories] <ul style="list-style-type: none"> course condition
Information	[all categories] <ul style="list-style-type: none"> <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews <i>Golf Etiquette, A Guide to Golf Etiquette</i>, Australian Golf Union <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews
Resources	[all categories] <ul style="list-style-type: none"> golf course
Rules and etiquette	[all categories] <ul style="list-style-type: none"> the game match play stroke play clubs the ball the player practice advice, eg, indicating line of play information as to strokes taken order of play teeing ground searching for and identifying ball ball played as it lies striking the ball wrong ball, substituted ball the putting green

	<ul style="list-style-type: none"> • the flagstick • ball at rest moved • ball in motion deflected or stopped • lifting, dropping and placing, playing from wrong place • cleaning ball • ball interfered with or assisted play • loose impediments • obstructions • abnormal ground conditions, embedded ball and wrong putting green • water hazards (including lateral water hazards) • ball lost or out of bounds; provisional ball • ball unplayable • threesomes and foursomes • three-ball, best-ball and four-ball match play • four-ball stroke play • bogey, par and stableford competitions • the committee • disputes and decisions • local rules • rules governing competition conditions • golf etiquette <ul style="list-style-type: none"> ○ pace of play ○ tips to avoid slow play ○ safety ○ 'FORE' ○ consideration ○ priority ○ bunker care ○ replace and repair turf ○ green care ○ golf carts ○ golf buggy use ○ practice swings ○ non-metal spikes ○ dress ○ mobile phone use ○ clubs ○ behaviour ○ situations to avoid
--	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the rules of golf in order to interpret and apply them at the advanced level, in a competitive environment • Assessment of performance should be over a period of time covering all categories of playing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ observe and recognise when breaches of rules and etiquette occur ○ mark cards correctly ○ communicate that decision to the players and match committee
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF004A Perform the advanced skills of golf ○ SRSGLF005A Apply advanced tactics and strategies of golf in a competitive situation ○ SRSGLF007A Participate in conditioning for golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the 'language' of the rules ○ Knowledge of how to apply local rules, competition conditions and temporary local rules used in open events ○ Knowledge of marking the course ○ Knowledge of duties of Rules Officials/Referees including the delivery of rulings and Association Slow Play procedure • Required skills <ul style="list-style-type: none"> ○ Ability to use the Rules of Golf book ○ Ability to use Decisions on the Rules of Golf book

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to a <ul style="list-style-type: none"> ○ golf facility ○ equipment ○ participants competing at an advanced level ○ <i>Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews ○ <i>Decisions on the Rules of Golf</i>, The Royal and Ancient Golf Club of St Andrews ○ <i>Golf Etiquette, A Guide to Golf Behaviour</i> • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ Be competent in coaching golf at the A grade level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a minimum of five (5) rounds, over a minimum of three (3) 18 hole golf courses and achieving a score on the national skill test in the range of 50 to 60 in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	-	2	-	2	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Interpret the rules of golf at the advanced level • Communicating ideas and information - Communicate results clearly to players and match committee • Planning and organising activities - Not applicable • Working with teams and others - Cooperate with players, officials, and match committee in professional manner • Using mathematical ideas and techniques - Not applicable • Solving problems - Assess facilities, environment and equipment to ensure safe play • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF007A	PARTICIPATE IN CONDITIONING FOR GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to develop a basic understanding and participate in fitness and conditioning programs to play golf.

ELEMENT	PERFORMANCE CRITERIA
1 Identify physiology elements of golf	1.1 Identify the basic energy systems required for golf players 1.2 Identify the muscle analysis of the golf swing 1.3 Identify fitness tests appropriate to different levels of play 1.4 Identify suitable training regimes for each major fitness component used in golf
2 Identify and perform basic techniques to improve endurance	2.1 Identify basic training techniques for the improvement of endurance and implement with advice from specialists 2.2 Undertake basic training techniques for the improvement of endurance for golf 2.3 Implement frequency/quantity of training sessions as identified by specialist 2.4 Identify recovery training techniques for endurance training 2.5 Identify over training symptoms for endurance training 2.6 Participate with a specialist/s in the development of a recovery plan for over training
3 Identify and perform basic techniques to improve strength	3.1 Identify basic training techniques for the improvement of strength and implement with advice from specialists 3.2 Undertake basic training techniques for the improvement of strength for golf 3.3 Implement frequency/quantity of training sessions as identified by specialist 3.4 Identify recovery training techniques for strength training 3.4 Identify over training symptoms for strength training 3.5 Participate with a specialist/s in the development of a recovery plan for over training
4 Identify and perform basic techniques to improve power	4.1 Identify basic training techniques for the improvement of power and implement with advice from specialists 4.2 Undertake basic training techniques for the improvement of power for golf 4.3 Implement frequency/quantity of training sessions as identified by specialist 4.4 Identify recovery training techniques for power training 4.5 Identify over training symptoms for power training 4.6 Participate with a specialist/s in the development of a recovery plan for over training

5 Identify and perform basic techniques to improve flexibility	5.1 Identify basic training techniques for the improvement of flexibility and implement with advice from specialists 5.2 Undertake basic training techniques for the improvement of flexibility for golf 5.3 Implement frequency/quantity of training sessions as identified by specialist 5.4 Identify recovery training techniques for flexibility training 5.5 Identify over training symptoms for flexibility training 5.6 Participate with a specialist/s in the development of a recovery plan for over training
---	--

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Basic energy systems	[all categories] <ul style="list-style-type: none"> • general understanding of the principles involved the supply of chemical energy during muscular contraction
Basic training techniques for the improvement of endurance	[all categories] <ul style="list-style-type: none"> • game duration • stamina • muscle duration • aerobic conditioning
Basic training techniques for the improvement of flexibility	[all categories] <ul style="list-style-type: none"> • stretching to increase flexibility • peripheral neuromuscular facilitation • dynamic stretching routine • stretching exercises for golf • muscle balance and imbalance
Basic training techniques for the improvement of power	[all categories] <ul style="list-style-type: none"> • developing swing power • muscle strength contributes to increased power • optimising force-velocity relationship
Basic training techniques for the improvement of strength	[all categories] <ul style="list-style-type: none"> • resistance training • specificity of strength training for golf swing • core strength stability (trunk stability) • methods of resistance training
Fitness tests	[all categories] <ul style="list-style-type: none"> • laboratory tests • field tests • golf specific fitness tests

Muscle analysis of golf swing	<p>[all categories]</p> <ul style="list-style-type: none"> • active muscles in the phases of the golf swing are identified for the benefit of prescription for conditioning
Over training	<p>[all categories]</p> <ul style="list-style-type: none"> • tired/sore muscles • feeling unwell • fatigue • stress • increase in injuries • poor performance • monitoring body response <ul style="list-style-type: none"> ○ resting heart rate ○ frame of mind ○ fluctuating body weight
Recovery	<p>[all categories]</p> <ul style="list-style-type: none"> • monitoring body responses • ice buckets • pool work • sauna/spa/plunge • adaptation (work/rest ration) • modalities <ul style="list-style-type: none"> ○ stretching ○ massage/self/partner ○ hot/cold showers • psycho regulation
Specialist	<p>[all categories]</p> <ul style="list-style-type: none"> • doctor • physiotherapist • coach • strength and conditioning coach • fitness advisor • massage therapist

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of conditioning techniques to improve and maintain physical conditioning for golf • Assessment of performance should be over a period of time covering all categories of conditioning from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify the different energy systems for playing golf ○ identify the fitness components for playing golf ○ implement techniques to improve endurance, strength, power, flexibility to play golf ○ identify over training symptoms and seek advice from a specialist and implement a recovery plan
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF004A Perform the advanced skills of golf ○ SRSGLF005A Apply the advanced tactics and strategies of golf in a competitive situation ○ SRSGLF007A Participate in conditioning for golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCOP015B Prepare a public speaking presentation for informative, motivational and persuasive talks ○ SRSCOP017B Develop self awareness skills ○ SRSCOP018B Develop advanced assertive communication skills ○ SRSCOP019B Prepare a sponsorship proposal ○ SRSCOP020B Develop a personal financial plan ○ SRSCOP021B Collect information on contracts ○ SRSCOP022B Collect information on elite athletes ○ SRSCOP023B Design an athlete's diet ○ SRSCOP024B Prepare for an overseas sporting event ○ SRSCOP025B Prepare to participate in competition ○ SRSCOP026B Implement and evaluate a time management plan
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of appropriate nutrition and fluid replacement for a golf player ○ Basic knowledge of injury prevention and management ○ Basic knowledge of components of fitness for golf • Required skills <ul style="list-style-type: none"> ○ Demonstrated ability to perform fundamental motor skills ○ Ability to incorporate recovery into the yearly program ○ Demonstrated minimum level of aerobic function to walk an average of 7-8 kilometres in variable climate and terrain when playing 18 holes in less than four hours

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ gym ○ weight gym ○ training field ○ testing equipment and facilities ○ suitable reference material on fitness for golf • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in skill acquisition this unit of competency must be assessed over a a period of twelve months in order to ensure consistency in performance over the Range Statements and contexts applicable to conditioning to play golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a conditioning session with players participating at the appropriate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	2	-
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Select appropriate fitness tests and suitable training regimes • Communicating ideas and information - Give clear directions and feedback on conditioning principles • Planning and organising activities - Plan and implement techniques to improve performance • Working with teams and others - Work with other specialists • Using mathematical ideas and techniques - Conduct appropriate field and laboratory tests • Solving problems - Identify and manage overtraining symptoms • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF008A	TEACH AND/OR DEVELOP THE ADVANCED SKILLS OF GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop advanced skills of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill of golf	1.1 Identify and document the bio-mechanical and ball flight laws, principles and preferences in the context of golf skills and their influences 1.2 Identify cause and effect relationships and document their relationship to error identification and correction 1.3 Identify the golf swing and its purpose and break the swing into components, of pre-swing (set-up), backswing and forward swing fundamentals 1.4 Identify observable body movements for each stage of the swing in priority of importance and options to performance of the swing in regards to pre-swing and in-swing fundamentals 1.5 Identify variances in swing mechanics for an extensive variety of shot types 1.6 Identify preference options in terms of their implications to final performance 1.7 Explain swing fundamentals in terms of their effect on the ball flight laws, principles and preferences 1.8 Evaluate a variety of techniques of the advanced skills of golf 1.9 Use technological aids to assist the assessment of technique (i.e., video assessment and/or computer enhanced assessment systems) 1.10 Ensure organisation's Occupational Health and Safety requirements are in accordance with the program
2 Identify preferred teaching methods and coaching/teaching styles to develop the advanced skills of golf	2.1 Identify and explain teaching methods in the context of specific skills 2.2 Use feedback in coaching/teaching during explanation 2.3 Use demonstrations when coaching/teaching during explanation 2.4 Use different types of questions in the coaching/teaching process 2.5 Use a variety of coaching or teaching styles in relation to a range of coaching/teaching situations 2.6 Use a style of explanation, communication and terminology appropriate to the learner 2.7 Identify teaching strategies in terms of the Wiren Teaching Model 2.8 Match teaching methodology to the learners preferred learning style
3 Assess player/s readiness to acquire and perform the advanced skill/s of golf	3.1 Identify the skill/s to be developed 3.2 Identify factors in relation to skill acquisition and the physical attributes of the players which affect the acquisition of the advanced skills of golf 3.3 Assess player/s readiness to acquire the advanced skill being taught or developed 3.4 Assess player/s physiological make-up and identify remedial measures to assist in the player's readiness to acquire and perform the skill 3.5 Use a variety of assessment strategies to assess the players readiness

<p>4 Conduct drills, activities and/or games to teach or develop the advanced skills of golf</p>	<p>4.1 Select teaching methods and coaching/teaching styles to match the player/s readiness, the work environment, conditions and external influences , the advanced skill/s and the equipment available</p> <p>4.2 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>4.3 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games for golf</p> <p>4.4 Use teaching aids and technological devices to supplement presentations and to assist in diagnosis of errors and their correction</p> <p>4.5 Place emphasis on practical involvement when adjusting and refining skills on an individualised basis</p> <p>4.6 Observe the player/s drills, activities and/or games to ensure they are conducted in accord with the rules, regulations, policies, safety considerations and accepted best practice of golf</p> <p>4.7 Observe and analyse player/s skill execution and apply a range of correction techniques to all learning stages and player ability levels</p> <p>4.8 Apply specific and appropriate correction techniques to improve skill execution on an individualised and/or group basis and is dependant upon the player's learning style</p> <p>4.9 Undertake observation with minimal disruption to the flow of the drills, activities and/or games</p> <p>4.10 Use a variety of monitoring techniques to assess progress</p> <p>4.11 Monitor the teaching method and coaching/teaching style during the instruction of the skill and assess following the instruction</p> <p>4.12 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience is achieved</p>
<p>5 Review and adapt the teaching of an advanced skill in response to feedback</p>	<p>5.1 Explain relevant points of emphasis before, during and/or after presentation/s</p> <p>5.2 Modify the teaching method and coaching style in response to results of monitoring</p> <p>5.3 Give player/s the opportunity to comment and/or ask questions</p> <p>5.4 Identify aspects needing further emphasis and/or attention for intervention in future sessions</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • the National Activity Organisation Coaches Code of Ethics policy • the culture of the sport • golf policies, eg, Anti doping policy, National Activity Organisation Policies and procedures manual • Australian Sports Commission Harassment-free Sport policy • gender equity
Advanced skills of golf	<p>[all categories]</p> <ul style="list-style-type: none"> • grip aim and set-up (pre-swing) • all shots relate to the laws, principals and preferences, for example <ul style="list-style-type: none"> ○ full swing ○ pitching ○ chipping ○ bunker play ○ putting ○ cause and effect relationships ○ swing mechanics
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • age • advanced golf terminology • sensory or intellectual impairment, eg, sight loss or hearing loss • the culture of the sport
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • golf course access • cost to participate, eg, green fees, specialised equipment and dress • course condition

Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the advanced skills of golf • such as those described in the National Activity Organisation Teaching Manual • should include <ul style="list-style-type: none"> ○ National Activity Organisation National skills test ○ impact drills ○ entering and terminal performance tasks ○ posture drills ○ swing plane ○ release drills ○ on course modified games, eg, two ball worst ball • an extensive use of teaching aids and technological devices such as computer swing and/or video analysis should be utilised in conjunction with appropriate drills
Monitoring techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • handicap/score averages • National Activity Organisation National Skills Test • round analysis and performance charting • carry distance profiling
Organisation's health and safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • teaching bay and range organisation • personal equipment • golf etiquette • pre lesson fitness screening
Player ability	<p>[all categories]</p> <ul style="list-style-type: none"> • player abilities range from beginner to elite (the definition of elite is a player competing on the National Activity Organisation tour and/or represented to a National standard)
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, age, playing ability • health and safety provisions • golf course and/or range • teaching aids and technological devices, eg, computer swing and/or video analysis • charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts

Rules, regulations, policies	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of the 'Royal and Ancient', United States Golfers' Association and Australasian Tour Rules of Golf' and conditions of play • best practice codes of ethics such as <ul style="list-style-type: none"> ○ the National Activity Organisation coaches code of ethics policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ National Activity Organisation's anti-doping policy ○ Australian Sports Commission Harassment-free Sport policy
Teaching Method	<p>[all categories]</p> <ul style="list-style-type: none"> • Wiren Teaching Model
Work environment	<p>[all categories]</p> <ul style="list-style-type: none"> • organisational health and safety requirements, safe and appropriate dress and equipment include <ul style="list-style-type: none"> ○ requirements as listed in the Rules of Golf and National Activity Organisation Rules and Regulations and Players handbook • other recommended safety guidelines are <ul style="list-style-type: none"> ○ access to first aid facilities/equipment • conditions and external influences include <ul style="list-style-type: none"> ○ environmental/weather conditions ○ other facility users ○ spectators ○ rules officials and administrators

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the drills, activities and games to teach or develop the advanced skills of golf • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe teaching environment ○ teach and correct advanced golf skills across all player ability levels ○ use and select advanced monitoring techniques to review and adapt coaching methods to improve performance ○ evaluate whether conditions are suitable to commence the training ○ observe players and recognise when and how intervention should take place to improve individual skill performance ○ apply appropriate technological aids ○ apply appropriate teaching drills ○ adapt practice/learning outcomes based on age and physical ability of the player ○ determine a suitable teaching/practice program specific to the learner via a review of monitoring techniques and performance goals
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after or in conjunction with attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF009A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation ○ SRSGLF012A Manage the format and results of golf competitions and tournaments ○ SRSGLF013A Develop and manage junior development programs in golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of advanced skills of golf in order to teach these skills to others ○ Knowledge of the cause and effect relationships in the advanced skills of golf ○ Knowledge of terminology and its application to the advanced skills of golf ○ Knowledge of drills, activities and games to teach the advanced skills of golf ○ Knowledge of rules and regulations of golf in to instruct others in these ○ Knowledge of relevant equipment and safety requirements for safe participation in golf ○ Knowledge of golf organisation and governance in order to conduct sessions in compliance ○ Knowledge of golf etiquette, both amateur and professional in order to pass this information on to others • Required skills <ul style="list-style-type: none"> ○ Player ability to scoring average of 4.0 over 40 rounds against par calculation on 80% of all rounds played at National Activity Organisation approved events ○ Skills used to apply the rules of golf ○ Ability to provide demonstrations to participants as part of the training session ○ Ability to analyse a variety of performances in order to develop appropriate teaching methods ○ Ability to detect errors via observation and apply appropriate corrections using a variety of suitable drills and teaching aids ○ Ability to detect patterns of errors, by use of round analysis charts and statistical results ○ Ability to practically demonstrate the complete range of advanced skills of golf to a standard acceptable to the National Activity Organisation ○ Ability to monitor and modify the teaching method and coaching style as appropriate
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a golf facility ○ equipment ○ participants competing at appropriate levels ○ approved player ability events • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching golf at the advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgment and observation this unit of competency must be assessed over six sessions (biannually with a minimum of 3 months between each assessment), with a variety of player ages and abilities ranging from beginner to elite and in a variety of settings, i.e., group and individual sessions order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify preferred teaching methods and best practice in golf • Communicating ideas and information - Communicate appropriately considering age ranges • Planning and organising activities - Plan and develop drills, activities, and games for advanced golf • Working with teams and others - Determine a suitable teaching/practice program suitable to the participant • Using mathematical ideas and techniques - Assess physiological makeup • Solving problems - Evaluate and correct advanced golf skills • Using technology - Use computer swing and video analysis <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF009A	APPLY THE ADVANCED TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to teach or develop the advanced tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Assess player/s readiness to implement advanced tactics and strategies of golf	1.1 Identify the advanced tactics and strategies to be developed 1.2 Assess player/s regarding their readiness to acquire the advanced tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the advanced tactics and strategies of golf 1.4 Identify activities and games to teach or develop the advanced tactics and strategies of golf
2 Pre-Match/game/competition analysis and preparation	2.1 Prepare player/s in accord with psychological approaches commonly used at advanced levels within golf 2.2 Analyse strengths and weaknesses and make decisions regarding hole by hole game plans accordingly 2.3 Analyse strengths and weaknesses of opposition player/s and advise own players on how to approach their opponents (in terms of match play competition) 2.4 Review the individual golf course and assess its relevance to the strengths and weaknesses of the player and application of the appropriate game plan 2.5 Undertake pressure drills in practice to assist in identifying player mental strengths and weaknesses 2.6 Set pre match routines in view of the player's preferences 2.7 Allocate sufficient space and resources 2.8 Identify the rules, regulations and policies of golf
3 In-Match/game/competition analysis and decision making	3.1 Adopt psychological approaches commonly used at advanced levels within golf to enhance performance 3.2 Devise and refine pre shot routines based on individual player differences and preferences 3.3 Devise and refine post shot routines based on individual player differences and preferences 3.4 Analyse strengths and weaknesses of player/s in relation to shot by shot requirements and make decisions regarding shot selection accordingly 3.5 Monitor stage and situation of the round and ensure hole by hole/shot by shot tactics are made in accord with accepted best practice associated with advanced levels of golf 3.6 Analyse statistics and make relevant adjustments 3.7 Devise and refine visualisation skills to enhance performance based on individual player differences and preferences
4 Post Match/game/competition analysis and follow-up	4.1 Adopt psychological approaches commonly used at advanced levels within golf to debrief players 4.2 Analyse strengths and weaknesses of the player/s in relation to the round/tournament and record for future referral 4.3 Analyse statistics for future referral

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • the National Activity Organisation Coaches Code of Ethics policy • the culture of the sport • golf policies <ul style="list-style-type: none"> ○ Anti doping policy ○ National Activity Organisation Policies and procedures manual • Australian Sports Commission Harassment-free Sport policy • gender equity
Activities and games to teach or develop the advanced tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • those described in the National Activity Organisation <i>Teaching Manual</i> • examples include <ul style="list-style-type: none"> ○ National Activity Organisation skills test for developing shot reliability under match conditions ○ 2 point golf for developing shot reliability under match conditions ○ practice rounds ○ Aussie rules golf ○ 2 ball worst ball ○ practice rounds using reduced number of clubs
Advanced tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • risk • shot/club selection and placement • stage of the round (holes remaining) • lie • hazards • wind • distance • hole shape • decision making/shot shape required, eg, trajectory • scoring • dealing with delay • pre shot routine and the 'decision line' • dealing with poor shot results/thought stoppage • tournament tactics and round tactics
Psychological approaches	<p>[all categories]</p> <ul style="list-style-type: none"> • motivation • goal setting • visualisation

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, age, playing ability • health and safety provisions • golf course and/or range • teaching aids and technological devices, eg, computer swing and/or video analysis • charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions of the '<i>Royal and Ancient</i>', <i>United States Golfers' Association and Australasian Tour Rules of Golf</i> and conditions of play • best practice codes of ethics such as <ul style="list-style-type: none"> ○ the National Activity Organisation Coaches Code of Ethics policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ National Activity Organisation's Anti-doping policy ○ Australian Sports Commission Harassment-free Sport policy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the activities, discussions, games and other strategies to teach or develop the advanced tactics and strategies of golf • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ observe a player and recognise when and how intervention should take place to improve individual tactics and strategies ○ select appropriate learning environment for tactical development ○ devise strategies that empower the player to make on course changes to game plans due to changing circumstances ○ devise strategies that empower the player to make decisions for each shot based on the previously listed set of variables
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF008A Teach and/or develop the advanced skill of golf ○ SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation ○ SRSGLF012A Manage the format and results of competitions and tournaments ○ SRSGLF013A Develop and manage junior development programs in golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Accepted psychological theory as it applies to advanced tactics and strategies of golf ○ Activities and games to teach the advanced tactics and strategies of golf ○ Rules and regulations of golf in order to pass this information onto others ○ Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports)

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of golf, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide accurate demonstrations at a standard exceeding that expected from the participating learner, i.e., self, other athletes as models, videos ○ Assess the strengths and weaknesses of player/s and opponents ○ Devise pre and post match and shot routines in order to improve skill
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ golf facility ○ equipment ○ participants competing at appropriate advanced level ○ approved player ability events • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in golf at the A grade level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a period of six sessions (biannually with a minimum of three (3) months between each assessment), with a variety of player ages and abilities ranging from beginner to elite and in a variety of settings in order to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Monitor and adjust instruction to players' readiness • Communicating ideas and information - Provide demonstration to communicate effectively • Planning and organising activities - Develop and organise appropriate activities and games • Working with teams and others - Implement visualisation skills for participant to enhance performance • Using mathematical ideas and techniques - Analyse and adjust relevant strategies • Solving problems - Devise strategies to allow participant to modify game plan • Using technology - Use appropriate audio-visual and video analysis equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF010A	UNDERTAKE ADVANCED APPRAISAL AND ALTERATION OF EQUIPMENT IN GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use appraisal methods, repair and construction skills to undertake appropriate advanced fitting and repair/alteration of golf equipment.

ELEMENT	PERFORMANCE CRITERIA
1 Advanced appraisal golf equipment	1.1 Explain the biomechanical and ball flight laws, principles and preferences in the context of golf equipment design 1.2 Identify cause and effect relationships and their relationship to equipment/component design and fitting 1.3 Identify variances in equipment design for an extensive variety of performance requirements 1.4 Identify preference options in terms of their implications to final performance 1.5 Identify and apply fitting principle options 1.6 Evaluate a variety of equipment designs and their suitability to a variety of swing types and player ability levels 1.7 Identify rules, regulations and policies of golf
2 Identify preferred equipment designs and fitting methods to enhance the advanced skills of golf	2.1 Identify and explain fitting methods in the context of specific skills 2.2 Explain the use of appropriate procedures when appraising and fitting equipment 2.3 Explain the types and use of questions in the fitting process 2.4 Ensure the type and style of explanation and terminology is appropriate to the fitting process 2.5 Explain and undertake fitting strategies in terms of the dynamic fitting model 2.6 Make equipment recommendations in accordance with player ability level and performance requirements in accord with accepted best practice of golf
3 Identify acceptable methods of equipment repair and alteration	3.1 Explain the use of appropriate procedures when repairing and altering equipment 3.2 Ensure the type and style of explanation and terminology is appropriate to the repair and alteration process 3.3 Use procedures in accordance with repair and alteration best practice in relation to the type and scope of the repair undertaken 3.4 Use appropriate components in the repair and alteration process 3.5 Undertake safety procedures prior, during and following repair procedures in accordance with organisation's Occupational Health and Safety requirements
4 Assess suitability of equipment recommendation to player	4.1 Identify and document the performance requirements of the player 4.2 Identify factors which affect the performance of the advanced skills of golf and describe in relation to equipment design, resources and the physical attributes of the players 4.3 Use a variety of fitting strategies to assess players equipment requirements

5 Review and adapt the recommended equipment to the player	5.1 Make relevant points of emphasis before, during and/or after presentation/s 5.2 Modify the equipment in response to results of <i>monitoring techniques</i> 5.3 Give player/s the opportunity to comment and/or ask questions 5.4 Identify aspects needing further emphasis and/or attention for intervention in future sessions 5.5 Evaluate player preferences and make recommendations
---	---

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice	<p>[all categories]</p> <ul style="list-style-type: none"> • the National Activity Organisation Coaches Code of Ethics policy • the culture of the sport • golf policies <ul style="list-style-type: none"> ○ Anti doping policy ○ National Activity Organisation Policies and procedures manual • accreditation of coaches through National Coaching Accreditation Scheme • Australian Sports Commission Harassment-free Sport policy • gender equity • the National Activity Organisation's accepted workshop procedures
Equipment design	<p>[all categories]</p> <ul style="list-style-type: none"> • head design and function • shaft design and function • grip design and function • other components design and function • all equipment design features relate to the laws, principals and preferences which are exhibited in performance
Monitoring techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • fitting protocols • carry distance profiling • club specifications
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • teaching bay and range organisation • personal equipment • golf etiquette • variety of specifications of equipment available • workshop Occupational Health and Safety issues are adhered to
Player ability	<p>[all categories]</p> <ul style="list-style-type: none"> • player abilities range from beginner to elite (the definition of elite is a player competing on the National Activity Organisation tour and/or represented to a National standard)

Repair and alteration	<p>[all categories]</p> <ul style="list-style-type: none"> • shaft length • shaft flex • lie angle • loft • swing weight • dead weight • grip size • flex point • head design • shaft material • repair and alteration variables include <ul style="list-style-type: none"> ○ shaft extraction methods ○ shaft types (parallel tip/taper tip) and installation procedures ○ shaft lengths and alteration methods ○ cast/forged head designs and alteration procedures ○ grip types and installation methods ○ swing weight and dead weight alteration methods ○ refurbishment methods, woods, irons, metal woods ○ refer to the National Activity Organisation <i>Teaching Manual</i> for a detailed summary of the terms and methodology for obtaining the readings for the variables described above
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate range of golf equipment to suit a range of players is assessed and prescribed by the coach • health and safety provisions • golf course and/or range
Rules, regulations and policies	<p>[all categories]</p> <ul style="list-style-type: none"> • current editions <ul style="list-style-type: none"> ○ 'Royal and Ancient' ○ <i>United States Golfers' Association and Australasian Tour Rules of Golf and conditions of play</i> • best practice codes of ethics such as <ul style="list-style-type: none"> ○ the National Activity Organisation Coaches Code of Ethics policy • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Sports Commission Harassment-free Sport policy

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the appraisal methods, repair and construction skills to undertake appropriate advanced fitting and repair/alteration of golf equipment • Assessment of performance should be over a period of time covering all categories of repair and construction from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ provide a safe fitting and alteration environment ○ make appropriate equipment recommendations for the advanced golf skills across all player ability levels ○ use and select advanced monitoring techniques to review and adapt fitting recommendations to improve performance ○ evaluate whether conditions are suitable to commence the fitting session ○ observe a player and recognise when and how recommendations for equipment intervention should take place to improve individual skill performance ○ apply appropriate equipment alterations in line with outcomes from fitting protocols ○ apply appropriate technological aids ○ apply appropriate fitting methodology ○ adapt fitting outcomes based on age and physical ability of the player ○ determine player goals and undertake fitting recommendations which reflect these ○ assess progress in light of the pre determined goals ○ apply suitable monitoring techniques to the player ○ demonstrate the recommendations are suitable via suitable practice sessions ○ apply and undertake suitable repair/alteration procedures that are in accordance with manufacturers specifications and procedures and adhere to best practice in golf repair and alteration
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF008A Teach and/or develop the advanced skills of golf ○ SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation ○ SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation ○ SRSGLF012A Manage the format and results of golf competitions and tournaments ○ SRSGLF013A Develop and manage junior development programs in golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program

	<ul style="list-style-type: none"> ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups
Required knowledge and skills	<ul style="list-style-type: none"> ● Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills of golf in order to teach the tactics and strategies ○ Knowledge of the cause and effect relationships of equipment and the advanced skills of golf ○ Knowledge of terminology and its application to the advanced skills of golf in terms of equipment ○ Knowledge of procedures and protocols for fitting players for the advanced skills of golf ○ Knowledge of the rules and regulations of golf in order to pass this information on to others ○ Knowledge of relevant equipment and safety requirements of golf in order to conduct a session in safety ○ Knowledge of golf etiquette both amateur and professional ○ Knowledge of current equipment trends and their implications to the cause and effect relationships in golf ○ Knowledge of the repair and alteration procedures to enable equipment to be tailored to the individual player and repaired where required ● Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of golf ○ Ability to provide demonstrations to others in a golf setting in order to pass on tactics and strategies in a teaching session ○ Ability to analyse a variety of performances of participants in order to develop appropriate training ○ Ability to detect performance results due to equipment variables via observation and apply appropriate corrections using a variety of suitable fitting variables ○ Ability to detect patterns of errors, by use of round analysis charts and statistical results ○ Ability to undertake the repair and alteration procedures to enable equipment to be tailored to the individual player and repaired where required
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ golf facility ○ access to equipment for alteration ○ participants competing at appropriate levels ○ approved player ability levels ○ appropriate equipment for the undertaking of repair and alteration of golf equipment ● Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching golf at the appropriate level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	<ul style="list-style-type: none"> ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over over six sessions (biannually with a minimum of 3 months between each assessment) and with a variety of player ages and abilities ranging from beginner to elite in order to ensure consistency in performance over the Range Statements and contexts applicable to golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in an environment with access to equipment for alteration. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Explain and identify variances in golf equipment design • Communicating ideas and information - Clearly communicate points of emphasis before, during and after presentation • Planning and organising activities - Develop procedures for repair and alterations of golf equipment • Working with teams and others - Identify performance requirements of player • Using mathematical ideas and techniques - Use and select advanced monitoring techniques • Solving problems - Adapt fitting outcomes • Using technology - Use appropriate technological aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF011A	PERFORM THE ADVANCED SKILLS, TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to participate and compete in matches, activities, games, discussions and other strategies to develop and perform the advanced tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1 Develop advanced skills tactics and strategies of golf	1.1 Identify the skills, tactics and strategies to be developed in consultation with the coach 1.2 Use appropriate methods to develop the identified advanced skills, tactics and strategies of golf 1.3 Play to a standard utilising the National Activity Organisation adjusted average system is undertaken, such play is undertaken in a continuum of three consecutive evaluation periods of no less than 40 rounds each
2 Participate in a pre-match analysis and preparation session	2.1 Demonstrate techniques used to prepare psychologically, using strategies commonly used at advanced level within golf 2.2 Analyse strengths and weaknesses of an individuals play and identify counter strategies 2.3 Develop game plans 2.4 List the role of the coach and support staff , including caddies, in training, preparation and match situations
3 Demonstrate ability to implement agreed strategies and game plans , and make decisions during the game	3.1 Apply agreed strategies to counter strengths and weaknesses of own play 3.2 Implement identified game plans 3.3 Identify match day performance level and make relevant adjustments (if any) in subsequent games 3.4 Identify weather and other playing conditions and make relevant adjustments
4 Participate in a post-match analysis and follow-up	4.1 Participate in post-match de-briefing and statistical analysis, highlighting pre and in-match performance, strengths and weaknesses are identified and relevant adjustments are suggested for subsequent matches 4.2 Document statistics for future referral

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced skills, tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> the level of skill is to fall under the minimum for each of three separate evaluation periods each of no less than 40 rounds over a 12 month period utilising the National Activity Organisation Adjusted Average System in National Activity Organisation sanctioned professional competition play
Game plans	<p>[all categories]</p> <ul style="list-style-type: none"> overall hole by hole style of play trouble plays multi round tournaments
Role of the coach and support staff	<p>[all categories]</p> <ul style="list-style-type: none"> individual preparation identify strengths and weaknesses develop strategies to improve weaknesses/strengths developing and implementing tactics and strategies performance assessment of course as related to individual strengths/weaknesses administer
Statistics	<p>[all categories]</p> <ul style="list-style-type: none"> fairways hit greens in regulations putts per hole/round putts per greens in regulation up and downs sand saves carry distance charts wedge completions
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> goal setting visualisation relaxation techniques motivation techniques focusing

<p>Strengths and weaknesses</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • physical strengths and weaknesses (height, weight, length of shot) • tactical strengths and weaknesses (ability to successfully implement game plans, ability score and convert position into score)
--	---

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge and skill at the advanced level skills, tactics and strategies of professional golf as applied in the professional golf environment • Assessment of performance should be over a period of time covering all categories of professional playing from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ participate in the process of identifying appropriate methods of implementing tactics and strategies for the up coming matches ○ psychologically prepare for the game ○ develop future strategies for identified areas of concern following appraisal of match statistics ○ demonstrate skill to the advance level via the National Activity Organisation adjusted average system in the professional golf environment
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF008A Teach and/or develop advanced skills of golf ○ SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation ○ SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF012A Manage the format and results of golf competitions and tournament ○ SRSGLF013A Develop and manage junior development programs in golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the advanced skills, tactics and strategies of golf in order to teach these to others ○ Knowledge of drills, activities and games to teach or develop skills, tactics and strategies of golf ○ Knowledge of the rules and regulations of golf in order to pass this information onto others ○ Knowledge of relevant equipment and safety requirements of golf in order to conduct safe teaching sessions • Required skills <ul style="list-style-type: none"> ○ Play golf at a level such as to fall under the minimum for each of three separate evaluation periods each of no less than 40 rounds over a 12 month period utilising the National Activity Organisation Adjusted Average System in National Activity Organisation sanctioned professional competition play
<p>Resource implications</p>	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ officially sanctioned Australian National Activity Organisation professional golf events ○ Rules of Golf rule book ○ National Activity Organisation By Laws and Rules and Regulations ○ golf facility ○ equipment ○ participants competing at appropriate levels ○ approved player ability events • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in coaching and playing at the advanced level ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
<p>Consistency in performance</p>	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a period of time to ensure consistency in performance over the Range Statements and contexts applicable to playing golf

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the advanced level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Perform advanced tactics and the interactive processes associated with their application • Communicating ideas and information - Provide effective demonstrations to clarify strategies • Planning and organising activities - Plan, develop and conduct drills and activities for advanced skills and strategies • Working with teams and others - Participate in post-match debriefings • Using mathematical ideas and techniques - Extract and analyse key statistics • Solving problems - Observe and correct player's skill execution and develop counter-strategies • Using technology - Use proper technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF012A	MANAGE THE FORMAT AND RESULTS OF GOLF COMPETITIONS AND TOURNAMENTS
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to manage the format and results of golf competitions and tournaments according to the national body's guidelines and the host body's requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Establish criteria for participation in a specified competition	1.1 Determine eligibility of participants according to the rules and laws of golf 1.2 Establish selection and entry criteria and follow according to the national body's guidelines and in accord with the host facilities requirements
2 Plan and implement the format for a specified competition	2.1 Identify alternative competition formats and explain in terms of suitability for the specified competition 2.2 Select a competition format that meets the objectives of the competition and the requirements of the national body and individual host facility 2.3 Prepare a draw/timesheet and distribute to all individuals 2.4 Establish a process for modifying the draw and distribute to all individuals as per the National Body's withdrawal and draw modification guidelines 2.5 Modify the draw, document amendments and distribute to all individuals 2.6 Implement the modified draw as documented 2.7 Make alterations to the Local Rules in conjunction with the Match committee and advertise appropriately to all individuals
3 Record and process the results of a specified competition	3.1 Interpret result notifications and document results as directed by the organising body 3.2 Record decisions received about disqualifications and penalties, and communicate to participants affected by the decisions, according to the requirements of the national body 3.3 Process results as directed by the organising body 3.4 Communicate results to all individuals within the timeframe specified by the organising body 3.5 Make subsequent alterations to handicaps (in amateur competitions) and notify the organising body and the individual

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Competition formats	[all categories] <ul style="list-style-type: none"> • knock-out • stableford • stroke • handicapping • four ball • par • ambrose • championship play • pro-ams • match play
Host facilities requirements	[all categories] <ul style="list-style-type: none"> • amateur competitions require <ul style="list-style-type: none"> ○ official National Activity Organisation handicap ○ medal and championship rounds should be in the form of gross stroke play
Individuals	[all categories] <ul style="list-style-type: none"> • competitors • coaches • officials • media • organising body
Modification guidelines	[all categories] <ul style="list-style-type: none"> • late withdrawals and entries • cancellations • postponements

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to conduct golf competitions and tournaments • Assessment of performance should be over a period of time covering all categories of competition and tournament management from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ successfully conduct events ○ successfully review and action alterations following the event ○ undertaking a wide variety of events and players involved in such events
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF008A Teach and/or develop the advanced skills of golf ○ SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation ○ SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation ○ SRSGLF013A Develop and manage junior development programs in golf • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of National Activity Organisation handicapping system in order to effectively manage the format of competitions and tournaments ○ Knowledge of scoring methods for the variety of competitions shown in the list of variables ○ Knowledge of National Activity Organisation competition guidelines in order to effectively manage the format of competitions and tournaments • Required skills <ul style="list-style-type: none"> ○ Recording skills in order to effectively and accurately record results ○ Communication skills in order to ensure information is given and received correctly and understood by all relevant persons ○ Interpersonal skills in order to develop rapport with participants, officials, media and other relevant persons
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a golf course with regular amateur competitions • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in administration of golf competitions ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgement and observation this unit of competency must be assessed over a period of time to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a golf facility with players participating at an appropriate level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Create database of participants who meet selection and entry criteria • Communicating ideas and information - Use and adapt appropriate techniques to communicate quickly and efficiently with golfers and support personnel • Planning and organising activities - Manage a variety of event responsibilities • Working with teams and others - Undertake a wide variety of events and those involved • Using mathematical ideas and techniques - Prepare a draw/timesheet • Solving problems - Review and action alterations • Using technology - Make subsequent alterations to handicaps <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF013A	DEVELOP AND MANAGE JUNIOR DEVELOPMENT PROGRAMS IN GOLF
GLF	Golf

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to develop and manage junior development programs in golf.

ELEMENT	PERFORMANCE CRITERIA
1 Establish criteria for participation in a specified competition	1.1 Select the type of program relevant to the participants age and experience 1.2 Establish selection of program type and follow according to the national body's guidelines and in accord with the host facilities requirements
2 Plan and implement the format for a specified program	2.1 Identify alternative program formats and explain in terms of suitability for the specified group 2.2 Select a program format that meets the objectives of the group and the requirements of the national body and individual host facility and make modifications if needed 2.3 Develop strategic links with local schools and community groups for the provision of Junior Golf Programs 2.4 Market and advertise programs 2.5 Prepare budgets for the programs 2.6 Identify progression across all programs

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Host facilities requirements	[all categories] <ul style="list-style-type: none"> • Go Go Golf • Girls Golf Club • Planet Go Go • Junior Competition • Advanced Junior Programs • National Activity Organisation Junior Clinics
Modifications	[all categories] <ul style="list-style-type: none"> • ability level of group • ability level of individuals • facility constraints • weather conditions • group size
Program type	[all categories] <ul style="list-style-type: none"> • Go Go Golf - schools based • Planet Go Go • National Activity Organisation junior clinics • junior representative team programs

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of strategies and programs for the development of junior golf • Assessment of performance should be over a period of time covering all categories of planning for junior golf development from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ successfully conduct programs ○ successfully review and action alterations following the program and implemented at following programs or sessions ○ apply appropriate learning strategies to individual groups ○ successfully demonstrate group management and time management suitable for groups of juniors ○ utilise a variety of teaching aids and games ○ demonstrate program development skills across a variety of program types and age groups
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSGLF007A Participate in conditioning for golf ○ SRSGLF008A Teach and/or develop the advanced skills of golf ○ SRSGLF009A Apply the advanced tactics and strategies of professional golf in a competitive situation ○ SRSGLF010A Undertake advanced appraisal and alteration of equipment in golf ○ SRSGLF011A Perform the advanced skills, tactics and strategies of professional golf in a competitive situations ○ SRSGLF012A Manage the format and results of golf competitions and tournaments • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP015A Establish selection policies for activities ○ SRSCGP016A Implement water-based training programs ○ SRSCGP017A Implement a talent identification program ○ SRXCAI010B Evaluate, analyse and modify long-term and/or high performance individualised training programs ○ SRXCAI011B Plan and prepare for participants to meet the demands of high level participation ○ SRXCAI012B Conduct, monitor and adjust high performance individualised training programs ○ SRXGRO003A Provide leadership to groups

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of advanced skills of golf in order to give inspiration junior players ○ Knowledge of culture of the sport in terms of junior golf delivery in order to understand how to develop junior golf ○ Knowledge of the place of the golf professional in junior golf development in order to develop programs that will integrate with professional golf • Required skills <ul style="list-style-type: none"> ○ Advanced skills of golf in order to give inspiration to act as a role model to junior players
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ golf course with suitable practice areas for groups ○ access to school groups • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in administration of junior golf competitions or above ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in judgment and observation this unit of competency must be assessed over a period of time to ensure consistency in performance over the Range Statements and contexts applicable to playing golf
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of golf with players participating at the junior level. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	-	2	1	3	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Identify, explain and evaluate alternative program formats • Communicating ideas and information - Market and advertise program to appropriate audience • Planning and organising activities - Not applicable • Working with teams and others - Develop strategic links with schools and community groups • Using mathematical ideas and techniques - Prepare budget • Solving problems - Review and action alterations to program • Using technology - Use appropriate technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGLF014A	MANAGE ON COURSE GOLF SHOP OPERATIONS
GLF	Golf

DESCRIPTION: This unit has been developed for the Sports Industry Training Package.

This unit covers the knowledge and skills required to manage the operations of an on course golf shop according to organisation's operational plan.

ELEMENT	PERFORMANCE CRITERIA
1 Clarify pro shop's objectives via golf club's objectives	1.1 Obtain and document if required the principles and policy of the organisation to enable the marketing effort to be focused 1.2 Determine the current and prospective client base and identify strategies to service these groups in terms of stock types and pricing 1.3 Develop marketing/retail strategies in line with the organisation's operational plans 1.4 Confirm the objectives and focus of the organisation with <i>principals</i> where appropriate 1.5 Identify the scope and type of groups targeted as potential <i>clients</i> and implement strategies to attract them, eg, current members, social players, groups, corporate groups 1.6 Identify maximal/ideal rounds per day and rounds per week
2 Prepare a marketing strategy	2.1 Clearly define marketing strategy to ensure promotional activities are relevant to marketing directions 2.2 Define price of service and/or product for each market niche 2.3 Profile readily identifiable target markets and develop marketing strategies are developed 2.4 Plan <i>client market research</i> activities and schedule within appropriate time frames 2.5 Set measurable <i>performance targets</i> and agreed with relevant parties in advance of any marketing activity 2.6 Manage <i>promotions</i> in order to achieve maximum client impact and develop <i>contingency plans</i> 2.7 Negotiate arrangements with suppliers in regard to special promotional activities 2.8 Coordinate organisation activities to complement manufacturer's or National Activity Organisation's <i>promotions</i>
3 Manage pro shop's merchandising	3.1 Develop layout and presentation to support market position and promote client flow according to <i>organisation's policies and procedures</i> and National Activity Organisation national policy 3.2 Develop layout assessment checks and implemented in line with suggested format from National Activity Organisation marketing surveys 3.3 Define and clearly communicate to staff standards for visual presentations and displays 3.4 Consult staff to assess client response to space allocations 3.5 In-service staff on stock types in terms of performance and target markets 3.6 Select staff to ensure appropriate information/advice is relayed to clients 3.7 Select stock in regard to identified market type

4 Manage pro shops on course golf operations	<p>4.1 Identify courses ideal and maximum rounds played per day/per week</p> <p>4.2 Develop awareness of course renovations and maintenance, in terms of scheduling events and groups</p> <p>4.3 Balance the needs of members and social/corporate groups effectively</p> <p>4.4 Document policy regarding the marketing and taking of group bookings</p> <p>4.5 Implement procedures for coordination of group bookings with food and beverage staff</p> <p>4.6 Utilise effective housekeeping and bookings systems</p> <p>4.7 Identify and undertake event promotion opportunities (PGA Holden scramble days, Pro am events, corporate days)</p>
5 Manage organisation pricing policies	<p>5.1 Maintain organisation's policies and procedures in regard to pricing</p> <p>5.2 Maintain and communicate accurate information on pricing trends and changes to relevant staff</p> <p>5.3 Develop and implement procedures for pricing/marketing down of slow moving stock, superseded stock, soiled or damaged goods and out of season stock according to organisation's pricing policies</p> <p>5.4 Develop and implement procedures for pricing of newly released stock</p> <p>5.5 Control and document accurate stock levels</p> <p>5.6 Follow repair and replacement procedures for faulty equipment</p>
6 Monitor and review organisation merchandising plan	<p>6.1 Collect valid and reliable data on marketing performance in line with on and off course performance targets within the work environment</p> <p>6.2 An objective assessment is made by comparison of data against defined expectations of the marketing plan and its implementation</p> <p>6.3 Information on marketing performance is made available for planning to ensure future developments incorporate required changes and improvements</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Clients	<ul style="list-style-type: none"> • may include people from a range of <ul style="list-style-type: none"> ○ socio-economic background ○ cultural backgrounds ○ club members ○ regular visitors/social players ○ non regular players at the course ○ age ○ corporate or organised social groups
Client market research	<ul style="list-style-type: none"> • formal • informal
Contingency plans	<p>may include</p> <ul style="list-style-type: none"> • flood • breakage • course conditions render it unplayable • weather conditions course renovation may impact on rounds played per month • unavailable and/or discounted stock
Housekeeping	<p>may include</p> <ul style="list-style-type: none"> • organisation premises • fittings, fixtures or equipment
Organisation merchandising plan	<ul style="list-style-type: none"> • target market/market research • organisation image • organisation layout and space availability • seasonal lines • pricing policy

Organisation's policies and procedures	<ul style="list-style-type: none"> • promotion of products and services <ul style="list-style-type: none"> ○ layout and presentation ○ advertising and promotions ○ pricing/marketing down of goods, including risk assessment ○ housekeeping for premises, fittings, fixtures and equipment ○ occupational health and safety • merchandising <ul style="list-style-type: none"> ○ organisation product and service range ○ organisation merchandising plan ○ range and availability of new products and services ○ client demand and market trends ○ product quality standards • housekeeping
Performance targets	<p>may relate to both stock types and services of both the golf shop and the golf course and may include</p> <ul style="list-style-type: none"> • level of memberships • number of rounds per day/month • level of awareness • degree of competition • sales volumes • client spend per round played
Pricing policies	<p>may include</p> <ul style="list-style-type: none"> • long term and short term • internal and external considerations
Principals	<p>may include</p> <ul style="list-style-type: none"> • Board of Management • Chief Executive Officer • Secretary Manager • Club Committee/sub committees • Head Professional
Promotions	<p>may refer to both stock types and services of both the golf shop and the golf course and may include</p> <ul style="list-style-type: none"> • advertising • catalogues • newspapers • posters • radio or television • suppliers • external and internal activities • corporate • locally based

Work environment	varies with respect to <ul style="list-style-type: none">• organisation<ul style="list-style-type: none">○ size○ type (governance)<ul style="list-style-type: none">▪ private - membership▪ private - resort▪ public○ location○ complexity○ product/service range• staff<ul style="list-style-type: none">○ full-time○ part-time○ casual• trading conditions<ul style="list-style-type: none">○ routine○ busy• levels of staffing<ul style="list-style-type: none">○ eg, staff shortages• handling techniques<ul style="list-style-type: none">○ stock characteristics○ industry codes of practice
-------------------------	--

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge to manage merchandise and on course operations • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners work environment • In particular, assessment must confirm the ability to <ul style="list-style-type: none"> ○ collaboratively plan layout and presentation of products according to golf shop's policies and procedures ○ assess effectiveness of layout and presentation according to sales targets and/or predetermined objectives ○ collaboratively plan, coordinate and implement advertising and promotions activities according to golf shop's policies and procedures ○ assess and report on effectiveness of advertising and promotions to staff and management according to golf shop's and club's policies and procedures ○ collaboratively plan, coordinate and implement pricing activities according to golf shop's policies and procedures ○ collaboratively plan, coordinate and implement housekeeping activities according to organisation policies and procedures and occupational health and safety legislation/regulations/codes of practice ○ collaboratively plan, coordinate and implement on course player management according to organisation policies and procedures and occupational health and safety legislation/regulations/codes of practice
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ WRI14B Buy merchandise ○ WRRO2B Manage sales and service delivery ○ WRRO5B Control inventory ○ SRXGCSS07A Determine needs of client populations • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ BSBMGT501A Market services and concepts to internal customers ○ BSBMGT502A Manage people performance ○ BSBMGT507A Manage environmental performance • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ WRRO1B Manage merchandise and organisation presentation ○ BSBMKG503A Develop a marketing communications plan

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Broad knowledge of and compliance with golf shop's policies and procedures, particularly in regard to <ul style="list-style-type: none"> ▪ layout and presentation ▪ advertising and promotions ▪ pricing/marketing down of goods, including risk assessment ▪ housekeeping for premises, fittings, fixtures and equipment ▪ occupational health and safety ○ Broad knowledge of <ul style="list-style-type: none"> ▪ golf shop's product and service range ▪ organisation merchandising plan ▪ range and availability of new products and services ▪ client demand and market trends ▪ product quality standards ○ Knowledge of merchandise performance in relation to players ability and limitations ○ Broad knowledge of relevant legislation and statutory requirements, including consumer law ○ Broad knowledge of industry codes of practice ○ Broad knowledge of Occupational Health and Safety legislation/regulations/codes of practice • Required skills <ul style="list-style-type: none"> ○ Visual merchandising principles and techniques ○ Principles and techniques in <ul style="list-style-type: none"> ▪ collecting, analysing and organising information ▪ planning and organising activities ▪ solving problems ▪ communicating ideas and information, including <ul style="list-style-type: none"> ▪ providing feedback on performance ▪ communicating organisation standards and expectations ○ Literacy and numeracy skills in regard to <ul style="list-style-type: none"> ▪ researching, analysing and interpreting a broad range of written material ▪ preparing reports ▪ documenting results ○ Point of sale computer procedures and on course booking methods
---	---

Resource implications	<ul style="list-style-type: none"> • Physical - assessment of this competency requires access to organisation merchandising plan and a work team in a retail environment and relevant documentation, including <ul style="list-style-type: none"> ○ organisation policy and procedures manual on <ul style="list-style-type: none"> ▪ layout and presentation ▪ advertising and promotion ▪ pricing ▪ housekeeping ○ relevant legislation and industry codes of practice • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to the work environment
Context for assessment	<ul style="list-style-type: none"> • Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant work experience or oral questioning on "What if?" scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required 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 as determined by the National Activity Organisation of Australia

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	2
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Obtain organisation's operational plan to clarify golf shop objectives • Communicating ideas and information - Communicate clearly with clients, staff and principals • Planning and organising activities - Develop and implement marketing/retail strategies • Working with teams and others - Consult and work with appropriate people • Using mathematical ideas and techniques - Identify ideal and maximum rounds per day/week and manage pricing policies • Solving problems - Monitor and review marketing/retail strategies • Using technology - Appropriate technology is utilised in golf shop operations <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

GYMNASTICS (SPORT)

GYN

Contents

SMSGYN001A Teach and/or develop the fundamental skills of gymnastics.....1

**SMSGYN002A Teach and/or develop fundamental motor, cognitive
and social skills in a gymnastics environment9**

SRSGYN001A	TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF GYMNASTICS
GYN	Gymnastics (sport)

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to use drills, activities and games to teach and develop the fundamental skills of gymnastics.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare gymnasts for participation in a gymnastics lesson	1.1 Meet gymnasts punctually and make them feel welcome and at ease 1.2 Ensure gymnasts' dress and equipment is safe and appropriate to participate in the lesson 1.3 Identify and apply a range of class organisational methods to the lesson 1.4 Ensure organisation's Occupational Health and Safety requirements are in accordance with requirements for the lesson 1.5 Assess and confirm safety as acceptable prior to commencement of participation 1.6 Take appropriate action based on an assessment of the conditions and external influences 1.7 Make gymnasts aware of aims and objectives of each lesson 1.8 Make gymnasts aware of rules and safety requirements 1.9 Ensure gymnasts are 'warmed up' and mentally prepared to participate through activities that are safe and appropriate to the participant's age and level of development
2 Assess gymnasts' readiness to acquire and perform the fundamental skill/s of gymnastics	2.1 Identify and document the skill/s to be developed 2.2 Identify and document the stages of learning for a skill/s 2.3 Assess gymnasts regarding their readiness to perform the fundamental skill being taught or developed 2.4 Facilitate learning through employing the appropriate sequential progressions of the skill/s 2.5 Use appropriate spotting techniques
3 Conduct drills, activities and games to teach or develop the fundamental skills of gymnastics	3.1 Allocate sufficient space and resources for the drill, activity and/or game 3.2 Choose and organise equipment to maximise safe learning 3.3 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience 3.4 Use effective communication and demonstrations, appropriate to the participants' age and level, to facilitate learning 3.5 Facilitate learning through practical involvement by the participants 3.6 Observe gymnasts to ensure the activities are performed safely 3.7 Use appropriate activities to develop and improve physical fitness and enable skill learning 3.8 Use activities in accordance with accepted best practice of gymnastics 3.9 Keep all participants in view at all times throughout the lesson 3.10 Provide corrections and feedback regarding skill acquisition, whether in a group or individual situation, on an individualised basis

<p>4 Teach fundamental skills of gymnastics</p>	<p>4.1 Use <i>teaching/learning methods</i> that match the gymnast's age and level of development</p> <p>4.2 Use a variety of effective class organisation methods to provide maximum participation opportunities</p> <p>4.3 Apply and implement the dominant movement pattern approach to the teaching of gymnastic activities</p> <p>4.4 Use a variety of hand apparatus to enhance skill learning</p> <p>4.5 Monitor the development of <i>fundamental skills of gymnastics</i> in participants</p> <p>4.6 Modify teaching method during implementation according to results of the monitoring</p> <p>4.7 Explain further modifications following the instruction, according to results of the assessment</p>
<p>5 Communicate in a style appropriate to the age and level of the gymnasts</p>	<p>5.1 Use effective communication techniques between gymnast and coach throughout the lesson</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice of gymnastics	[all categories] <ul style="list-style-type: none"> • the safety considerations for program content • guiding principles for nationally recognised programs • the Gymnastics Coaches Code of Conduct policy • safety considerations with regards to spotting (do's and don'ts) • sport program management and technical regulations
Communicate in a style appropriate to the age and level of the gymnasts	[all categories] <ul style="list-style-type: none"> • age • children to the mature aged athlete • sensory or intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss • gymnastics coaches code of conduct policy
Drills, activities and games to teach or develop the fundamental skills of gymnastics	[all categories] <ul style="list-style-type: none"> • lead-ups and progression skills • forward roll • backward roll • handstand • cartwheel • two foot landing • prone landing • hurdle • cast • long hang swing

Fundamental skills of gymnastics	<p>[all categories]</p> <ul style="list-style-type: none"> • statics • supports (front and rear supports) • hangs (long hang) • balances (handstand) • landings <ul style="list-style-type: none"> ○ on feet ○ on hands (prone landing) ○ with rotation (back shoulder roll) • spring <ul style="list-style-type: none"> ○ unassisted (from 2 legs, 1 leg, 2 hands and 2 feet) ○ assisted (i.e., jumps from mini-tramps, beatboards) • rotations <ul style="list-style-type: none"> ○ longitudinal (log roll) ○ transverse (forward roll) ○ anterior/posterior (cartwheel) • locomotion <ul style="list-style-type: none"> ○ on feet (skipping) ○ in-support (crab walk) ○ in-hang (monkey swing across monkey bars) • swing <ul style="list-style-type: none"> ○ in-support (cast) ○ in-hang (long swing) • hand apparatus <ul style="list-style-type: none"> ○ throw ○ catch ○ kick ○ strike ○ bounce
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • safety considerations for <ul style="list-style-type: none"> ○ the participant ○ the environment ○ coaching personnel ○ program content ○ spotting (do's and don't) ○ activities not recommended for gymnastics ○ environment ○ facilities ○ equipment
Physical fitness	<p>[all categories]</p> <ul style="list-style-type: none"> • strength (abdominal, leg, upper body) • flexibility (shoulders, legs) • endurance • speed • power

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human • nationally accredited gymnastics course presenters and assessors • accredited gymnastic coaches qualified to supervisor training • equipment <ul style="list-style-type: none"> ○ 20+ individual scatter mats (approximately 2 x 1 metre in size) ○ benches or low boxes/shapes ○ variety of hand held equipment, i.e., ropes, ribbons, balls, beanbags ○ a variety of large soft mats and shapes, i.e., wedges, vaulting boxes ○ 2 x box horses ○ 2 x mini-tramps and beatboards ○ tape recorder ○ suitable gymnastics bar, i.e., parallel bars, single low or high bar • facilities <ul style="list-style-type: none"> ○ a hall with sufficient open space for at least 30 participants ○ 12 x 12 matted floor area ○ overhead projector ○ television and video ○ white board pens • materials <ul style="list-style-type: none"> ○ gymnastics coaching manual, eg, jump into gymnastics ○ coaching gymnastics the right start, eg, video ○ accreditation/technical resources and information ○ program resources (Aussie gym fun or similar) • health and safety provisions <ul style="list-style-type: none"> ○ first aid equipment/facilities ○ access to phone ○ immediate access to ice
Teaching/learning methods	<p>[all categories]</p> <ul style="list-style-type: none"> • class organisation methods • circuits • partner work • activity cards • displays • teaching aids • hand apparatus • dominant movement pattern approach • space approach • Laban's Analysis of Movement

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of teaching and developing the fundamental skills of gymnastics • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the participation ○ observe a gymnasts and recognise when and how intervention should take place to improve individual skill performance ○ observe a gymnasts and recognise the physical preparation required to improve individual skill performance ○ observe a gymnasts and recognise their readiness to progress to the next level of skill development
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after or in conjunction with attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRXCAI001B Assist in preparing sport and recreation sessions for participants ○ SRXCAI002B Assist in conducting sport and recreation session for participants ○ SRXCAI003B Provide equipment for activities

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental skills of gymnastics ○ Knowledge of the physical preparation required for safe performance of fundamental gymnastic skills ○ Knowledge of drills, activities and games to teach the fundamental skills of gymnastics ○ Knowledge of growth and development characteristics of children for maximising safe learning opportunities for young participants ○ Knowledge of adult learning principles for maximising safe learning opportunities for adult participants ○ Knowledge of the dominant movement pattern approach ○ Knowledge of the fundamental rules and regulations of gymnastics ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the structure and benefits of gymnastics within Australia • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of gymnastics, eg, movement, voice, use of technical/teaching aids, judgement, reporting ○ Ability to provide demonstrations, i.e., self, other athletes as models, videos
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a Kindergym facility ○ equipment ○ participants/carers participating involved in a recognised Kindergym Australia program • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
Consistency in performance	<ul style="list-style-type: none"> • Due to the issues such as variation in coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the Range Statements and contexts applicable to instructing in gymnastics activities
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a gymnastics facility with participants in a gymnastics activity. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Prepare a lesson plan • Communicating ideas and information - Give appropriate directions • Planning and organising activities - Conduct appropriate drills and activities • Working with teams and others - Work with students, carers, and leaders • Using mathematical ideas and techniques - Not applicable • Solving problems - Correct and provide feedback on skills • Using technology - Use audio-visuals and hand held equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSGYN002A	TEACH AND/OR DEVELOP FUNDAMENTAL MOTOR, COGNITIVE AND SOCIAL SKILLS IN A GYMNASTICS ENVIRONMENT
GYN	Gymnastics (sport)

DESCRIPTION: This unit has been developed for the Sport Industry Training Package.

This unit covers the knowledge and skills required to teach and develop fundamental motor, cognitive and social skills through a safe, fun, challenging and stimulating movement program, specifically designed for infants 5 years and under.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare participants for participation in a Kindergym lesson	1.1 Meet participants and their carer punctually and make them feel welcome and at ease 1.2 Ensure participant and carers' dress is safe and appropriate to participate in the lesson 1.3 Identify a range of class organisational methods and apply to the lesson 1.4 Ensure organisation's Occupational Health and Safety requirements are in accordance with requirements for the lesson 1.5 Assess and confirm safety as acceptable prior to commencement of participation 1.6 Act appropriately based on assessment of the conditions and external influences 1.7 Make carers' aware of aims and objectives of each lesson 1.8 Make participants and carers' aware of rules and safety requirements 1.9 Ensure participants are 'warmed up' and mentally prepared to participate through activities that are safe, fun and appropriate in length and content to the developmental age of participants
2 Assess participants' developmental stage and/or readiness to learn and perform fundamental motor, cognitive and social skill/s	2.1 Identify and document the developmental skill/s to be developed 2.2 Identify and document the stages of learning for a skill/s 2.3 Assess participants regarding their developmental readiness to perform the fundamental skill being taught or developed 2.4 Facilitate learning through effectively employing a variety of equipment and design set-ups which are stimulating and safe 2.5 Facilitate learning through employing appropriate and sequential progressions 2.6 Identify the developmental stages of a child and match appropriate activities for these stages

<p>3 Create a safe and stimulating environment and effectively use a wide range of teaching methods and aids to teach or develop fundamental motor, cognitive and social skills</p>	<p>3.1 Allocate sufficient space and resources for the activities and each individual's equipment set-up</p> <p>3.2 Choose and organise equipment to maximise safe learning while enhancing interest and fun</p> <p>3.3 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p> <p>3.4 Employ effective communication and demonstrations, appropriate to the participants' developmental age, to facilitate learning</p> <p>3.5 Facilitate learning through practical involvement, and at the child's own rate of development</p> <p>3.6 Observe participants to ensure that the activities are performed safely</p> <p>3.7 Use appropriate activities that develop and improve physical fitness to enable skill learning</p> <p>3.8 Use activities in accordance with accepted best practice of Kindergym</p> <p>3.9 Ensure all participants are accompanied by an adult carer at all times throughout the lesson</p> <p>3.10 Provide corrections and feedback regarding skill acquisition, whether in a group or individual situation, on an individualised basis</p> <p>3.11 Choose and organise appropriate teaching aids to enhance learning, interest and fun</p>
<p>4 Teach and develop fundamental motor, cognitive and social skills of infants</p>	<p>4.1 Match teaching/learning methods to participants' developmental age and stage of development</p> <p>4.2 Use a variety of effective class organisation methods while providing maximum participation opportunities</p> <p>4.3 Apply and implement the dominant movement pattern approach, in conjunction with Laban's Analysis of movement, for the teaching of fundamental motor and cognitive skills</p> <p>4.4 Use a variety of hand held equipment and music to enhance learning</p> <p>4.5 Monitor the development of fundamental motor, cognitive and social skills of the participants</p> <p>4.6 Modify the teaching/learning method during implementation according to results of the monitoring</p> <p>4.7 Explain further modifications following the instruction, according to results of the assessment</p> <p>4.8 Communicate effectively with and utilise Carers to enhance learning of participants</p>
<p>5 Communicate in a style appropriate to the developmental age of the participants and at an appropriate level to carers</p>	<p>5.1 Use effective communication techniques between participant and leader throughout the lesson</p> <p>5.2 Use effective communication techniques between carer and leader throughout the lesson</p>

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice of Kindergym	<p>[all categories]</p> <ul style="list-style-type: none"> • a recognised gymnastics program for infants • the guiding principles of Kindergym Australia • safety considerations for program content • the gymnastics coaches code of conduct policy • sport program management and technical regulations
Activities	<p>[all categories]</p> <ul style="list-style-type: none"> • lead-ups and progression skills for the <ul style="list-style-type: none"> ○ log roll ○ crawling ○ running ○ jumping ○ hopping ○ galloping ○ skipping ○ sliding ○ climbing ○ static balance ○ dynamic balance ○ possum hang ○ long hang ○ assisted swinging ○ tracking ○ rolling ○ throwing ○ bouncing ○ catching ○ kicking ○ striking
Appropriate teaching aids	<p>[all categories]</p> <ul style="list-style-type: none"> • music • hand held equipment

Effective communication in a style appropriate to the developmental age of the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • age • infant participant accompanied by adult carers • sensory or intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss • gymnastics coaches code of conduct policy
Fundamental motor, cognitive and social skills for infants	<p>[all categories]</p> <ul style="list-style-type: none"> • motor skills • locomotor skills, i.e., crawling, jumping, galloping, hopping • non-locomotor skills, i.e., hanging, balancing, turning • manipulative skills, i.e., tracking, rolling, throwing, bouncing • fine motor skills, i.e., hands, fingers, toes, hand-eye coordination • cognitive skills <ul style="list-style-type: none"> ○ body awareness, i.e., knowing where body parts are and the actions they can do ○ spatial awareness, i.e., concepts of in/out, under/over, high/low ○ language skills ○ recognition skills, i.e., basic colours, shapes, counting, sorting ○ creativity ○ musical/rhythm, i.e., move in time to beat, concepts of fast/slow • social skills <ul style="list-style-type: none"> ○ self concept, i.e., self esteem, confidence ○ social development, i.e., sharing, taking turns, cooperation
Organisation's Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • environment • facilities • equipment • program content • activities not recommended • coaching personnel • participants (infants and carers)

<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • human • nationally accredited Kindergym course presenters and assessors • accredited Kindergym leaders qualified to supervisor training • a range of equipment from the five (5) key areas of <ul style="list-style-type: none"> ○ Olympic gymnastic equipment ○ specially designed equipment ○ hand held equipment ○ improvised equipment ○ home made equipment • facilities <ul style="list-style-type: none"> ○ a hall with sufficient open space for at least 30 participants ○ overhead projector ○ television and video ○ white board pens • materials <ul style="list-style-type: none"> ○ Kindergym coaching manual - Kindergym crew ○ The Kindergym crew - video ○ accreditation/technical resources and information ○ a range of music • health and safety provisions <ul style="list-style-type: none"> ○ first aid equipment/facilities ○ access to phone ○ immediate access to ice
<p>Stimulating and safe</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • structure the environment not the child
<p>Teaching/learning Method</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • class organisation methods • participant/carer activities eg, free time, group time, guided discovery time • free exploration • direct teaching • guided teaching • teaching aids • hand held equipment • dominant movement pattern approach • Laban's Analysis of Movement
<p>Work environment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • organisational health and safety requirements, safe and appropriate dress and equipment include • safety considerations for <ul style="list-style-type: none"> ○ the participant ○ the environment ○ coaching personnel • program content • activities not recommended for Kindergym

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of teaching and developing fundamental motor, cognitive and social skills for infants 5 years and under in a gymnastics environment • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate whether conditions are suitable to commence the participation ○ observe a participant and recognise when and how intervention should take place to improve individual development ○ observe a participant and recognise the physical preparation and/or growth development required to improve individual performance ○ observe a participant and recognise their readiness to progress to the next stage of development
<p>Interdependent assessment of units</p>	<ul style="list-style-type: none"> • This unit must be assessed after or in conjunction with attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities ○ SRSCGP002A Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRSCGP004A Provide information about the fundamental principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid ○ SRXCAI004B Plan a session or program for participants ○ SRXCAI005B Conduct a sport and recreation session for participants ○ SRXCAI006B Organise a sport and recreation program ○ SRXCAI007B Conduct a sport and recreation program ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict

<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of drills, activities and games to teach the fundamental skills of gymnastics ○ Knowledge of the fundamental motor, cognitive and social skills of infants ○ Knowledge of the physical preparation required for safe performance of fundamental movement skills ○ Knowledge of dominant movement pattern approach and Laban's Analysis of Movement ○ Knowledge of activities, which are fun and developmentally appropriate, and teaching aids that can be utilised to teach fundamental skills ○ Knowledge of growth and development characteristics of infants for maximising safe learning opportunities ○ Knowledge of adult learning principles for maximising involvement of carers ○ Knowledge of the guiding principles of Kindergym Australia ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the structure and benefits of gymnastics within Australia • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the principles of Kindergym, eg, movement, voice, use of technical/teaching aids, judgement with regards to matching appropriate activities to participant's developmental stage, reporting ○ Ability to provide demonstrations, eg, self, other athletes as models, videos
<p>Resource implications</p>	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a Kindergym facility or similar ○ equipment ○ participants/carers participating involved in a recognised Kindergym Australia program or similar • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must <ul style="list-style-type: none"> ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations
<p>Consistency in performance</p>	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness this unit of competency must be assessed over a period of time in order to ensure consistency in performance over the range Statements and contexts applicable to coaching Kindergym or gymnastics

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted at an appropriate gymnasium facility with children participating in Kindergym or similar activities. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on underpinning 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
-------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
<p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches <ul style="list-style-type: none"> • Collecting, analysing and organising information - Prepare a lesson plan • Communicating ideas and information - Give appropriate directions • Planning and organising activities - Conduct appropriate drills and activities • Working with teams and others - Work with students, carers, and leaders • Using mathematical ideas and techniques - Not applicable • Solving problems - Correct and provide feedback on skills • Using technology - Use audio-visuals and hand held equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

