

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 6 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 4 Sport Specific Units of Competency

Volume 5 Sport Specific Units of Competency

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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)

TRAINING AND ASSESSMENT..... (TAA)

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)
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

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

SOCCER

SOC

Contents

SRSSOC001B Interpret and apply the fundamental laws of soccer at a junior or beginner level 1

SRSSOC002B Use basic communication strategies to referee soccer at a junior or beginner level 7

SRSSOC003B Provide reports and receive feedback relevant to refereeing soccer at junior or beginner level 15

SRSSOC004B Demonstrate fundamental positioning skills relevant to refereeing soccer at junior or beginner level 21

SRSSOC005B Interpret and apply the fundamental laws of soccer at a local or district level 29

SRSSOC006B Use communication strategies to referee soccer at a local or district level 35

SRSSOC007B Demonstrate positioning skills relevant to refereeing soccer at a local or district level 41

SRSSOC008A Perform the advanced skills of soccer 49

SRSSOC009A Perform the advanced tactics and strategies of soccer in a competitive situation 57

SRSSOC001B	INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF SOCCER AT A JUNIOR OR BEGINNER LEVEL
SOC	Soccer

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 laws that are required to referee a soccer game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the environment, facilities, equipment and resources of the field of play to ensure they are in accordance with the requirements for the game 1.2 Assess safety and other risks and confirm that they are within acceptable levels prior to the commencement of the game 1.3 Assess the condition of the players equipment in terms of its suitability to participate in the game 1.4 Act appropriately based on an assessment of the conditions and external influences
2 Observe a game and identify information on which to base fundamental decisions	2.1 Observe players and team officials to see that the game is conducted in accordance with the laws of soccer including local laws 2.2 Observe with minimal disruption to the conduct of the game 2.3 Identify and document any breaches of laws and regulations by players and officials
3 Interpret and apply the laws and regulations in accord with the spirit of the game	3.1 Make decisions using relevant information 3.2 Interpret the laws and regulations consistently with spirit of the laws of soccer 3.3 Make decisions impartial, accurate and consistent, and based on participant safety and the spirit of the laws
4 Communicate decisions and manage the outcomes of decision making while refereeing the game	4.1 Communicate decisions in accordance with the prescribed procedures for refereeing soccer at junior or beginner level of competition 4.2 Manage the reactions of players and other officials in accordance with the fundamental laws and regulations of soccer, including the refereeing 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	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment • uniform • whistle • notebook • pen • red and yellow cards • assistant referees flags • watch
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • ground conditions • weather conditions • spectators/parents • the technical area • comments to referees, assistant referees and players
Fundamental laws and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • spirit of the laws • safety requirements <ul style="list-style-type: none"> ○ ground surface ○ goal ○ corner posts ○ players equipment • modified laws <ul style="list-style-type: none"> ○ appropriate to age group and skill level of players ○ tackling, free kicks, no off side
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • laws and interpretations • control of the game • fouls and misconduct • scoring • ball out of play • judging challenges • offside • free kicks • dealing with verbal and non verbal aggression by players and team officials/spectators • other officials - assistant referee • positioning of referee

	<ul style="list-style-type: none"> • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ aurally ○ signals
Junior or beginner or level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with limited or no refereeing experience in soccer • players range from under age to open competition • participants with 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
Laws and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • the official laws of the game • draft introductory course for referees • the rules of Rooball • draft codes of conduct
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers/coaches • controlling body official • assistant referees
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • the field of play • materials - controlling body paperwork - team sheets/match cards and identification cards, caution and send off reports • health and safety provisions - stretcher, trainer, medical kit • competing team officials
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sporting behaviour • spirit of the laws • junior sports 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 of the fundamental laws of soccer in order to referee soccer 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"> ○ evaluate whether conditions are suitable to commence the game ○ observe a game and recognise when breaches of laws and regulations occur ○ make a correct decision ○ 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"> ○ SRSSOC002B Use basic communication strategies to referee soccer at a junior or beginner level ○ SRSSOC003B Provide reports and receive feedback relevant to refereeing soccer at junior or beginner level ○ SRSSOC004B Demonstrate fundamental positioning skills relevant to referee soccer 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 laws of the game ○ Knowledge of the relevant modified laws of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the National Officiating Accreditation Scheme for referees in soccer ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role of the assistant referee ○ Aggressive/assertive behaviour styles in order to manage the various types of behaviour of participants • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the officiating message is understood by participants ○ Concentration skills in order to effectively referee soccer ○ Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer

	<ul style="list-style-type: none"> ○ Negotiation skills to achieve agreed outcomes ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Positioning skills as they apply to officiating soccer ○ Planning and organising skills in order to effectively organise officiating activities ○ Interpersonal and coping skills in order to effectively manage reactions to your officiating duties by participants, spectators and others ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a junior or beginner level ○ 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 to referee soccer at a local or district 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 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 refereeing soccer
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 soccer facility with junior or beginner 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 - Locate key rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Organise personal equipment • 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 whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC002B	USE BASIC COMMUNICATION STRATEGIES TO REFEREE SOCCER AT A JUNIOR OR BEGINNER LEVEL
SOC	Soccer

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 soccer game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Use basic oral communication skills	1.1 Explain decisions to players at a <i>junior or beginner level</i> and other officials through simple verbal <i>information</i> 1.2 Considering <i>external influences</i> , demonstrate effective use of the voice 1.3 Listen to players and <i>other officials</i> and respond to accordingly 1.4 Interact with players and <i>other officials</i> using relevant <i>resources</i> in a friendly and professional manner
2 Use fundamental indications	2.1 Apply <i>fundamental signals</i> and <i>equipment</i> and <i>resources</i> associated with soccer to clearly convey the decisions to players and spectators 2.2 Interpret <i>fundamental signals</i> from <i>other officials</i> 2.3 Use indications to work as a team with <i>other officials</i>
3 Use fundamental auditory devices	3.1 Apply the whistle in an appropriate manner within the <i>laws and regulations</i> of the game 3.2 Demonstrate a strong whistle to convey decisions in an authoritative manner
4 Make effective use of body language	4.1 Apply the arm in an appropriate manner to sell decisions 4.2 Use appropriate body language when interacting with others 4.3 Demonstrate firm, confident indications and movements while refereeing 4.4 Make eye contact when communicating with others

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	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ uniform ○ whistle ○ notebook ○ pen ○ linesman's flags ○ scorecards ○ watch ○ red/yellow cards
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental • weather conditions • spectators/parents
Fundamental signals	<p>[all categories]</p> <ul style="list-style-type: none"> • referee <ul style="list-style-type: none"> ○ advantage ○ penalty - kick ○ indirect free kick ○ free kick ○ goal kick ○ corner - kick ○ caution ○ send - off for second cautional offence • assistant referee <ul style="list-style-type: none"> ○ off - side ○ off - side, far side of field ○ off - side, middle of the field ○ off - side, near the assistant referee ○ direction signal ○ free - kick to the attack ○ free - kick to the defence ○ goal - kick ○ substitution ○ the assistant referee wishes to talk to the referee ○ time signal, three minutes to go

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant laws and regulations <ul style="list-style-type: none"> ○ control of the game ○ fouls and misconducts ○ advantages • scoring • general play • set play • commencement of game/end of game • stoppages • blood rule • cautions and send off • public and private warnings • participant reactions • Other officials - referees/assistant referees • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals ○ red and yellow cards
Junior or beginner or level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with limited or no refereeing experience in soccer • players range from under age to open competition • participants with adequate health status • participants may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
Laws and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current laws of soccer • laws of modified soccer • draft codes of conduct
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • trainers • sports administrators • coaches/managers

Resources	[all categories] <ul style="list-style-type: none">• marked ground• interchange area• materials<ul style="list-style-type: none">○ scorecards○ game report form○ timekeepers card○ other controlling body paperwork• health and safety provisions<ul style="list-style-type: none">○ trainers○ stretcher• siren• competing team officials• referees room• timekeepers/official scorers
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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 basic communication strategies used to referee soccer at junior or beginner level • Assessment of performance should be over a period of time covering 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 and other officials in an effective manner ○ use and interpret fundamental indications/signals ○ use the whistle/flag/cards in a strong and authoritative manner ○ to convey a confident and friendly manner through body movements and posture while performing the role of the referee on game 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"> ○ SRSSOC001B Interpret and apply the fundamental laws of soccer at a junior or beginner level ○ SRSSOC003B Provide reports and receive feedback relevant to refereeing soccer at junior or beginner level ○ SRSSOC004B Demonstrate fundamental positioning skills relevant to referee soccer 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 laws and regulations of soccer ○ Knowledge of the fundamental laws and regulations of soccer ○ Knowledge of the relevant modified laws and regulations of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the National Officiating Accreditation Scheme for referees in soccer ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the officiating message is understood by participants ○ Concentration skills in order to effectively referee soccer

	<ul style="list-style-type: none"> ○ Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer ○ Negotiation skills to achieve agreed outcomes ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Positioning skills as they apply to officiating soccer ○ Planning and organising skills in order to effectively organise officiating activities ○ Interpersonal and coping skills in order to effectively manage reactions to your officiating duties by participants, spectators and others ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a junior or beginner level ○ 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 to referee soccer at a local or district 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 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 refereeing soccer
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 soccer facility with junior or beginner 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 rules and regulations • Communicating ideas and information - Use confident indications and movements • Planning and organising activities - Organise personal equipment • Working with teams and others - Interact with players and other officials • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Clarify decisions to players • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC003B	PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREEING SOCCER AT JUNIOR OR BEGINNER LEVEL
SOC	Soccer

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

This unit covers the knowledge and skill required to complete written reports and/or provide oral reports that are relevant to refereeing soccer at a junior or beginner level.

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> appropriate to <i>external influences</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 guidelines
2 Provide oral/written reports	2.1 Note <i>reportable offences</i> and identify and document the information required by the controlling body 2.2 Provide oral/written reports to meet the requirements of the controlling body
3 Attend to the reporting and tribunal procedures	3.1 Follow the local <i>procedures for the reporting of players</i> at a <i>junior or beginner level</i> , coaches, team officials and spectators
4 Receive feedback	4.1 Receive feedback provided by others in a rational and constructive way 4.2 Implement changes to improve the quality of officiating based on formal feedback 4.3 Implement changes to improve the quality of officiating based on informal discussions with colleagues, players, <i>other officials</i> , parents

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"> ○ tribunal room layout ○ tribunal hearing format • weather conditions • spectators/parents
Junior or beginner or level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with little or no experience in refereeing soccer • players range from under age to open competition • participants with 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
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • assistant referees • inspectors/referees coaches • sports administrators • coaches/team managers • trainers
Procedures for the reporting of players	<p>[all categories]</p> <ul style="list-style-type: none"> • during a game <ul style="list-style-type: none"> ○ identify reportable offences ○ stop the match ○ caution or end off the offender ○ record the details of the offence ○ recommence the match • post match paperwork <ul style="list-style-type: none"> ○ complete the appropriate form accurately ○ submit the report to the appropriate body/personnel ○ referee keeps a copy for his reference • at the tribunal hearing <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	[all categories] <ul style="list-style-type: none">• misconduct forms• team sheets
Reportable offences	[all categories] <ul style="list-style-type: none">• cautions• send offs• other incidents

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 soccer at 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"> ○ referee to receive feedback and react positively ○ referee to identify reportable offences ○ accurately complete misconduct forms ○ to present at a hearing ○ to 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"> ○ SRSSOC001B Interpret and apply the fundamental laws of soccer at a junior or beginner level ○ SRSSOC002B Use basic communication strategies to referee soccer at a junior or beginner level ○ SRSSOC004B Demonstrate fundamental positioning skills relevant to refereeing soccer 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 rules and regulations of soccer ○ Knowledge of the fundamental rules and regulations of soccer ○ Knowledge of the relevant modified rules and regulations of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the National Officiating Accreditation Scheme for referees in soccer ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Working in a team environment ○ Knowledge of the game and match environment ○ Knowledge of the role of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the refereeing message is understood by participants ○ Concentration skills in order to effectively referee soccer ○ Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer

	<ul style="list-style-type: none"> ○ Negotiation skills to achieve agreed outcomes ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Positioning skills as they apply to refereeing soccer ○ Planning and organising skills in order to effectively organise officiating activities ○ Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a junior or beginner level ○ 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 to referee soccer at a local or district 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 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 refereeing soccer
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 soccer facility with junior or beginner 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 rules and reportable offences • Communicating ideas and information - Provide written and oral reports • Planning and organising activities - Not applicable • Working with teams and others - Interact with players and other officials • Using mathematical ideas and techniques - Record results accurately • Solving problems - Not applicable • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC004B	DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREEING SOCCER AT JUNIOR OR BEGINNER LEVEL
SOC	Soccer

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

This unit covers the knowledge and skill required to successfully demonstrate the fundamental positioning skills of refereeing required to manage a soccer game at a junior or beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to start or recommence play	1.1 Use appropriate equipment and resources to identify and document start/recommencement situations in a game 1.2 Demonstrate correct position for start and recommencement of play situations 1.3 Adopt appropriate position according to positioning considerations and ball/player movement
2 Adopt appropriate position in general play	2.1 Identify and document general play situations in a game 2.2 Demonstrate correct positioning in general play situations within the rules and regulations of the game 2.3 Identify external influences and environmental conditions and adjust position accordingly 2.4 Adopt appropriate position according to ball/player movement
3 Move appropriately to maintain optimal position to view play throughout the game	3.1 Considering all relevant information analyse the play at junior or beginner level and select the best position to see all elements of the situation at hand 3.2 Adjust position in response to changes in play 3.3 Cooperate with other officials with 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
Ball/player movement	[all categories] <ul style="list-style-type: none"> • angle • ball • close
Equipment	[all categories] <ul style="list-style-type: none"> • personal equipment • uniform • notebook • pen • report sheets • referee flags • watch • red/yellow cards
External influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ sun ○ wind ○ ground conditions • spectators/parents
Fundamental positioning considerations	[all categories] <ul style="list-style-type: none"> • kick off <ul style="list-style-type: none"> ○ ensure ball goes forward ○ teams in own half ○ opponents 9.15 metres away • corner kicks <ul style="list-style-type: none"> ○ ball placement ○ ball destination ○ scoring ○ quick break • goal kicks <ul style="list-style-type: none"> ○ ball placement ○ ball destination ○ side view • throw ins <ul style="list-style-type: none"> ○ likely destination of throw ○ attacking team ○ defending team • penalty/free kicks

	<ul style="list-style-type: none"> • general Play <ul style="list-style-type: none"> ○ long ball from defence ○ loose ball ○ ball across the field ○ play forward ○ play backwards • side on to landing point • external angle
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • verbal control • distance from play • wind • sun • centre of the ground • player in possession • forward of play • anticipated destination of the kick • angle on play • is imparted <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 soccer • mainly children and young people • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability ○ medical condition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • assistant referee

Resources	[all categories] <ul style="list-style-type: none">• marked ground• interchange area• materials<ul style="list-style-type: none">○ scorecards○ game report forms○ timekeepers cards• health and safety provisions<ul style="list-style-type: none">○ trainers○ stretcher• competing team officials• referees room
Rules and regulations	[all categories] <ul style="list-style-type: none">• laws of soccer• Football Federation of Australia junior policy booklet• rules of modified soccer• draft codes of conduct

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 fundamental positioning skills relevant to referee soccer at 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 appropriately at set plays ○ position appropriately in general play ○ position appropriately in the scoring area
<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"> ○ SRSSOC001B Interpret and apply the fundamental laws of soccer at a junior or beginner level ○ SRSSOC002B Use basic communication strategies to referee soccer at a junior or beginner level ○ SRSSOC003B Provide reports and receive feedback relevant to refereeing soccer 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"> ○ Knowledge of rules and regulations of soccer ○ Knowledge of the positioning definitions for refereeing soccer ○ Knowledge of the relevant modified rules and regulations of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the National Officiating Accreditation Scheme for referees in soccer ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Knowledge of working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the refereeing message is understood by participants ○ Concentration skills in order to effectively referee soccer ○ Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer ○ Negotiation skills to achieve agreed outcomes

	<ul style="list-style-type: none"> ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Positioning skills as they apply to officiating soccer ○ Planning and organising skills in order to effectively organise refereeing activities ○ Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results ○ Numeracy skills in order to accurately record results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a junior or beginner level ○ 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 to referee soccer at a local or district 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 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 refereeing soccer
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 soccer facility with junior or beginner 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 - Determine best position in general play • Communicating ideas and information - Communicate refereeing message clearly to participants • Planning and organising activities - Not applicable • Working with teams and others - Interact with players and other officials • Using mathematical ideas and techniques - Use correct scoring techniques • Solving problems - Manage dispute appropriately • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC005B	INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF SOCCER AT A LOCAL OR DISTRICT LEVEL
SOC	Soccer

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

This unit covers the knowledge and skill required to successfully interpret and apply the fundamental laws that are required to referee a soccer game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the environment, facilities, equipment and resources of the field of play to ensure they are in accordance with the requirements for the game 1.2 Assess safety and other risks and confirm that they are within acceptable levels prior to the commencement of the game 1.3 Assess the condition of the players equipment in terms of its suitability to participate in the game 1.4 Act appropriately based on an assessment of the conditions and external influences
2 Observe a game and identify information on which to base fundamental decisions	2.1 Observe players and team officials to see that the game is conducted in accordance with the laws of soccer including local laws 2.2 Observe with minimal disruption to the conduct of the game 2.3 Identify and document any breaches of rules and regulations by players and other officials
3 Interpret and apply the laws and regulations in accord with the spirit of the game	3.1 Make decisions using relevant information 3.2 Interpret the rules or regulations consistently with spirit of the laws of soccer 3.3 Make decisions impartial, accurate and consistent, and based on participant safety and the spirit of the laws
4 Communicate decisions and manage the outcomes of decision making while refereeing the game	4.1 Communicate the decisions in accordance with the prescribed procedures for refereeing soccer at local or district level of competition 4.2 Manage the reactions of players and club officials in accordance with the fundamental laws and regulations of soccer, including the refereeing 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	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ uniform ○ whistle ○ notebook ○ pen ○ red and yellow cards ○ flags ○ watch
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • ground conditions • weather conditions • spectators/parents • the technical area • comments to referees, assistant referees and players
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • laws and interpretations <ul style="list-style-type: none"> ○ serious foul play and violent conduct ○ tackling ○ offences against goalkeepers ○ obstruction ○ scissors or bicycle kick ○ jumping at an opponent ○ prohibited use of the body ○ caution for handling the ball or holding an opponent ○ free kicks ○ player in off side position ○ goalkeepers ○ persistent infringements ○ player sent off after receiving two cautions ○ substitution ○ injury of a player ○ attitude towards referee ○ throw in ○ wasting time ○ celebration of goal ○ liquid refreshments during the match ○ inspection of studs ○ players' outfits • control of the game • scoring

	<ul style="list-style-type: none"> • dealing with verbal and non verbal aggression by players and team officials/spectators • other officials - assistant referee • positioning of referee • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ aurally ○ signals
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level 1 refereeing experience in soccer • senior players at local or district level of competition • participants with 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
Laws and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • soccer rules - the official laws of the game • draft introductory course for referees • draft codes of conduct
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • team managers/coaches • controlling body official • assistant referees
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • the field of play • materials - controlling body paperwork - team sheets/match cards and identification cards, caution and send off reports • health and safety provisions - stretcher, trainer, medical kit • players • competing team officials
Spirit of the game	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sporting behaviour • spirit of the laws • 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 of the fundamental laws of soccer and interpreted and applied at local or district 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 laws and regulations occur ○ make a correct decision ○ 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"> ○ SRSSOC006B Use communication strategies to referee soccer at a local or district level ○ SRSSOC007B Demonstrate positioning skills relevant to refereeing soccer 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 fundamental laws of the game ○ Knowledge of the relevant modified laws of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Knowledge of working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the refereeing message is understood by participants ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Planning and organising skills in order to effectively organise refereeing activities ○ Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others

	<ul style="list-style-type: none"> ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results ○ Numeracy skills in order to accurately record results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a local or district level ○ 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 to referee soccer at a local or district 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 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 refereeing soccer
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 soccer 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 - Interpret and identify key laws and regulations • Communicating ideas and information - Convey information using appropriate indications, verbal and written techniques • Planning and organising activities - Effectively organise refereeing activities • Working with teams and others - Manage reactions of players and club officials • Using mathematical ideas and techniques - Record results accurately • Solving problems - Make accurate 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>						

SRSSOC006B	USE COMMUNICATION STRATEGIES TO REFEREE SOCCER AT A LOCAL OR DISTRICT LEVEL
SOC	Soccer

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 soccer match at an local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Provide verbal information and instruction to explain decisions to players, coaches, club officials and referees at a local or district level 1.2 Considering external influences , use the voice effectively when communicating with players, coaches, other officials and other relevant persons 1.3 Listen to players and other officials and responded to accordingly 1.4 Interact with other officials and players within the rules and regulations of the game in a friendly and professional manner
2 Use indications	2.1 Use indications and appropriate equipment associated with soccer and its resources to convey an explanation of decisions to players, spectators, scorers or timekeepers 2.2 Interpret signals from other officials correctly
3 Use auditory devices	3.1 Use a whistle effectively to influence outcomes of play
4 Employ interpersonal skills	4.1 Employ interpersonal skills appropriate to the given situation in on-ground situations 4.2 Employ interpersonal skills appropriate to the given situation in 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 signals and movements 5.3 Demonstrate effective use of 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] <ul style="list-style-type: none"> • siren • whistles
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment • personal equipment • equipment for visual aids
External influences	[all categories] <ul style="list-style-type: none"> • environmental • weather conditions • other facility users • spectators
Given situation	[all categories] <ul style="list-style-type: none"> • infringement • interaction with players • positioning
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • infringements • scoring - all clears • start/end match or quarter • delay in play • participant reactions - verbal and physical • other officials • is imparted <ul style="list-style-type: none"> ○ verbally ○ indications

Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level 1 refereeing experience in soccer • up to local or district level players • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • others officiating at the same game • scorers • timekeepers • linespeople • sports administrators • coaches • sport medicine personnel • sport scientists
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • outdoor facilities
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • laws of soccer

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 referee soccer at a local or district 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"> ○ 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"> ○ SRSSOC005B Interpret and apply the fundamental laws of soccer at a local or district level ○ SRSSOC007B Demonstrate positioning skills relevant to refereeing soccer at 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 fundamental laws of the game ○ Knowledge of the relevant modified laws of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Knowledge of working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the refereeing message is understood by participants ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Planning and organising skills in order to effectively organise refereeing activities ○ Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others

	<ul style="list-style-type: none"> ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results ○ Numeracy skills in order to accurately record results
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a local or district level ○ 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 to referee soccer at a 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 observation and judgement this unit of competency must be assessed over four (4) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing soccer
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 soccer 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 rules, regulations, and infringements • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Manage game paperwork effectively • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Record results accurately • Solving problems - Respond to players and other officials in a professional manner • Using technology - Use equipment for visual aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC007B	DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREEING SOCCER AT A LOCAL OR DISTRICT LEVEL
SOC	Soccer

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

This unit covers the knowledge and skills required to successfully demonstrate the positioning skills required to referee a soccer game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to start or recommence play	1.1 Using appropriate equipment and resources identify and document start/recommencement situations 1.2 Adopt appropriate position on field according to situation and understanding of fundamental positioning considerations
2 Adopt appropriate position in general play	2.1 Identify and document general play situations 2.2 Identify and document environmental conditions 2.3 Adopt appropriate position on field according to situation 2.4 Identify external influences and environmental conditions and adjust position accordingly 2.5 Demonstrate correct positioning in general play within the rules and regulations of the game
3 Move appropriately to maintain optimal position to view play throughout the game	3.1 Consider all relevant information , analyse the play at local or district level and select the best position to see all elements of the situation at hand 3.2 Adjust position in response to changes in play 3.3 Interact with other officials and players 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
According to situation	[all categories] <ul style="list-style-type: none"> • angle • ball • close • distance from play – 10/15 metres • angle view on play
Environmental conditions	[all categories] <ul style="list-style-type: none"> • sun • wind • location on the ground
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment - whistle, notebook, pen, report sheets, goal referee flags • personal equipment - uniform • red/yellow cards
External influences	[all categories] <ul style="list-style-type: none"> • environmental • sun • wind • ground conditions • spectators/parents
Fundamental positioning considerations	[all categories] <ul style="list-style-type: none"> • kick off • ensure ball goes forward • teams in own half • opponents 9.15 metres away • corner kicks <ul style="list-style-type: none"> ○ ball placement ○ ball destination ○ scoring ○ quick break • goal kicks <ul style="list-style-type: none"> ○ ball placement ○ ball destination ○ side view

	<ul style="list-style-type: none"> • throw ins <ul style="list-style-type: none"> ○ likely destination of throw ○ attacking team ○ defending team • side on to landing point • external angle
General play	<p>[all categories]</p> <ul style="list-style-type: none"> • long ball from defence • loose ball • ball across the field • play forward • play backwards
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • verbal control • distance from play • wind • sun • centre of the ground • player in possession • forward of play • anticipated destination of the kick • angle on play • is imparted <ul style="list-style-type: none"> ○ verbally ○ indications ○ signals
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level 1 refereeing in soccer • senior players at local or district level of competition • participants with adequate health status • participants may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • assistant referee • linesman

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • marked ground • interchange area • materials <ul style="list-style-type: none"> ○ scorecards ○ game report forms ○ timekeepers cards • health and safety provisions <ul style="list-style-type: none"> ○ trainers ○ stretcher • competing team officials • referees room
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of soccer rules - the official laws of the game • draft introductory course for referees • draft codes of conduct
Start/recommencement	<p>[all categories]</p> <ul style="list-style-type: none"> • kick off • throw in • goal kick • corner kick • penalty kick • free kicks

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 positioning skills relevant to referee soccer at local or district 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 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"> ○ SRSSOC005B Interpret and apply the fundamental laws of soccer at a local or district level ○ SRSSOC006B Use communication strategies to referee soccer 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 positioning definitions ○ Knowledge of the relevant modified rules and regulations of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the National Officiating Accreditation Scheme for referees in soccer ○ Knowledge of the career path for referees ○ Knowledge of presentation requirements for referees ○ Working in a team environment ○ Knowledge of the game and game environment ○ Knowledge of the role and positioning requirements of the assistant referee • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure the refereeing message is understood by participants ○ Motor skills in order to effectively referee soccer ○ Whistle, running, signals and arm use as they apply to refereeing soccer ○ Planning and organising skills in order to effectively organise refereeing activities

	<ul style="list-style-type: none"> ○ Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others ○ Administrative skills in order to effectively manage game paperwork ○ Recording skills in order to accurately records results ○ Numeracy skills in order to accurately record results ○ Concentration skills in order to effectively referee soccer for the duration of the game ○ Conflict resolution skills in order to effectively manage any situations that may arise during a game of soccer ○ Negotiation skills in order to achieve agreed outcomes
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ soccer field ○ players competing at a local or district level ○ 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 to referee soccer at a 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 observation and judgement this unit of competency must be assessed over four (4) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to refereeing soccer
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 soccer 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 refereeing guidelines • Communicating ideas and information - Convey positioning responsibilities • Planning and organising activities - Effectively organise refereeing activities • Working with teams and others - Adapt appropriate position when working with other officials • Using mathematical ideas and techniques - Record results accurately • Solving problems - Negotiate a situation to achieve a desired result • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC008A	PERFORM THE ADVANCED SKILLS OF SOCCER
SOC	SOCCER

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 soccer.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill	1.1 Explain <i>intermediate biomechanical principles</i> as they apply to soccer 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	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>policies, rules and regulations</i> of soccer 2.2 Use <i>technological aids and equipment</i> to enhance acquisition of skills
3 Perform the advanced skills of soccer under match conditions	3.1 Identify the <i>advanced skills of soccer players and their purpose</i> 3.2 Link <i>advanced skills</i> to perform a sequence of movements 3.3 Assess the <i>work environment</i> for appropriate match conditions
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
<p>Advanced skills of soccer players (as applicable to each position/player) and their purpose</p>	<p>all categories as applicable to each position/player</p> <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 as appropriate to the conditions of the day and the impact of other players • positions include <ul style="list-style-type: none"> ○ goal keeper ○ full back ○ sweeper/stopper ○ midfield <ul style="list-style-type: none"> ▪ wide ▪ central ○ striker • attacking skills <ul style="list-style-type: none"> ○ formation ○ angle ○ speed ○ penetration ○ support • defensive skills <ul style="list-style-type: none"> ○ formation ○ contest ○ contain ○ position • individual skills <ul style="list-style-type: none"> ○ control <ul style="list-style-type: none"> ▪ foot control ▪ chest control ▪ thigh control ▪ head control ○ ball <ul style="list-style-type: none"> ▪ dribbling ▪ shielding ▪ trapping ○ passing <ul style="list-style-type: none"> ▪ short ▪ long ▪ through ball ○ tackle <ul style="list-style-type: none"> ▪ poke ▪ block ▪ slide ○ running <ul style="list-style-type: none"> ▪ speed ▪ balance ▪ pace ▪ change of direction • restart skills <ul style="list-style-type: none"> ○ dropped ball

	<ul style="list-style-type: none"> ○ kick off ○ law 8 ● penalty kick skills <ul style="list-style-type: none"> ○ law 14 ● free kick skills <ul style="list-style-type: none"> ○ indirect ○ direct ○ law 13 ● throw in skills <ul style="list-style-type: none"> ○ law 15 ● goal kick skills <ul style="list-style-type: none"> ○ law 16 ● corner kick skills <ul style="list-style-type: none"> ○ law 17
<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 soccer ● should include <ul style="list-style-type: none"> ○ advanced skill drills ○ grid work ○ relevant modified games ○ relevant techniques/practices
<p>Intermediate biomechanical principles</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● balance ● motion ● force ● momentum ● power
<p>Review</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● individual ● as a member of the team ● as a team collectively
<p>Rules, policies and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● International Football Association Board Laws of the Game ● best practice codes of conduct such as Football Federation of Australia Code of Conduct ● policies of Football Federation of Australia 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"> • may include <ul style="list-style-type: none"> ○ training aids and equipment ○ CD ROM ○ video analysis ○ statistical analysis
Work environment	<p>[all categories]</p> <ul style="list-style-type: none"> • organisational health and safety requirements • safety guidelines governed by Football Federation Australia's rules and by-laws including regulations, policies and procedures as developed or implemented by Football Federation Australia • other recommended safety guidelines are <ul style="list-style-type: none"> ○ no jewellery to be worn ○ portable goal post should be fixed to the ground before use ○ sun safety guidelines should be followed ○ shin guards to be worn ○ hydration guidelines should be followed ○ access to first aid facilities/equipment ○ blood borne infectious disease policy • conditions and external influences include: <ul style="list-style-type: none"> ○ environment/weather conditions ○ other facility users ○ spectators ○ parents ○ referees and administrators ○ other coaches ○ 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 the advanced skills of soccer as applied in playing a game of soccer • 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 soccer under match conditions ○ apply the rules, regulations and policies of soccer ○ 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"> ○ SRSSOC009A Perform the advanced tactics and strategies of soccer 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"> ○ 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 soccer ○ Sound knowledge of the laws of soccer ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of appropriate nutrition for athletes as related to advanced level soccer ○ Knowledge of energy systems related to playing soccer ○ Knowledge of safety issues related to conditioning, training and playing the game of soccer • Required skills <ul style="list-style-type: none"> ○ Ability to play soccer at the intermediate level ○ Ability to apply the rules and regulations while playing soccer ○ Communication skills in order to understand coaching instructions related to demonstrations, drills, activities and games

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a soccer facility ○ group of athletes playing at the advanced level ○ equipment ○ International Football Association Board Laws of the Game ○ Football Federation of Australia code of conduct ○ Football Federation of Australia 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 this unit ○ be competent in coaching soccer 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>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as playing conditions 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 playing soccer
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 soccer facility in a game with advanced level players. 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	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 to other players • Planning and organising activities - Participate in drills, training activities and games • 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 - Use video player to analysis game performance <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSOC009A	PERFORM THE ADVANCED TACTICS AND STRATEGIES OF SOCCER IN A COMPETITIVE SITUATION
SOC	Soccer

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 advanced tactics and strategies of soccer.

ELEMENT	PERFORMANCE CRITERIA
1 Develop advanced tactics and strategies of soccer	1.1 Identify the tactics and strategies to be developed in consultation with the coach and other players 1.2 Use appropriate methods in the <i>work environment</i> to develop the identified <i>advanced tactics and strategies</i>
2 Participate in a pre-match analysis and preparation session	2.1 Demonstrate techniques used to prepare psychologically, using <i>strategies</i> commonly used at advanced level within soccer 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 Demonstrate ability to implement agreed strategies and game plans, and make decisions during the match	3.1 Apply agreed strategies to counter <i>strengths and weaknesses of own player/s and opposition player/s</i> 3.2 Implement identified <i>game plans</i> 3.3 Identify <i>statistics</i> and implement relevant adjustments (if any) 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</i> of own player/s and opposition player/s in relation to field positioning and match-ups for future referral 4.3 Document <i>statistics</i> 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 tactics and strategies of soccer	[all categories] <ul style="list-style-type: none"> • the level of tactics and strategies relevant to the player's position is a minimum of 75% effectiveness/accuracy <ul style="list-style-type: none"> ○ free kicks ○ scoring opportunities from free kicks ○ set plays at corners ○ set plays from throw ins ○ patterns of play in attack ○ patterns of play in defence ○ game plans for team and individuals ○ interpret weather and ground conditions ○ statistics and decision making ○ analysing match <ul style="list-style-type: none"> ▪ own ▪ team ▪ opposition ▪ referee ○ communication
Game plans	[all categories] <ul style="list-style-type: none"> • individual/team • set plays • identify weaknesses of opposition players • style of play • situational plays
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	<p>[all categories]</p> <ul style="list-style-type: none"> • yellow/red cards • errors/turnovers • corners for and against • time in possession • crosses for and against • goals for and against • attempts at goal for and against • shots on target for and against • shots off target for and against • offsides for and against • fouls committed for and against • penalties for and against
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • goal setting as individuals • goal setting as a team • motivational techniques • communication skills • relaxation techniques • preparation as individuals
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, speed, passing accuracy) • tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)
Support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • operations/manager <ul style="list-style-type: none"> ○ equipment ○ gear ○ travel ○ 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) • doctor • skills coach • sports conditioner • weight coach • sprint coach

Work environment	[all categories] <ul style="list-style-type: none">• organisational health and safety requirements• safety guidelines governed by Football Federation Australia's rules and by-laws including regulations, policies and procedures as developed or implemented by Football Federation Australia• other recommended safety guidelines are<ul style="list-style-type: none">○ no jewellery to be worn○ portable goal post should be fixed to the ground before use○ sun safety guidelines should be followed○ shin guards to be worn○ hydration guidelines should be followed○ access to first aid facilities/equipment○ blood borne infectious disease policy• conditions and external influences include:<ul style="list-style-type: none">○ environment/weather conditions○ other facility users○ spectators○ parents○ referees and administrators○ other coaches○ other players
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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 tactics and strategies of soccer as applied when playing competition soccer 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"> ○ participate in the process of identifying appropriate methods of implementing tactics and strategies for the up coming game ○ 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 concern
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"> ○ SRSSOC008A Perform the advanced skills of soccer • 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 soccer ○ Knowledge of drills, activities and games ○ Knowledge of the laws of soccer ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Ability to play soccer at intermediate level ○ Ability to apply the rules and regulations while playing soccer ○ Communication skills to enable participation in pre and post match analysis ○ 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"> ○ a soccer facility ○ group of athletes playing at the advanced level ○ equipment ○ International Football Association Board Laws of the Game ○ Football Federation of Australia code of conduct ○ Football Federation of Australia 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 this unit ○ be competent in coaching soccer 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>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as playing conditions competence in this unit must be assessed over a number of games in order to ensure consistency of performance over the Range Statements and contexts applicable to playing soccer
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 soccer facility during a game with advanced 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 must 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	-
<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 with other players • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Develop counter-strategies of opposition team • Using technology - Use of video player to analyse game performance <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SPORTS ADMINISTRATION

SPA

Contents

SRSSPA001A Coordinate touring athletes (regional).....	1
SRSSPA002A Coordinate touring athletes (international)	11
SRSSPA003A Develop accreditation/registration systems	23
SRSSPA004A Administer a team or group.....	31
SRSSPA005A Manage the personnel of a team or group	37
SRSSPA006A Coordinate the personnel management of teams or groups within a club or organisation	45
SRSSPA007A Coordinate the administration of teams or groups within a club or organisation	51
SRSSPA008A Develop and maintain volunteer participation	57
SRSSPA009A Develop practices to conduct effective club management.....	67

SRSSPA001A	COORDINATE TOURING ATHLETES (REGIONAL)
SAD	Sports administration

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

This unit covers the knowledge and skills to plan, coordinate and evaluate inter and/or intra state tours for athlete/s.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for tour	1.1 Identify and document the needs of governing body 1.2 Assess the needs of athletes and document athlete information 1.3 Assess and document the needs of coach and support staff 1.4 Identify and document the competition requirements 1.5 Investigate and document the transport requirements 1.6 Develop a budget for the tour 1.7 Identify and document timelines for financial income 1.8 Develop an itinerary for the tour 1.9 Collect and document relevant information on each athlete 1.10 Distribute collected information to touring party and governing body 1.11 Liaise with the media in regard to the tour 1.12 Maintain comprehensive records 1.13 Identify and organise all necessary equipment 1.14 Develop contingency plans for relevant areas 1.15 Identify and contact local liaison persons/organisations 1.16 Identify and document roles and responsibilities of touring party and disseminate
2 Implement tour	2.1 Collect all identified finances 2.2 Book accommodation and transport 2.3 Cater for all preparatory requirements 2.4 Conduct a departure briefing outlining all relevant identified information 2.5 Organise access to finance throughout the tour 2.6 Organise all meals during the tour 2.7 Conduct an orientation to area 2.8 Contact the competition manager to ensure all arrangements are correct 2.9 Identify and cater for baggage and equipment requirements 2.10 Implement communication strategies 2.11 Organise group management 2.12 Fulfil competition requirements
3 Evaluate tour	3.1 Select evaluation methods and implement according to the requirements of the governing body 3.2 Collate competition results 3.3 Conduct an evaluation of the tour looking at areas such as <ul style="list-style-type: none"> • finances • coaches • athlete feedback and performance • transport food • medical competition 3.4 Make recommendations for future tours based on evaluations 3.5 Produce a final report documenting 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
Athlete information	<p>[all categories]</p> <ul style="list-style-type: none"> • proforma designed to reflect athletes/coaches/staff's personal details such as <ul style="list-style-type: none"> ○ name ○ date of birth ○ photograph ○ biographical details ○ medical history ○ present injuries ○ current treatment ○ special requirements ○ Medicare number ○ allergies
Baggage and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment checklist • allocation of baggage limits • allocation of equipment • labelling of baggage and equipment • insurance identified • personal and group baggage identified
Budget	<p>[all categories]</p> <ul style="list-style-type: none"> • draft budget including <ul style="list-style-type: none"> ○ government grants ○ sponsorships ○ participant contribution ○ governing body contribution ○ other contributions • strategies to establish, maintain and access finances within governing body guidelines • allocation and acquittal of tour finances

Communication strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • written correspondence developed • verbal/non verbal communication to be effective and appropriate • technological aids identified to promote effective tour • contact details distributed to appropriate groups • information disseminated to appropriate groups such as <ul style="list-style-type: none"> ○ media ○ governing body ○ sponsors
Competition requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • group organised around competition/event program including training facilities • rules that govern competition/event • etiquette that governs competition • equipment requirements • appeals/tribunals procedures • gifts
Contingency	<p>[all categories]</p> <ul style="list-style-type: none"> • disruption to travel and accommodation arrangements • injury or illness of tour members • alterations to itinerary • misplaced or lost equipment/baggage • incidents that attract media attention
Group management	<p>[all categories]</p> <ul style="list-style-type: none"> • strategies for effective group movement are identified such as <ul style="list-style-type: none"> ○ head counts ○ rolls ○ buddy systems • strategies for effective group harmony such as <ul style="list-style-type: none"> ○ room allocation ○ travel partners ○ managerial practices/policies ○ fines and fun • strategies for acceptance of codes of behaviour

Itinerary	<p>[all categories]</p> <ul style="list-style-type: none"> • program of tour developed taking into consideration <ul style="list-style-type: none"> ○ governing body ○ coach/support staff ○ requirements of competition ○ travel bookings ○ accommodation bookings ○ access to meals ○ training facilities ○ area in which travel will take place ○ other specialist requirements • program circulated • all parties sign off on itinerary
Needs of athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • personal requirements for training and competition such as <ul style="list-style-type: none"> ○ equipment ○ meals/nutrition ○ accommodation ○ transport ○ training ○ recovery ○ free time ○ financial allowances ○ medical requirements ○ special requirements ○ code of conduct
Needs of coach and support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • group organisation appropriate to program requirements such as <ul style="list-style-type: none"> ○ equipment ○ training facilities ○ specific coaching equipment ○ code of conduct • liaise with appropriate personnel with consideration to the following <ul style="list-style-type: none"> ○ athlete ○ equipment ○ meals ○ accommodation ○ transport ○ training ○ recovery ○ free time ○ financial allowances ○ medical requirements ○ special requirements ○ code of conduct

Needs of governing body	<p>[all categories]</p> <ul style="list-style-type: none"> • ability to organise tour within the policies and guidelines • identify strategies for the training of new touring personnel • travel gear • insurance • legal requirements • safety considerations • codes of behaviour • accepted best practices
Orientation to area	<p>[all categories]</p> <ul style="list-style-type: none"> • location of accommodation and competition environment identified • geographical location of relevant facilities and services in relation to accommodation and competition environment such as <ul style="list-style-type: none"> ○ hospital ○ medical specialists ○ local transport • time zone considerations <ul style="list-style-type: none"> ○ Eastern Standard Time ○ Eastern Daylight Saving Time ○ peak hours • environmental considerations <ul style="list-style-type: none"> ○ time of year ○ hot ○ cold ○ humidity
Preparatory requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • resources organised and allocated such as <ul style="list-style-type: none"> ○ training facilities ○ clothing ○ local transport ○ meals ○ appropriate equipment ○ competition timetable ○ medical
Records maintained	<p>[all categories]</p> <ul style="list-style-type: none"> • athlete/coach information • correspondence to relevant parties for all areas of tour such as <ul style="list-style-type: none"> ○ athletes ○ sponsors ○ governing body ○ transport ○ accommodation • press releases • financial records

Transport	[all categories] <ul style="list-style-type: none">• road/rail/air/sea• appropriate bookings - relating to state laws and group requirements• appropriate licensing of drivers and/or carriers• insurance policies
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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 plan, coordinate and evaluate inter and/or intra state tours for athlete/s • 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 for regional tours ○ implement regional tours ○ evaluate regional tours
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 policies and procedures in relation to regional tours ○ Knowledge of organisation's policies and procedures in relation to the reporting of tours ○ Knowledge of occupational health and safety regulations, local laws, code of behaviour and other regulations which pertain to the conduct of touring teams ○ Knowledge of organisational ability to make travel arrangements in relation to the competition • Required skills <ul style="list-style-type: none"> ○ Budgeting skills in order to ensure tour is adequately funded ○ Effective written and verbal communication skills in order to manage tour effectively ○ Organising groups skills in order to ensure all relevant persons are fully informed of arrangements and responsibilities ○ Literacy skills to clarify information ○ Problem solving skills to identify courses of action in an emergency ○ Research skills to seek information

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ the opportunity to plan, implement and evaluate a regional tour for real or simulated group of athletes or team • 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 sports administration 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 <i>Standards for Registered 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 on at least two (2) separate occasions 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	3	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 to coordinate touring athletes • Communicating ideas and information - Advice is given to all parties related to tour • Planning and organising activities - Contingency plans are developed • Working with teams and others - Consult and liaise with relevant people • Using mathematical ideas and techniques - Use numeracy skills to calculate financial matters • Solving problems - Keep records and use group management skills • Using technology - Use computer to prepare documentation and report <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA002A	COORDINATE TOURING ATHLETES (INTERNATIONAL)
SAD	Sports administration

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

This unit covers the knowledge and skills to plan, coordinate and evaluate international tours for athlete/s.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for tour	1.1 Identify and document the needs of governing body 1.2 Assess the needs of athletes and document athlete information 1.3 Assess and document the needs of coach and support staff 1.4 Identify and document the competition requirements 1.5 Investigate and document the transport requirements 1.6 Identify and document the international requirements 1.7 Develop a budget for the tour 1.8 Identify and document timelines for financial income 1.9 Develop an itinerary for the tour 1.10 Collect and document relevant information on each athlete 1.11 Distribute collected information to touring party and governing body 1.12 Liaise with the media in regard to the tour 1.13 Maintain comprehensive records 1.14 Identify and organise all necessary equipment 1.15 Develop contingency plans for relevant areas 1.16 Identify and contact local liaison persons/organisations 1.17 Identify and document roles and responsibilities of touring party and disseminate
2 Implement tour	2.1 Collect all identified finances 2.2 Book accommodation and transport 2.3 Cater for all preparatory requirements 2.4 Conduct a departure briefing outlining all relevant identified information 2.5 Organise access to finance throughout the tour 2.6 Organise all meals during the tour 2.7 Conduct an orientation to area 2.8 Contact the competition manager to ensure all arrangements are correct 2.9 Identify and cater for baggage and equipment requirements 2.10 Implement communication strategies 2.11 Organise group management 2.12 Fulfil competition requirements

3 Evaluate tour	<p>3.1 Select evaluation methods and implement according to the requirements of the governing body</p> <p>3.2 Collate competition results</p> <p>3.3 Conduct an evaluation of the tour looking at areas such as :</p> <ul style="list-style-type: none">• finances• coaches• athlete feedback and performance• transport food• medical• competition <p>3.4 Make recommendations for future tours based on evaluations</p> <p>3.5 Produce a final report documenting all collected information</p>
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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 information	<p>[all categories]</p> <ul style="list-style-type: none"> • proforma designed to reflect athletes/coaches/staff's personal details such as <ul style="list-style-type: none"> ○ name ○ date of birth ○ photograph ○ biographical details ○ medical history ○ present injuries ○ current treatment ○ special requirements ○ Medicare number ○ allergies
Baggage and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment checklist • allocation of baggage limits • allocation of equipment • labelling of baggage and equipment • insurance identified • personal and group baggage identified
Budget	<p>[all categories]</p> <ul style="list-style-type: none"> • draft budget including <ul style="list-style-type: none"> ○ government grants ○ sponsorships ○ participant contribution ○ governing body contribution ○ other contributions • strategies to establish, maintain and access finances within governing body guidelines • allocation and acquittal of tour finances

Communication strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • written correspondence developed • verbal/non verbal communication to be effective and appropriate • technological aids identified to promote effective tour • contact details distributed to appropriate groups • information disseminated to appropriate groups such as <ul style="list-style-type: none"> ○ media ○ governing body ○ sponsors
Competition requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • group organised around competition/event program including training facilities • rules that govern competition/event • etiquette that govern competition • equipment requirements • appeals/tribunals procedures • gifts
Contingency	<p>[all categories]</p> <ul style="list-style-type: none"> • disruption to travel and accommodation arrangements • injury or illness of tour members • alterations to itinerary • misplaced or lost equipment/baggage • incidents that attract media attention
Group management	<p>[all categories]</p> <ul style="list-style-type: none"> • strategies for effective group movement are identified such as <ul style="list-style-type: none"> ○ head counts ○ rolls ○ buddy systems • strategies for effective group harmony such as <ul style="list-style-type: none"> ○ room allocation ○ travel partners ○ managerial practices/policies ○ fines and fun • strategies for acceptance of codes of behaviour

International requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • passports • visas • medical considerations such as inoculations • appropriate nutritional requirements • finance/exchange rates • International travel requirements such as <ul style="list-style-type: none"> ○ airport check in times ○ baggage and equipment restrictions ○ immigration and quarantine procedures ○ drivers licences ○ interpreters ○ sleep and recovery patterns ○ security ○ advance parties ○ local liaison • Australian flag • tapes of national anthem
Itinerary	<p>[all categories]</p> <ul style="list-style-type: none"> • program of tour developed taking into consideration <ul style="list-style-type: none"> ○ governing body ○ coach/support staff ○ requirements of competition ○ travel bookings ○ accommodation bookings ○ access to meals ○ training facilities ○ area in which travel will take place ○ other specialist requirements • program circulated • all parties sign off on itinerary
Local	<p>[all categories]</p> <ul style="list-style-type: none"> • customs • culture • laws • financial considerations/exchange rates • security considerations • technological communication considerations • language • location of Australian High Commission • emergency contacts

Needs of athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • personal requirements for training and competition such as <ul style="list-style-type: none"> ○ equipment ○ meals ○ accommodation ○ transport ○ training ○ recovery ○ free time ○ financial allowances ○ medical requirements ○ special requirements ○ code of conduct
Needs of coach and support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • group organisation appropriate to program requirements such as <ul style="list-style-type: none"> ○ equipment ○ training facilities ○ specific coaching equipment ○ code of conduct • liaise with appropriate personnel with consideration to the following <ul style="list-style-type: none"> ○ athlete ○ equipment ○ meals ○ accommodation ○ transport ○ training ○ recovery ○ free time ○ financial allowances ○ medical requirements ○ special requirements ○ code of conduct
Needs of governing body	<p>[all categories]</p> <ul style="list-style-type: none"> • ability to organise tour within the policies and guidelines • identify strategies for the training of new touring personnel • travel gear • insurance • legal requirements • safety considerations • codes of behaviour • accepted best practices

Orientation to area	<p>[all categories]</p> <ul style="list-style-type: none"> • location of accommodation and competition environment identified • geographical location of relevant facilities and services in relation to accommodation and competition environment such as <ul style="list-style-type: none"> ○ hospital ○ medical specialists ○ local transport • time zone considerations <ul style="list-style-type: none"> ○ Greenwich Mean Time ○ Australian Standard Time ○ peak/rush hours • environmental considerations <ul style="list-style-type: none"> ○ time of year ○ hot ○ cold ○ humidity
Preparatory requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • resources organised and allocated such as <ul style="list-style-type: none"> ○ training facilities ○ clothing ○ local transport ○ meals ○ appropriate equipment ○ competition timetable ○ medical
Records	<p>[all categories]</p> <ul style="list-style-type: none"> • athlete/coach information • correspondence to relevant parties for all areas of tour such as <ul style="list-style-type: none"> ○ athletes ○ sponsors ○ governing body ○ transport ○ accommodation ○ press releases • financial records
Responsibilities	<p>[all categories]</p> <ul style="list-style-type: none"> • requirements of sponsors • equipment • team captains • acknowledgements • public relations • media liaison • attendance at official functions

Transport	[all categories] <ul style="list-style-type: none">• road/rail/air/sea• appropriate bookings - relating to state laws and group requirements• appropriate licensing of drivers and/or carriers• insurance policies
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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 plan, coordinate and evaluate international tours for athlete/s • 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 for international tours ○ implement international tours ○ evaluate international tours
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 policies and procedures in relation to regional tours ○ Knowledge of organisation's policies and procedures in relation to the reporting of tours ○ Knowledge of occupation health and safety regulations, local laws, code of behaviour and other regulations which pertain to the conduct of touring teams ○ Knowledge of organisational ability to make travel arrangements in relation to the competition • Required skills <ul style="list-style-type: none"> ○ Budgeting skills in order to ensure tour is adequately funded ○ Effective written and verbal communication skills in order to manage tour effectively ○ Organising groups skills in order to ensure all relevant persons are fully informed of arrangements and responsibilities ○ Literacy skills to clarify information ○ Problem solving skills to identify courses of action in an emergency ○ Research skills to seek information

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ the opportunity to plan, implement and evaluate an international tour for a group of athletes or team • 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 sports administration 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 <i>Standards for Registered 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 on at least two (2) separate occasions 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	3	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 to coordinate touring athletes • Communicating ideas and information - Advice is given to all parties related to tour • Planning and organising activities - Contingency plans are developed • Working with teams and others - Consult and liaise with relevant people • Using mathematical ideas and techniques - Use numeracy skills to calculate financial matters • Solving problems - Keep records and use group management skills • Using technology - Use computer to prepare documentation and report <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA003A	DEVELOP ACCREDITATION/REGISTRATION SYSTEMS
SAD	Sports administration

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

This unit covers the knowledge and skills to develop information technology systems to meet the needs of regulation and compliance accreditation procedures.

ELEMENT	PERFORMANCE CRITERIA
1 Determine regulation and compliance system policies and procedures	1.1 Develop policies and procedures to minimise the possibility of error and ensure consistency 1.2 Ensure procedures are fair and reduce the incidence of conflict 1.3 Delegate authorities clearly and provide links with authorising bodies where necessary 1.4 Ensure procedures meet requirements of relevant regulation measures and are in accordance with relevant legislation and industry codes of practice and policies and procedures 1.5 Integrate evaluation criteria into relevant policies and procedures
2 Develop information technology systems	2.1 Develop policies and processes to ensure minimal omissions and errors 2.2 Develop information technology systems which contain all data required in accordance with relevant regulation and compliance measures 2.3 Make the information accessible to users, easy to use and relevant to stakeholders 2.4 Integrate security with regulation and compliance measure requirements 2.5 Meet requirements of relevant legislation and industry codes and policies and procedures
3 Provide accreditation systems	3.1 Document accreditation systems to ensure consistent implementation 3.2 Inform system users of respective rights and obligations that ensue from accreditation 3.3 Implement registration systems within required financial constraints 3.4 Obtain sufficient information to fulfil accreditation/registration requirements 3.5 Provide for rewards, incentives and performance recognition, where appropriate 3.6 Delegate appropriately to reduce conflict 3.7 Ensure assessment procedures are valid and reliable 3.8 Integrate evaluation and amendment capabilities into the system 3.9 Maintain accreditation systems consistency with other relevant state, national and international accreditations 3.10 Maintain information security and individual privacy at all times in accordance with relevant legislation and industry codes and policies and procedures 3.11 Develop accreditation/registration system with an analysis capability to enable production of suitable reports

<p>4 Provide adjudication systems</p>	<p>4.1 Provide adjudication systems which enable fair and equitable treatment of individuals and organisations</p> <p>4.2 Document investigation procedures and ensure fairness and equity</p> <p>4.3 Implement the requirements of regulation and compliance measures and organisational policy</p> <p>4.4 Establish and guarantee provisions for independent appeal a</p> <p>4.5 Ensure adjudication systems are in accordance with relevant legislation and community expectations</p> <p>4.6 Allocate authority and responsibilities and made public to ensure processes are open to scrutiny</p> <p>4.7 Meet expectations and requirements of other relevant state, national or international bodies</p>
<p>5 Provide testing systems</p>	<p>5.1 Develop testing protocols to ensure fair and equitable application of tests</p> <p>5.2 Meet the needs for testing as specified by relevant legislation, industry codes and policies and procedures</p> <p>5.3 Provide objective measures of reliability and validity of outcomes</p> <p>5.4 Incorporate principles of natural justice</p>
<p>6 Review and modify regulation and compliance systems</p>	<p>6.1 Structure review and conduct at regular intervals</p> <p>6.2 Provide opportunities for input from interested persons and organisations</p> <p>6.3 Base review on pre-determined criteria and assess using valid information</p> <p>6.4 Make modifications to systems after consultation and support by the industry where possible</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
Accreditation systems	[all categories] <ul style="list-style-type: none"> • coaching • training • officiating • participation
Adjudication systems	[all categories] <ul style="list-style-type: none"> • committees • panels • disciplinary boards • investigations • penalties • tribunals • endorsements • appeals • charges
Information technology systems	[all categories] <ul style="list-style-type: none"> • manual • computer operated
Natural justice	[all categories] <ul style="list-style-type: none"> • the principles are to be observed in the application of this unit
Registration systems	[all categories] <ul style="list-style-type: none"> • membership • entry • appointments • officials • participants • support persons • affiliates • multi level systems

Relevant legislation and industry codes and policies and procedures	[all categories] <ul style="list-style-type: none">• occupational health and safety• freedom of information• anti-discrimination• insurance act• industry control and regulating legislation• professional association regulations• codes and guidelines
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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 information technology systems to meet the needs of regulation and compliance accreditation procedures • 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 regulation and compliance system policies and procedures ○ develop information technology systems ○ provide accreditation/registration systems ○ provide adjudication systems ○ provide testing systems ○ review and modify regulation and compliance systems
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 legal process and practice in relation to adjudication procedures ○ Knowledge of legislation in relation to adjudication procedures ○ Knowledge of rules, codes and procedures within the sport industry ○ Knowledge of information systems in relation to establishment of accreditation/registration systems • Required skills <ul style="list-style-type: none"> ○ Communications (written and verbal) skills in order to establish appropriate accreditation/registration and adjudication systems ○ Evaluation skills in order to assess established systems and recommend modifications ○ Organisational skills in order to effectively establish and manage systems ○ Interpersonal skills in order to develop rapport with relevant persons ○ Analytical/conceptual skills in order to develop and evaluate appropriate systems ○ Facilitation skills in order to liaise with relevant persons on the needs of the developed systems and reach a mutually agreed outcome ○ Objectivity skills in order to evaluate systems effectively

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ relevant rules, legislation, industry codes, policies and procedures as they apply • 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 sports administration 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 <i>Standards for Registered 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
3	3	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 - Collect relevant information on accreditation from industry sources • Communicating ideas and information - Develop information system based on technologies • Planning and organising activities - Develop accreditation and registration system to meet needs • Working with teams and others - Work with appropriate organisations • Using mathematical ideas and techniques - Apply numeracy skills related to registration and accreditation • Solving problems - Provide adjudication systems to deal with conflicts • Using technology - Use computer and internet to collect information <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA004A	ADMINISTER A TEAM OR GROUP
SAD	Sports administration

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

This unit covers the knowledge and skills to plan, organise and monitor the administrative aspects of an activity team or group.

ELEMENT	PERFORMANCE CRITERIA
1 Fulfil the requirements of the rules of the activity, the participation conditions and the format of the event	1.1 Identify and explain the rules of the activity 1.2 Identify the participation conditions and the format of the event and explain in terms of the rules of the activity 1.3 Distribute copies of the rules of the activity and participation conditions to all team or group members 1.4 Represent the team or group and its members in <i>appeals and disputes</i> in accordance with the <i>relevant rules, legislation, industry codes and policies and procedures</i>
2 Control the finances of a team or group	2.1 Develop and document a team budget, and comply with the financial <i>plans</i> of the activity club or organisation 2.2 Establish financial requirements of the team or group and communicate in writing to all <i>individuals</i> 2.3 Prepare sponsorship proposals and present to potential sponsors according to the requirements of the team or group and the financial <i>plans</i> of the activity club or organisation 2.4 Secure income through fundraising activities and implement plans according to the financial <i>plans</i> of the activity club or organisation 2.5 Document all items of income and expenditure 2.6 Manage income and expenditure according to documented team or group budget
3 Control the clothing and equipment of a team or group	3.1 Plan team or group clothing, fit and distributed to all team or group members, meeting the requirements of the activity club or organisation and the needs of team or group members 3.2 Assess the equipment required, assemble and comply with the rules of the activity and participation conditions 3.3 Develop plans and implement for the care of team clothing and equipment 3.4 Ensure required equipment is available at competition and practice venues on time 3.5 Ensure team or group members are attired in team clothing at all competitive fixtures and official functions
4 Develop plans to cope with contingencies	4.1 Identify possible <i>contingencies</i> and assess for their impact on the team or group 4.2 Identify <i>contingencies</i> implications for team or group management 4.3 Develop plans and document to cope with identified <i>contingencies</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
Appeals and disputes	[all categories] <ul style="list-style-type: none"> disciplinary procedures results of event violations of code of conduct for the activity breach of participation conditions
Contingencies	[all categories] <ul style="list-style-type: none"> cancellations of fixtures defaults injuries and illness availability of participants incidents that attract media attention disciplinary measures insufficient funding secured
Individuals	[all categories] <ul style="list-style-type: none"> team or group members committee members of the activity club or organisation
Plans	[all categories] <ul style="list-style-type: none"> dry-cleaning clothing maintenance and storage of equipment
Relevant rules, legislation, industry codes and policies and procedures	[all categories] <ul style="list-style-type: none"> activity rules occupational health and safety freedom of information anti-discrimination insurance act industry control and regulating legislation professional association regulations codes and guidelines

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 plan, organise and monitor the administrative aspects of an activity 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"> ○ fulfil the requirements of the rules of the activity, the participation conditions and the format of the event ○ control the finances of a team or group ○ control the clothing and equipment of a team or group ○ develop plans to cope with contingencies
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 activity rules, regulations, guidelines and participation conditions ○ Knowledge of budgeting knowledge in order to develop a budget incorporating all income and expenses ○ Knowledge of clothing and equipment requirements for competitions, training and travelling • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to administer a team or group effectively ○ Communication (written or verbal) ○ Planning skills in order to plan activities of the team or group and administer the team effectively ○ Organisational skills in order to administer the team or group effectively ○ Sponsorship proposal development skills in order to attract sponsorship funding for the team or group ○ Attention to detail skills in order to ensure administration of team or group is efficient

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ relevant activity rules, regulations, guidelines and participation conditions • 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 sports administration 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 <i>Standards for Registered 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
3	3	2	2	3	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 administration of team • Communicating ideas and information - Develop system to communicate decisions to team members • Planning and organising activities - Develop communication plan • Working with teams and others - Cooperate with team members • Using mathematical ideas and techniques - Use numeracy skills to manage team finances • Solving problems - Develop contingency plan to meet changing needs • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA005A	MANAGE THE PERSONNEL OF A TEAM OR GROUP
SAD	Sports administration

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

This unit covers the knowledge and skills plan, implement, monitor and adjust the management of personnel within a team or group.

ELEMENT	PERFORMANCE CRITERIA
1 Promote team or group objectives and commitments	1.1 Identify needs and personal goals for each team or group member 1.2 Identify personal commitments for each team member 1.3 Develop team objectives in participation with team or group members according to their identified needs , goals and commitments 1.4 Establish commitment to the team for each team member 1.5 Document team objectives and commitments and communicate in writing to all team members
2 Develop and implement a public relations plan for the team	2.1 Develop and implement a public relations plan consistently with team objectives and the public relations plan of the activity club or organisation 2.2 Document the public relations plan and communicate to all individuals 2.3 Communicate reports on team progress to all interested parties
3 Develop plans to cope with contingencies	3.1 Identify possible contingencies and assess for their impact on the team 3.2 Identify contingencies and their implications for team or group management 3.3 Develop and document plans to cope with identified contingencies and comply with the Privacy Act
4 Develop a risk management plan	4.1 Document availability of emergency resources at practice and competition venues and communicate in writing to all individuals 4.2 Identify medical problems of individual team members and record their names confidentially 4.3 Identify team members who have a Medical card and record their names confidentially 4.4 Comply medical treatment of individual team or group members with the medical advice 4.5 Develop risk management strategies which minimise risk of injury to all individuals and comply with the requirements of Occupational Health and Safety Acts 4.6 Document emergency contingency plans and communicate in writing to all individuals
5 Develop and maintain relationships between individuals in the team or group	5.1 Assess personal strengths and weaknesses for the team or group and individual team or group members 5.2 Identify personal needs for the team or group and individual team or group members 5.3 Ensure training and preparation meet identified needs of team and individual team members 5.4 Anticipate conflicts between individual team or group members and avoid where possible 5.5 Resolve conflicts that occur between individual team or group members using conflict resolution processes

6 Make travel arrangements to transport all team or group members to competition venues	6.1 Identify travel requirements and document for each individual team or group member 6.2 Make arrangements with each individual team or group member to transport them to competition venues on time
7 Evaluate team or group objectives and plans	7.1 Develop and implement evaluation methods that are appropriate to the nature of information sought 7.2 Compare documented team or group objectives with evaluation results to ascertain the extent to which they have been met 7.3 Compare team or group plans with evaluation results to ascertain their effectiveness 7.4 Present research findings in a written report according to the requirements of the activity club or organisation 7.5 Review team or group objectives and plans and make recommendations based on documented evaluation results

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	[all categories] <ul style="list-style-type: none"> team or group members officers of the activity club or organisation
Conflict resolution processes	[all categories] <ul style="list-style-type: none"> mediation negotiation arbitration
Contingencies	[all categories] <ul style="list-style-type: none"> disputes breaches of code of conduct and player contracts incidents that attract media attention
Evaluation	[all categories] <ul style="list-style-type: none"> team objectives and commitments public relations plan risk management strategies conflict resolution procedures involves participation by team or group members and team or group manager
Interested parties	[all categories] <ul style="list-style-type: none"> team or group partners members of the media national activity bodies
Needs	[all categories] <ul style="list-style-type: none"> leadership motivation communication counselling and support team or group spirit and loyalty delegation of responsibility

Plan	[all categories] <ul style="list-style-type: none">• image of team or group• training for spokesperson and team or group members• management of contact with public and media
Team objectives and commitments	[all categories] <ul style="list-style-type: none">• practices• meetings• functions• competitive fixtures

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 plan, implement, monitor and adjust the management of personnel within 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"> ○ promote team or group objectives and commitments ○ develop and implement a public relations plan for the team ○ develop plans to cope with contingencies ○ develop a risk management plan ○ develop and maintain relationships between individuals in the team or group ○ make travel arrangements to transport all team or group members to competition venues ○ evaluate team or group objectives and plans
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 expected activity/event performance for the relevant sport ○ Knowledge of organisation's risk management practices and procedures ○ Knowledge of public relations practices in relation to a sporting team • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with team members and all other relevant persons ○ Conflict resolution skills in order to effectively deal with conflicts within the team ○ Communication (written or verbal) skills in order to communicate effectively and efficiently with all relevant persons ○ Planning skills in order to manage team commitments effectively ○ Organisational skills in order to manage all aspects of the team efficiently and effectively ○ Decision making skills in order to make appropriate management decisions ○ Evaluation skills in order to assess management of teams and make recommendations ○ Analytical skills to evaluate processes and procedures and adjust accordingly

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ 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 sports administration 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 <i>Standards for Registered 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	3	3	3	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 management of team • Communicating ideas and information - Document and distribute team objectives • Planning and organising activities - Develop plans to cope with contingencies • Working with teams and others - Cooperate with team members • Using mathematical ideas and techniques - Apply numeracy skills in planning • Solving problems - Resolve team and individual conflicts • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA006A	COORDINATE THE PERSONNEL MANAGEMENT OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION
SAD	Sports administration

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

This unit covers the knowledge and skills to plan and implement the management of teams or groups within a club or organisation.

ELEMENT	PERFORMANCE CRITERIA
1 Develop and promote club objectives	1.1 Assess strengths and weaknesses for teams or groups and the club or organisation with respect to performance 1.2 Identify training and development needs for each team or group and the activity club or organisation 1.3 Develop club or organisation objectives with the participation of team managers and coaches/instructors according to identified needs 1.4 Document club or organisation objectives and communicate in writing to all members 1.5 Review objectives continually against team or group performances to ascertain the extent to which they are being achieved
2 Establish communication links with club members and the media	2.1 Establish and document communication systems with club members that comply with the Privacy Act 2.2 Establish personal contacts with media personnel 2.3 Prepare media kits and make available to the media and ensure they are fully researched, accurate and topical
3 Coordinate human resources within the activity club or organisation	3.1 Identify human resource requirements for the activity club or organisation and document 3.2 Identify individuals who are available to help the activity club or organisation 3.3 Identify abilities, commitment and potential for each individual and match with the identified needs of the activity club or organisation 3.4 Develop and implement recruitment strategies to meet human resource requirements 3.5 Delegate responsibilities according to individuals' identified abilities and commitment 3.6 Recognise contribution of individuals according to established protocol of the activity club or organisation

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 systems	[all categories] <ul style="list-style-type: none"> • newsletter • address list • club meetings • annual report • press statements • press releases
Strategies	[all categories] <ul style="list-style-type: none"> • person specifications • job descriptions • advertising

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 planning and implementing the management of teams or groups within a club or organisation • 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 and promote club objectives ○ establish communication links with club members and the media ○ coordinate human resources within the activity, club or organisation
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 strategic planning procedures in order to place organisation in a positive position in the future ○ Knowledge of human resource management in order to effectively manage personnel ○ Knowledge of media relations practices in order to deal with the media effectively • Required skills <ul style="list-style-type: none"> ○ Interpersonal skill in order to develop rapport with all relevant persons ○ Conflict resolution skills in order to manage conflict with the organisation ○ Communication (written and verbal) skills in order to communicate effectively and efficiently with all relevant persons ○ Planning skills to develop a strategic plan for the organisation ○ Decision making skills in order to assess a situation and decide on the best course of action ○ Evaluation skills in order to assess personnel management and incorporate necessary modifications ○ Promotional skills in order to actively and effectively promote organisation

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ 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 sports administration 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 <i>Standards for Registered 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
3	3	3	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 and analyse strengths and weaknesses related to team/group performance • Communicating ideas and information - Develop team, club or organisation objectives • Planning and organising activities - Develop system or plan for communications • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Use numeracy skills in planning • Solving problems - Deal with issues related to Privacy Act if applicable • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA007A	COORDINATE THE ADMINISTRATION OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION
SAD	Sports administration

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

This unit covers the knowledge and skills to develop and implement strategies to coordinate the administration of teams or groups within a club or organisation.

ELEMENT	PERFORMANCE CRITERIA
1 Manage resource requirements for teams within an activity club or organisation	1.1 Assess resource requirements for each team or group 1.2 Develop a resource management plan , document and communicate to all club or organisational personnel 1.3 Assess existing resources for their suitability for continued use 1.4 Comply acquisition of additional resources with resource management plan 1.5 Make resources available for use according to the requirements of each team 1.6 Undertake care and maintenance of resources according to the specification of the resource management plan
2 Prepare and manage a budget for the administration of teams within the activity club or organisation	2.1 Identify financial objectives for the activity club or organisation 2.2 Identify financial requirements and document for all teams within the activity club or organisation 2.3 Prepare sponsorship proposals and present to potential sponsors according to the financial plan of the activity club or organisation 2.4 Implement plans to secure income through fundraising activities 2.5 Prepare a budget and document according to the requirements of the activity club or organisation 2.6 Document all items of income and expenditure according to the requirements of the activity club or organisation 2.7 Manage income and expenditure according to the documented budget
3 Develop and implement an organisational structure and processes for an activity club or organisation	3.1 Prepare and document an organisational checklist 3.2 Set and document timeframes 3.3 Identify roles and responsibilities for the activity club or organisation 3.4 Prepare job descriptions to meet the requirements of the identified roles and responsibilities 3.5 Develop organisational structures and processes to meet the requirements of the activity club or organisation 3.6 Develop and implement communication systems to meet the requirements of the activity club or organisation 3.7 Develop and implement procedures for reporting to meet the requirements of the activity club or organisation 3.8 Prepare and document a plan for contingencies
4 Evaluate the effectiveness of the organisational structures and processes	4.1 Develop and implement evaluation methods according to the requirements of the activity club or organisation 4.2 Evaluate the organisational structures and processes to ascertain their effectiveness in meeting the needs and requirements of the activity club or organisation 4.3 Review the organisational structures and processes and make recommendations based on documented research

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
Contingencies	[all categories] <ul style="list-style-type: none"> • financial difficulties • personnel changes • legal infringements • illness • malpractice
Resource management plan	[all categories] <ul style="list-style-type: none"> • resources • provision of new resources • care and maintenance of resources
Responsibilities	[all categories] <ul style="list-style-type: none"> • resource management • finance • personnel management • coaching • administration
Structures and processes	[all categories] <ul style="list-style-type: none"> • individuals with specific responsibilities • sub-committees • portfolio groups
Systems	[all categories] <ul style="list-style-type: none"> • newsletters • meetings • address lists • annual report • press statements

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 and implementation of strategies to coordinate the administration of teams or groups within a club or organisation • 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"> ○ manage resource requirements for teams within an activity, club or organisation ○ prepare and manage a budget for the administration of teams within the activity club or organisation ○ develop and implement an organisational structure and processes for an activity club or organisation ○ evaluate the effectiveness of the organisational structure and processes
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 strategic planning in order to plan the future administration of the club or group ○ Knowledge of resource management in order to effectively manage the resources of the team or club ○ Knowledge of financial planning in order to effectively manage the finances of the team or club ○ Knowledge of communication systems in order to ensure effective communication of the team or group • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with all relevant persons ○ Communication (written and verbal) skills in order to effectively communicate with all relevant persons ○ Planning skills to effectively and efficiently plan the activities of the team or club ○ Budgeting skills to produces budgets for the team or club that takes account of all income and expenditure ○ Decision making skills in order to access situations and make appropriate decisions ○ Evaluation skills in order to evaluate administration procedures and make recommendations for modifications where necessary

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ 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 sports administration 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 <i>Standards for Registered 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
3	2	3	2	3	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 and analyse organisation resources • Communicating ideas and information - Develop resource management plan • Planning and organising activities - Prepare documentation to assist club organisation • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Use numeracy skills in planning of organisation budget • Solving problems - Deal with contingencies • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA008A	DEVELOP AND MAINTAIN VOLUNTEER PARTICIPATION
SAD	Sports administration

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

This unit covers the knowledge and skills to develop and maintain the participation and involvement of volunteers in sport clubs and/or organisations.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse needs for volunteer participation	1.1 Identify the organisation's human resource plan 1.2 Identify the benefits to be derived from the participation of volunteers to the organisation and to the volunteers
2 Implement volunteer recruitment program	2.1 Define the purpose and role of volunteers in an appropriate position description 2.2 Identify volunteer rewards and incorporate into recruitment program 2.3 Delegate responsibilities for volunteer coordination to relevant parties 2.4 Identify target areas from which volunteers might be recruited 2.5 Provide opportunities for potential volunteers to experience work roles prior to commitment 2.6 Develop a recruitment and selection checklist based on human resource needs 2.7 Conduct interviews or appraisal test according to human resource management approach to select volunteers
3 Conduct activities to maximise volunteer retention	3.1 Identify and communicate the value of volunteers' diversity , motives and roles 3.2 Develop the human resource plan to reflect a climate of recognition and support for volunteers as part of the work environment and organisation's policy 3.3 Provide suitable induction and training for volunteers to ensure work roles, responsibilities and rights are clearly understood 3.4 Communicate organisational support and commitment in the retention of volunteers 3.5 Conduct counselling and reviews of work roles with volunteers 3.6 Identify areas of concern to volunteers for further action 3.7 Identify social and other motivations of participants in volunteer activity
4 Manage event volunteers	4.1 Communicate role and responsibilities of volunteers in the successful coordination and delivery of events 4.2 Identify the position of volunteer management and planning within the context of event management 4.3 Communicate the value of event volunteers to the organisation 4.4 Communicate the major processes in which event volunteers are involved
5 Develop volunteer management policy	5.1 Identify target areas and outline a rationale for policy development 5.2 Clarify the lines of responsibility for policy development 5.3 Develop policies that address the interaction of volunteers and the organisation 5.4 Ensure policies for volunteer management processes and priorities are documented and transparent to stakeholders

6 Coordinate volunteers	6.1 Identify the position and role of volunteers in the organisation 6.2 Identify the skills and attributes that may be characteristic of a successful volunteer coordinator 6.3 Develop the roles and responsibilities of the volunteer coordinator
7 Demonstrate leadership in volunteer management	7.1 Identify the role of effective leadership in volunteer management policy 7.2 Provide a creative and motivating environment for volunteers 7.3 Empower volunteers through effective delegations and support for their initiatives 7.4 Encourage volunteers to develop innovative approaches to the performance of work 7.5 Establish problem solving processes to identify and minimise problems, grievances and conflicts 7.6 Promote and manage diversity effectively in volunteer management

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
Creating vision	<p>[all categories]</p> <ul style="list-style-type: none"> • inspiring commitment of human resource efforts toward organisational objectives
Diversity	<p>[all categories]</p> <ul style="list-style-type: none"> • any difference between individuals and groups • age • gender • race • nationality • political and philosophical beliefs • or any other different individual or group characteristic
Event management	<p>[all categories]</p> <ul style="list-style-type: none"> • planning and management of events <ul style="list-style-type: none"> ○ staged once by a particular event organiser eg state hockey championship ○ annual activities, eg, pro-am golf tournament ○ events conducted regularly eg fun runs and walks • open to public or a specific interest group • predetermined opening and closing dates • do not require permanent structures owned by organiser
Human resource plan	<p>[all categories]</p> <ul style="list-style-type: none"> • documentation showing details of an organisations personnel matched to roles and responsibilities
Leadership	<p>[all categories]</p> <ul style="list-style-type: none"> • motivation • volunteers in teams • conflict management • stress management • dealing with difficult volunteers • good practice examples • rewards and recognition

Problem solving processes	<p>[all categories]</p> <ul style="list-style-type: none"> • grievance procedures • dispute resolution procedures • mediation • conciliation • arbitration
Role of volunteers	<p>[all categories]</p> <ul style="list-style-type: none"> • coach • fundraiser • instructor • judge • umpire • referee • administrator • organiser • leader • catering • team support • management of events • projects • finance • administration of facilities • administration of equipment/uniforms • assist with marketing/promotions • technical assistance • maintenance • run events • supervision of children • activity leaders • transport
Recruitment and selection checklist	<p>[all categories]</p> <ul style="list-style-type: none"> • human resource needs • job analysis • recruitment plan • criteria to screen applicants • interview process • reference check
Responsibilities	<p>[all categories]</p> <ul style="list-style-type: none"> • resource management • finance • personnel management • coaching • administration

Social and other motivations	<p>[all categories]</p> <ul style="list-style-type: none"> • socialisation • enjoyment • loyalty • desire to do something different • support of family members and/or friends • meet new people • break from routine • sense of involvement • learn new skills • increased self esteem • pathway to employment • travel • acknowledgment • status
Target areas	<p>[all categories]</p> <ul style="list-style-type: none"> • past and present membership • family • friends • local community and community groups • volunteer agencies • unemployed people • service organisations
Volunteer coordinator	<p>[all categories]</p> <ul style="list-style-type: none"> • position similar to human resource manager or personnel officer • manages the volunteer program and volunteer policies • link between management committee or board and volunteers
Volunteer management policy	<p>[all categories]</p> <ul style="list-style-type: none"> • volunteer management philosophy • volunteer eligibility • rights and responsibilities • out-of-pocket expenses • record keeping • training and accreditation • absences • conflict of interest • dismissing volunteers

Volunteer rewards	[all categories] <ul style="list-style-type: none">• free admittance to games/competitions/events• free/discounted merchandise• meet new people• break from routine• sense of involvement• learn new skills• increased self esteem• pathway to employment
Work environment	[all categories] <ul style="list-style-type: none">• size of organisation• type of organisation• location• complexity• product/service range

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 and implementation of volunteer management within a club or organisation • 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"> ○ analyse needs for volunteer participation ○ implement volunteer recruitment program ○ conduct activities to maximise volunteer retention ○ manage event volunteers ○ develop volunteer management policy ○ coordinate volunteers ○ demonstrate leadership in volunteer management
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"> ○ SRSSPA009A Develop practices to conduct effective club management
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of recruitment methods and training processes ○ Knowledge of organisation's policy and procedures for developing roles and responsibilities for volunteers ○ Knowledge of work supervision ○ Knowledge of team facilitation ○ Knowledge of relevant policies related to volunteers ○ Knowledge of human resource specialist assistance available ○ Knowledge of organisational plans and objectives ○ Knowledge of human resource planning ○ Knowledge of organisational support services for volunteers (external and internal) • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with all relevant persons ○ Communication skills, written and verbal, in order to effectively communicate with all 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"> ○ 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 sports administration 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 <i>Standards for Registered 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	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 and analyse information related to volunteer management • Communicating ideas and information - Develop plan to manage volunteers • Planning and organising activities - Prepare documentation for induction and training of volunteers • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Deal with contingencies and establish problem solving processes • Using technology - Use computer to prepare documentation <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPA009A	DEVELOP PRACTICES TO CONDUCT EFFECTIVE CLUB MANAGEMENT
SAD	Sports administration

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

This unit covers the knowledge and skills to develop practices to conduct effective club management.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information related to formation of a club	1.1 Identify the sport and recreation activity patterns and interests of the local community 1.2 Identify the emerging sport and recreation <i>participation trends</i> 1.3 Identify the existence of sport and recreation facilities 1.4 Identify the <i>demographic trends</i> of the community related to sport and recreation 1.5 Identify transport routes and systems related to sport and recreation access 1.6 Collect information related to town planning and sport and recreation 1.7 Identify the procedure to follow in the formation of a new sport or recreation club or organisation
2 Examine the role of planning	2.1 Identify the <i>advantages</i> of planning and the reasons why planning should be conducted in a <i>sport environment</i> , sports club or organisation 2.2 Identify who is responsible for planning in a sports club or organisation 2.3 Identify the steps in order to conduct a <i>planning workshop</i> in a sports club or organisation 2.4 Clarify the components of a <i>SWOT analysis</i>
3 Identify the role and structure of a committee	3.1 Identify the roles and responsibilities of <i>committees</i> 3.2 identify the structure and processes of <i>committees</i> 3.3 Collect information related to the characteristics of effective committees and committee members
4 Examine the purpose and procedure of meetings	4.1 Identify a variety of <i>meeting types</i> conducted by sports clubs and organisations 4.2 Collect information related to common <i>procedures</i> that occur within meetings 4.3 Develop a basic meeting <i>agenda</i> for a sub-committee
5 Identify the role of club treasurer	5.1 Clarify the position and role of the <i>treasurer</i> within a sports club or organisation 5.2 Identify the skills and equipment required by a club treasurer 5.3 Collect information related to the routine functions of the treasurer as the manager of financial resources in a sport club or organisation
6 Identify the role of sponsorship and fundraising	6.1 Identify the purpose of <i>sponsorship</i> and <i>fundraising</i> in a sports club or organisation 6.2 Establish possible sources for grants and donations 6.3 Identify key <i>fundraising</i> techniques suitable for sports clubs or organisations
7 Recognise the role of marketing and sport promotion	7.1 Identify the purpose of <i>marketing</i> and sport <i>promotion</i> 7.2 Provide the characteristics related to attitude, knowledge and skills needed to undertake the marketing role in a sports club or organisation 7.3 Distinguish the components of a marketing plan

8 Recognise the requirements of personnel in event management	8.1 Identify the main tasks associated with the conduct of a major sport event 8.2 Distinguish the skills, attributes, processes and resources needed to conduct an event
9 Recognise basic legal and risk management issues in sport	9.1 Identify basic legal issues associated within the sport environment 9.2 Collect information related to risk management within the sport environment 9.3 Identify the importance of contractual obligations, copyright issues and specific legislation related to child protection within the sport environment

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	<p>[all categories]</p> <ul style="list-style-type: none"> • clarify organisation purpose and direction • proactive rather than reactive decision making • initiate and influence outcomes in favour of club or organisation • more control over destiny • systematic approach to change • improve financial performance and use resources effectively • increase awareness of operating environment • better control and coordination of activities • better teamwork off the field
Agenda	<p>[all categories]</p> <ul style="list-style-type: none"> • list of items or business to be discussed at the meeting • prioritise list of items • change order of agenda
Committees	<p>[all categories]</p> <ul style="list-style-type: none"> • standing committee • subcommittee • management committee
Demographic trends	<p>[all categories]</p> <ul style="list-style-type: none"> • changes over time in the characteristics of the population <ul style="list-style-type: none"> ○ population size ○ age ○ income levels
Event management	<p>[all categories]</p> <ul style="list-style-type: none"> • planning and management of events <ul style="list-style-type: none"> ○ staged once by a particular event organiser eg state hockey championship ○ annual activities, eg, pro-am golf tournament ○ events conducted regularly eg fun runs and walks • open to public or a specific interest group • predetermined opening and closing dates • do not require permanent structures owned by organiser

Fundraising	<p>[all categories]</p> <ul style="list-style-type: none"> • systematic approach to secure funds • beyond operating budget • used for special activities and projects • activities include <ul style="list-style-type: none"> ○ raffles ○ doorknock appeals ○ fun runs ○ walkathons ○ sausage sizzle
Legal issues	<p>[all categories]</p> <ul style="list-style-type: none"> • incorporation • constitution • negligence • insurance • child protection legislation • harassment • contracts • copyright
Marketing	<p>[all categories]</p> <ul style="list-style-type: none"> • direct organisation central focus and attention to customer's needs • selling • product, price, promotion and place
Meeting types	<p>[all categories]</p> <ul style="list-style-type: none"> • informal • formal • committee • ad hoc • decision making sessions • group meetings • briefing session
Participation trends	<p>[all categories]</p> <ul style="list-style-type: none"> • changes over time in the activity behaviour of the population <ul style="list-style-type: none"> ○ number and percentage participating in different sports or activities
Planning workshop	<p>[all categories]</p> <ul style="list-style-type: none"> • involve broad cross section of members • structured planning process • collaboration of members

Procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • standing orders <ul style="list-style-type: none"> ○ motions ○ voting ○ consensus ○ taking minutes ○ quorum • agenda • chairing the meeting
Promotion	<p>[all categories]</p> <ul style="list-style-type: none"> • creating awareness • stimulating interest • creating desire • generating action by customer for organisation's products and services
Risk management	<p>[all categories]</p> <ul style="list-style-type: none"> • protect assets and financial resources • reduce risk and potential loss • risk management strategies <ul style="list-style-type: none"> ○ risk identification ○ risk assessment ○ risk reduction
Sponsorship	<p>[all categories]</p> <ul style="list-style-type: none"> • reciprocal relationship between two parties • mutual benefits through equitable exchange • business agreements • contracts • specific terms and conditions
Sport environment	<p>[all categories]</p> <ul style="list-style-type: none"> • size of club or organisation • type of club or organisation • location • complexity • product/service range
SWOT analysis	<p>[all categories]</p> <ul style="list-style-type: none"> • analysis of a club or organisation related to <ul style="list-style-type: none"> ○ internal strengths ○ internal weaknesses ○ external opportunities ○ external threats

Treasurer	[all categories] <ul style="list-style-type: none">• position on the management committee or board• report on financial operations• accounting of all financial transactions• responsible for financial position of the organisation at all times• prepare financial statements
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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 basic practices for effective management of administration activities within a club or organisation • 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 related to formation of a club ○ examine the role of planning ○ identify the role and structure of a committee ○ examine the purpose and procedure of meetings ○ identify the role of club treasurer ○ identify the role of sponsorship and ○ recognise the role of marketing and sport promotion ○ recognise the requirements of personnel in event management ○ recognise basic legal and risk management issues in 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"> ○ SRSSPA008A Develop and maintain volunteer participation
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination ○ Knowledge of organisation's procedures for creating a club ○ Knowledge of club planning to better focus on continuous improvement ○ Knowledge of committee management ○ Knowledge of fundamental meeting procedure ○ Knowledge of role and responsibilities of position of club treasurer ○ Knowledge of basic purpose and strategies for marketing and sport promotion ○ Knowledge of basic principles of sponsorship and fundraising • Required skills <ul style="list-style-type: none"> ○ Interpersonal skills in order to develop rapport with all relevant persons ○ Communication skills, written and verbal, in order to effectively communicate with all 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"> ○ 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 sports administration 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 <i>Standards for Registered 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
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 and analyse relevant resources • Communicating ideas and information - Explain ideas and information related to aspects of club management • Planning and organising activities - Prepare documentation such as meeting agenda to assist club management • Working with teams and others - Seek advice from others • Using mathematical ideas and techniques - Not applicable • Solving problems - Use meeting procedures to solve problems • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SPORTS TRAINER

SPT

Contents

SRSSPT001A Implement injury prevention and apply basic sports first aid1

**SRSSPT002B Operate in accord with the accepted roles and responsibilities
of a sports trainer15**

SRSSPT003B Implement sports first aid procedures and apply sports first aid25

SRSSPT004B Provide initial management of sports injuries39

SRSSPT005B Conduct basic warm-up, stretching and cool-down programs51

SRSSPT006B Assist with the ongoing management of sports injuries.....59

SRSSPT007B Tape ankle, thumb and fingers67

**SRSSPT008B Implement strategies for dealing with medical conditions
in a sport setting75**

SRSSPT009B Assist with the rehabilitation of injuries85

SRSSPT010B Tape and/or brace elbow, Achilles and AC joint95

SRSSPT001A	IMPLEMENT INJURY PREVENTION AND APPLY BASIC SPORTS FIRST AID
SPT	Sports trainer

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

This unit covers the application of sports first aid knowledge and skills to implement an effective injury prevention program, follow immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic. Personnel undertaking this unit would be providing sports first aid in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Operate as a sports first aider	1.1 Conduct sports first aid activities in accord with the accepted roles and responsibilities of a sports first aider 1.2 Maintain hygiene for protection of self, the athlete and others 1.3 Adopt a calm, caring and reassuring manner during interactions with the athlete/s and other relevant stakeholders 1.4 Assist other health care professionals and/or other members of the organisation's medical support team in their tasks in accordance with organisational standards and personal level of responsibility and competence
2 Prepare and implement an injury prevention program	2.1 Assess suitability of playing area, facilities and equipment for safe participation and advise relevant people 2.2 Encourage development of skill and correct technique for individual athletes 2.3 Promote physical fitness to athletes to prevent fatigue 2.4 Emphasise the importance of sportsmanship, fair play and obeying the rules to the athletes 2.5 Maintain individual and team protective equipment and advise relevant people of any needs 2.6 Manage existing injuries 2.7 Assess conditions and external influences effecting sports performance and advise relevant people 2.8 Observe principles of a balanced competition and inform relevant authorities of discrepancies 2.9 Monitor and support athletes with known medical conditions or illnesses 2.10 Assess organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment
3 Assist with warm-up, stretching and cool-down	3.1 Conduct warm-up, stretching and cool-down components of a session in consultation with the team/squad coach
4 Assist with fluid replacement	4.1 Provide fluid replacement to the athletes in consultation with the team/squad coach and/or relevant contact in the organisation's medical support team
5 Follow defined sports first aid crisis management strategies	5.1 Understand details of the incident and provide crisis management in the absence of, and until the arrival of, a health care professional or paramedic 5.2 Implement the Danger, Response, Airway, Breathing, Circulation regime including resuscitation procedures and techniques where necessary 5.3 Inform the injured athlete and other relevant stakeholders where possible of procedures which are to take place 5.4 Operate first aid equipment in accordance with manufacturer's guidelines and instructions and organisational standards, procedures and protocols

6 Follow defined sports first aid immediate injury management strategies	<p>6.1 Provide immediate injury management in the absence of, and until the arrival of, a health care professional or paramedic</p> <p>6.2 Approach injury situations systematically in accord with the Stop, Talk, Observe, Prevent further injury regime or similar</p> <p>6.3 Recognise and identify soft tissue injuries and apply the principles of the Rest, Ice, Compression, Elevation, Referral regime for soft tissue injury immediate management</p> <p>6.4 Recognise life threatening injuries and manage by appropriate action</p> <p>6.5 Recognise serious injuries and manage by appropriate action</p> <p>6.6 Recognise less serious injuries and manage by appropriate action</p> <p>6.7 Recognise overuse injuries and manage by appropriate action</p> <p>6.8 Inform the injured athlete and other relevant stakeholders where possible of the procedures which are to take place</p>
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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
Balanced competition	[all categories] <ul style="list-style-type: none"> • age • size • strength • skill • gender • disabilities • height • weight
Caring and reassuring manner	[all categories] <ul style="list-style-type: none"> • personal introduction and identification consistent with other priorities • explaining what you are doing and why • treating the 'person', not just the injury
Conditions and external influences	[all categories] <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • injury/illness of athletes • volume/intensity of other training commitments • competition program • sport specific coach influence
Details of the incident	[all categories] <ul style="list-style-type: none"> • the injured athlete • visual assessment of scene • others at the scene
Danger, Response, Airway, Breathing, Circulation regime	[all categories] <ul style="list-style-type: none"> • dangers are assessed to <ul style="list-style-type: none"> ○ self ○ athlete ○ environment • responses <ul style="list-style-type: none"> ○ method of assessing response <ul style="list-style-type: none"> ▪ 'shake and shout' or similar conscious assessment ○ management of <ul style="list-style-type: none"> ▪ a responsive athlete ▪ an unresponsive athlete

	<ul style="list-style-type: none"> • airway <ul style="list-style-type: none"> ○ methods of clearing and opening airway ○ management of athlete with <ul style="list-style-type: none"> ▪ partial obstruction <ul style="list-style-type: none"> ▪ coughing ▪ complete obstruction <ul style="list-style-type: none"> ▪ conscious <ul style="list-style-type: none"> ▪ head down ▪ back slaps ▪ unconscious <ul style="list-style-type: none"> ▪ head down ▪ back slaps ▪ finger sweeps ▪ lateral chest thrusts ▪ fainting • breathing <ul style="list-style-type: none"> ○ methods for assessing breathing <ul style="list-style-type: none"> ▪ look, listen and feel ○ management of athlete with breathing difficulty ○ management of a non-breathing athlete ○ Expired Air Resuscitation <ul style="list-style-type: none"> ▪ how ▪ dangers <ul style="list-style-type: none"> ▪ vomiting and regurgitation ▪ stomach inflates • circulation <ul style="list-style-type: none"> ○ methods of assessing circulation <ul style="list-style-type: none"> ▪ colour of skin ▪ pulse <ul style="list-style-type: none"> ▪ locality ▪ rate ○ management of an athlete with chest pain ○ management of an athlete with no pulse <ul style="list-style-type: none"> ▪ call ambulance ▪ commence External Cardiac Compressions ▪ Cardio-Pulmonary Resuscitation • bleeding <ul style="list-style-type: none"> ○ signs of <ul style="list-style-type: none"> ▪ internal bleeding ▪ external bleeding ○ management of internal bleeding (shock) <ul style="list-style-type: none"> ▪ refer ○ management of external bleeding <ul style="list-style-type: none"> ▪ direct pressure ▪ elevation ▪ pad and bandage ▪ immobilisation ▪ check ▪ refer ○ considerations <ul style="list-style-type: none"> ▪ unable to control bleeding ○ specific injuries <ul style="list-style-type: none"> ▪ nose ▪ hand ▪ foreign body • or similar regime
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Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • first aid kit • personal protective equipment • stretchers including improvised
Health care professional	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Less serious injuries	<p>[all categories]</p> <ul style="list-style-type: none"> • soft tissue injury <ul style="list-style-type: none"> ○ bumps strains ○ sprains ○ management and action ○ RICER • bruises <ul style="list-style-type: none"> ○ management and action ○ RICER • cuts <ul style="list-style-type: none"> ○ management and action ○ control bleeding ○ clean, compress ○ seek medical help ○ seek stitching within 2 hours • blisters <ul style="list-style-type: none"> ○ management and action ○ clean, relieve pressure and friction with appropriate padding • cramps and stitches <ul style="list-style-type: none"> ○ management and action ○ fluid intake ○ stretching ○ gradual conditioning • winded player <ul style="list-style-type: none"> ○ management and action ○ rest in comfortable position ○ do not push knees to chest • bleeding nose <ul style="list-style-type: none"> ○ management and action ○ sit with head forward ○ pinch soft part of nose ○ seek medical help if bleeding persists more than 20 minutes

<p>Life threatening injuries</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • head injuries <ul style="list-style-type: none"> ○ concussion ○ brain damage ○ fractured skull ○ management and action <ul style="list-style-type: none"> ▪ DRABC or similar regime ▪ seek medical help ▪ call ambulance • neck injuries <ul style="list-style-type: none"> ○ management and action <ul style="list-style-type: none"> ▪ stop activity ▪ do not move if conscious ▪ call ambulance • abdominal injuries <ul style="list-style-type: none"> ○ spleen ○ liver ○ kidney ○ lungs ○ management and action <ul style="list-style-type: none"> ▪ stop activity ▪ ensure victim's safety ▪ seek medical help ▪ call ambulance ▪ rest in pain free position
<p>Medical conditions</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • asthma, in particular exercise induced asthma • known allergies eg bee stings • diabetes • chronic fatigue syndrome • epilepsy
<p>Organisational health and safety requirements, safe and appropriate dress and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • legislation relevant to the provision of emergency care • legislation relevant to the organisation • operational performance standards • appropriate footwear and clothing and personal equipment i.e. activity specific • technical equipment being in safe working order • Australian Sports Commission Doping Policy • State policies on Occupational Health and Safety issues pertaining to safe work practices

Organisations' medical support team	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • massage therapists • rehabilitation therapists
Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the client • coach/es • other health professionals • parents/guardians • family • friends • other involved/appropriate personnel • manager • facility manager • facility owner
Overuse injuries	<p>[all categories]</p> <ul style="list-style-type: none"> • shin soreness <ul style="list-style-type: none"> ○ management and action <ul style="list-style-type: none"> ▪ decrease painful activity ▪ RICER or similar regime ▪ correct footwear ▪ orthotic control • knee pain <ul style="list-style-type: none"> ○ management and action <ul style="list-style-type: none"> ▪ decrease activity ▪ RICER or similar regime ▪ physiotherapy ▪ tape ▪ correct footwear ▪ orthotic control • heel pain <ul style="list-style-type: none"> ○ management and action <ul style="list-style-type: none"> ▪ decrease activity ▪ RICER or similar regime ▪ physiotherapy ▪ stretching ▪ correct footwear ▪ orthotic control • shoulder pain <ul style="list-style-type: none"> ○ management and action <ul style="list-style-type: none"> ▪ decrease activity ▪ RICER or similar regime ▪ physiotherapy ▪ stretching ▪ exercises ▪ modify activity • elbow pain <ul style="list-style-type: none"> ○ management and action

	<ul style="list-style-type: none"> ▪ decrease activity ▪ RICER or similar regime ▪ physiotherapy ▪ stretching ▪ elbow brace ▪ modify technique
<p>Playing area, facilities and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • building • playing field indoors, eg, slippery floors • playing field outdoors eg exposed sprinkler heads • equipment, eg, goal posts, gymnastic mats
<p>Protective equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • clothing • shin pads • face masks • shoulder pads • chest pads • protectors • head gear • helmets • other protective equipment as deemed necessary by the sport • protective equipment used should be <ul style="list-style-type: none"> ○ designed to protect against injury ○ light and comfortable to wear ○ in good condition ○ correctly assembled ○ correctly worn by the participant ○ an approximate size and fit and not interfere with function ○ appropriate for the sport and conditions encountered
<p>Resuscitation procedures and techniques</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • are conducted in accord with recognised resuscitation standards • includes <ul style="list-style-type: none"> ○ 'shake and shout' or similar assessment ○ roll to stable side or recovery position ○ management techniques for clearing the airway <ul style="list-style-type: none"> ▪ removal of foreign objects ▪ head tilt and jaw support ▪ back slaps ▪ lateral chest thrusts ○ look, listen and feel breathing assessment ○ management techniques to maintain a clear airway <ul style="list-style-type: none"> ▪ head tilt ▪ jaw support ▪ jaw thrust ○ check for signs of circulation ○ recovery checks <ul style="list-style-type: none"> ▪ conscious state ▪ airway ▪ breathing ▪ pulse

	<ul style="list-style-type: none"> ○ Expired Air Resuscitation using mouth to mouth ○ Cardio - Pulmonary Resuscitation in a one person situation ○ Cardio - Pulmonary Resuscitation as part of a two person team ○ steps to be taken if the chest doesn't rise, stomach inflates or vomiting occurs ○ adaptations to resuscitation techniques for children and infants
RICER regime	<p>[all categories]</p> <ul style="list-style-type: none"> ● Rest ● Ice ● Compression ● Elevation ● Referral ● or similar
Role and responsibilities of a sports first aider	<p>[all categories]</p> <ul style="list-style-type: none"> ● maintaining injury management records ● crisis management in the absence of, and until the arrival of, a health care professional or paramedic ● immediate injury management in the absence of, and until the arrival of, a health care professional or paramedic ● prevention of injury by <ul style="list-style-type: none"> ○ assessing and advising on the suitability of venues for safe participation ○ assessing and advising on the safety, cleanliness and hygiene of the change rooms ○ maintaining team protective equipment ○ managing existing illness or injury ○ managing group hygiene ● the sports first aider will be able to assist with, under the guidance of the team/squad coach <ul style="list-style-type: none"> ○ warm-ups, stretching and cool down ○ fluid replacement ● the sports first aider will be able to advise on <ul style="list-style-type: none"> ○ appropriateness of change room facilities ○ individual protective equipment ○ personal hygiene ○ environmental conditions affecting sports performance ● The sports first aider will have a knowledge of the importance of the following factors in relation to the prevention of injury or medical situation <ul style="list-style-type: none"> ○ development of skills in sport ○ rules of the game they are involved with ○ balanced competition ○ taping and bracing ○ common medical conditions which may be significant during sports participation

<p>Serious injuries</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • head and facial injuries <ul style="list-style-type: none"> ○ eye injury <ul style="list-style-type: none"> ▪ management and action ▪ cover both eyes ▪ seek medical help ○ broken jaw <ul style="list-style-type: none"> ▪ management and action ▪ victim supports jaw with hand ▪ RICER ▪ seek medical help ○ broken nose <ul style="list-style-type: none"> ▪ management and action ▪ RICER ▪ do not blow nose ▪ seek medical help ○ teeth injuries <ul style="list-style-type: none"> ▪ management and action ▪ rinse in milk ▪ reinsert if possible ▪ transport to dentist in milk or cling wrap ▪ seek dental help within 4 hours • broken bones <ul style="list-style-type: none"> ○ management and action ○ stop activity ○ ensure victims safety • soft tissue injury <ul style="list-style-type: none"> ○ tendon or muscle tears ○ joint injury ○ management and action ○ RICER ○ seek medical help
<p>Soft tissue injuries</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • bumps • sprain • strain • management and action • RICER
<p>STOP regime</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • stop <ul style="list-style-type: none"> ○ stop the athlete from participating or moving ○ stop the game if necessary • talk <ul style="list-style-type: none"> ○ what happened? ○ how did it happen? ○ what did you feel? ○ where does it hurt? ○ does it hurt anywhere else? ○ can you play on? ○ if no, arrange appropriate transport • observe <ul style="list-style-type: none"> ○ observe whilst talking to the athlete

	<ul style="list-style-type: none"> ○ general <ul style="list-style-type: none"> ▪ Is the athlete distressed? ▪ is the athlete lying in an unusual position/posture? ○ injury site <ul style="list-style-type: none"> ▪ is there any swelling, deformity or discoloration? ▪ can the athlete move the injured part? ▪ if yes, <ul style="list-style-type: none"> • does it hurt to move? • is the range of movement restricted compared to normal? • is the range of movement restricted compared to the other side or limb? <ul style="list-style-type: none"> ○ if no, arrange appropriate transport • prevent further injury • or similar regime
<p>Warm-up, stretching and cool-down components</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • warm-up <ul style="list-style-type: none"> ○ series of rhythmic activities and exercise that gradually increases the body and muscle temperature • stretching <ul style="list-style-type: none"> ○ series of activities and exercises that helps to lengthen muscles and increase joint mobility to reduce strain during exercise • cool-down <ul style="list-style-type: none"> ○ series of exercises that gradually lowers the body and muscle temperature ○ decreases the blood and oxygen supply to the working muscles after a period of prolonged 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 an effective injury prevention program and the principles of sports first aid in a sports setting • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ operate in accord with the accepted roles and responsibilities of a sports first aider ○ prepare and implement an injury prevention program ○ assist with warm-up, stretching and cool down ○ assist with fluid replacement ○ follow defined Sports First Aid crisis management strategies ○ follow defined Sports First Aid immediate injury management strategies ○ recognise life threatening injuries and apply injury management action ○ recognise serious injuries and apply injury management action ○ recognise less serious injuries and apply injury management action ○ recognise overuse injuries and apply injury management 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"> ○ 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 development of skills in sport relevant to injury prevention ○ Knowledge of rules of game relevant to injury prevention ○ Knowledge of balanced competition relevant to injury prevention ○ Knowledge of common medical conditions which may be significant during sports participation ○ Knowledge of the principles of warm-up, stretching and cool-down ○ Knowledge of basic anatomy and physiology relevant to applying basic first aid ○ Knowledge of relevant occupational health and safety legislation ○ Knowledge of relevant occupational health and safety guidelines for lifting and carrying ○ Knowledge of factors which affect healing ○ Knowledge of dressings available for dry wound management and moist wound management, how to use them and their advantages and disadvantages ○ Knowledge of causes and management of unconscious person ○ Knowledge of procedures for managing life threatening injuries ○ Knowledge of procedures for managing serious injuries ○ Knowledge of procedures for managing less serious injuries ○ Knowledge of procedures for managing overuse injuries

	<ul style="list-style-type: none"> ○ Knowledge of the principles of the DRABC regime or similar regime ○ Knowledge of the principles of the RICER regime or similar regime ○ Knowledge of the principles of the STOP regime or similar regime ○ Knowledge of procedures for effectively controlling external bleeding ○ Knowledge of the role and responsibilities of a sports first aider ● Required skills <ul style="list-style-type: none"> ○ Accurately perform resuscitation techniques and procedures on a manikin in accord with approved standards ○ Communicate verbally with casualties and others ○ Provide verbal reports to paramedical personnel ○ Work with others in a team situation, as applicable
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 physical activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation 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 training
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 simulated clients. For valid and reliable assessment the activity should be conducted with clients participating in a workplace with simulated sports injury incidents. 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	2	1	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 - Observe, question and compile relevant details of an incident • Communicating ideas and information - Provide clear and comprehensive reports • Planning and organising activities - Prepare and implement an injury prevention plan • Working with teams and others - Manage group hygiene and support athletes • Using mathematical ideas and techniques - Follow relevant infectious disease procedures • Solving problems - Recognise and apply management techniques for injury • Using technology - Monitor safety and cleanliness of first aid equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT002B	OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER
SPT	Sports trainer

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

This unit covers the application of sports trainer roles and responsibilities in accord with all aspects of industry accepted practices and ethics. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Adhere to accepted safety and privacy practices	1.1 Conduct sports trainer activities in accord with accepted Occupational Health and Safety standards 1.2 Comply with local, state, and national government legislation and/or requirements 1.3 Maintain a standard of professionalism that complies with accepted best practice sports trainer principles and the accepted role and responsibilities of a sports trainer and the accepted role and responsibilities of an advanced sports trainer 1.4 Observe principles of client confidentiality within the sports trainer setting
2 Develop positive relationships with health care professionals	2.1 Identify methods of advancing the professionalism of the sports trainer fraternity through working in a collaborative manner with peers and health care professionals 2.2 Provide feedback and refer athletes to appropriate health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent 2.3 Establish a network of health care professionals for client referral and opinion 2.4 Establish a network of other relevant stakeholders
3 Identify continuing professional development options	3.1 Research and document further education/training that will enhance the learners professional practice 3.2 Describe professional development activities to enhance the skills and knowledge required of a sports trainer
4 Create a non-judgmental environment	4.1 Demonstrate clear non-judgmental communication techniques 4.2 Ensure athlete/sports trainer protocols are clear and well defined 4.3 Adhere to best practice sports trainer principles particularly in relation to anti-discrimination legislation and/or regulations 4.4 Appreciate cultural diversity and adjust treatment protocols accordingly
5 Appreciate ethical issues	5.1 Limit questioning, assessment, collection of information and treatment to the presenting condition of the athlete and issues that may contribute to the effectiveness of treatment 5.2 Respect athletes , particularly athletes of the opposite sex, and treat in accord best practice sports trainer principles
6 Handle, maintain and store equipment	6.1 Set up or dismantle equipment in accord with manufacturer's guidelines and/or best practice sports trainer principles 6.2 Ensure assembled equipment is left in safe surroundings, so that potentially hazardous situations for staff and athletes are avoided

	<p>6.3 Maintain necessary access and egress in the case of an emergency</p> <p>6.4 Adopt specified lifting techniques and handle the equipment in a way which avoids damage to equipment and injury to self, other staff and athletes</p> <p>6.5 Check equipment being set-up or dismantled for deterioration or damage</p> <p>6.6 Ensure damaged or worn equipment is recorded and reported to the responsible person and/or removed</p> <p>6.7 Repair minor damage to equipment</p> <p>6.8 Refer major damage to equipment to appropriate repairer</p>
<p>7 Store equipment</p>	<p>7.1 Store equipment in the correct manner to ensure its future operation and serviceability</p> <p>7.2 Maintain storage areas in a clean and tidy condition</p> <p>7.3 Ensure security for storage facility is in accordance with operating procedures</p> <p>7.4 Store equipment in relation to accessibility and frequency of use</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
Access and egress	<p>[all categories]</p> <ul style="list-style-type: none"> • fire doors • exits • through ways • corridors
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 • can be <ul style="list-style-type: none"> ○ female ○ male with disability ○ special needs ○ with social disadvantage ○ minority ethnic and cultural groups
Best practice sports trainer principles	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant national, state/territory or local sports trainer organisations' and/or associations' Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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
Deterioration or damage	<p>[all categories]</p> <ul style="list-style-type: none"> • damage to fabric • damage to components • missing parts • components requiring restocking or refilling • failure to operate correctly

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • massage therapy table • tents or shade providing devices • screens • drapes • relevant oils and ointments • first aid kit • safety equipment • heat packs and heating equipment • ice and ice packs • blood waste bins • garbage bin
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual, and/or • tactile • should be an information exchange between client 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
Health care professionals	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • discussions regarding case history, i.e., previous and/or current injuries or illnesses • observations • range of movement assessments • functional assessments
Non-judgemental communication	<p>[all categories]</p> <ul style="list-style-type: none"> • respect athlete's needs, confidentiality and privacy • use of language appropriate to client's level of understanding and relevant to their condition

Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the athlete • coach/es • other health care professionals • parents/guardians • other involved/appropriate personnel
Principles of client confidentiality	<p>[all categories]</p> <ul style="list-style-type: none"> • information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client • can refer to <ul style="list-style-type: none"> ○ inappropriate questioning and assessment ○ physical privacy of client, eg, changing in private, draping
Refer/referral	<p>[all categories]</p> <ul style="list-style-type: none"> • written request for assistance or contribution to treatment of a specific client by an appropriate health professional • recommendation of a client to another health professional for care/treatment
Role and responsibilities of a sports trainer	<p>[all categories]</p> <ul style="list-style-type: none"> • organise fluid replacement for athletes during training and competition to assist with the prevention of heat illness • tape the ankle/s, thumb/s and finger/s • implement infection control practices • initial management for heat and cold illness • recognise and initial management of soft tissue injuries • initial management of common head, spinal, trunk, upper limb and lower limb sporting injuries • prepare and maintain sports trainer medical kit • conduct warm-up, stretching and cool-down regimes
Role and responsibilities of an advanced sports trainer	<p>[all categories]</p> <ul style="list-style-type: none"> • select, purchase and maintain transport and first aid equipment • set-up and maintain a sports trainer room • address legal issues and insurance needs of sports trainers • maintain effective communication at all levels within an organisation, particularly with athletes and other members of the organisations' medical support team • make preparations for team travel • assist with the rehabilitation of injured athletes under the direction of relevant health care professionals

Sports trainer setting	[all categories] <ul style="list-style-type: none">• on the playing field, court• change rooms• open or enclosed areas at sporting events• accommodation venues• in transit, i.e., on team buses
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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 roles and responsibilities of sports trainer • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ conduct sports trainer activities in accordance with accepted Occupational Health and Safety standards ○ comply with local, state, and national government legislation and/or requirements. ○ work in a collaborative manner with peers and other health care professionals. ○ refer athletes to appropriate health care practitioners in relation to areas/aspects as required ○ identify continuing professional development options ○ create a non-judgmental and non-threatening environment ○ handle, maintain and store 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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • 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"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of industry <i>Code of Ethics</i> or <i>Code of Conduct</i>, policies, regulations and guidelines relevant to sports trainers or sports first aid ○ Knowledge of roles and responsibilities of a sports trainer ○ Knowledge of maintenance and storage of relevant equipment ○ Knowledge of relevant national, state/territory or local government regulations and guidelines relevant to sport injury ○ Knowledge of preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations ○ Knowledge of good practice demonstrated by self or peers in the same or similar situation • Required skills <ul style="list-style-type: none"> ○ Communicate verbally with athlete and others ○ Work with others in a team situation

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 simulated sports activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training
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 with clients participating at a workplace with simulated sports injury incidents. 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	3	2	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 professional development options • Communicating ideas and information - Use appropriate language and non-judgmental communication appropriate to client's level of understanding and condition • Planning and organising activities - Set up and maintain a sport trainers room • Working with teams and others - Contribute to profession of sport trainers by working collaboratively with peers and other healthcare professionals • Using mathematical ideas and techniques - Follow relevant infectious disease procedures • Solving problems - Recognise and apply management techniques for injury • Using technology - Set up and dismantle equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT003B	IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID
SPT	Sports trainer

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

This unit covers the application of sports first aid knowledge and skills to implement an effective injury prevention program and, follow crisis management and/or immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic. Personnel undertaking this unit would be providing sports first aid in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Operate as a sports first aider	1.1 Conduct sports first aid activities in accord with the accepted <i>roles and responsibilities of a sports first aider</i> 1.2 Maintain hygiene for protection of self, the athlete and others 1.3 Adopt a calm, <i>caring and reassuring manner</i> during interactions with the athlete/s and <i>other relevant stakeholders</i> 1.4 Assist other <i>health care professionals</i> and/or other members of the <i>organisation's medical support team</i> in their tasks in accordance with organisational standards and personal level of responsibility and competence
2 Prepare and implement an injury prevention program	2.1 Assess suitability of venue for safe participation and relevant people advised 2.2 Identify and address <i>hazards</i> 2.3 Maintain safety standards and <i>infectious disease procedures</i> at all times according to organisational standards, and relevant legislation, regulations and guidelines 2.4 Assess safety, cleanliness and appropriateness of the <i>change rooms</i> and advise relevant people 2.5 Maintain individual and team <i>protective equipment</i> and advise relevant people of any needs 2.6 Manage group hygiene and advise relevant people of any problems in accord with <i>infectious disease procedures</i> 2.7 Manage existing illnesses or injuries 2.8 Describe and explain <i>causes of delayed healing</i> and associated care procedures 2.9 Assess <i>conditions and external influences</i> effecting sports performance and advise relevant people 2.10 Observe principles of a <i>balanced competition</i> and inform relevant authorities of discrepancies 2.11 Monitor and support <i>athletes</i> with known <i>medical conditions</i> 2.12 Assess <i>organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</i>
3 Assist with warm-up, stretching and cool-down	3.1 Conduct <i>warm-up, stretching and cool-down components</i> of a session in consultation with the team/squad coach
4 Assist with fluid replacement	4.1 Provide fluid to the athletes in consultation with the team/squad coach and/or relevant contact in the <i>organisation's medical support team</i>

5 Follow defined sports first aid crisis management strategies	<p>5.1 Provide crisis management in the absence of, and until the arrival of, health care professionals or paramedics</p> <p>5.2 Identify details of the incident through observation and questioning of that athlete and/or other relevant stakeholders who observed the incident</p> <p>5.3 Implement the Danger, Response, Airway, Breathing, Circulation regime or similar including resuscitation procedures and techniques where necessary</p> <p>5.4 Inform the injured athlete and other relevant stakeholders where possible of procedures which are to take place</p> <p>5.5 Operate first aid equipment in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols</p>
6 Follow defined sports first aid immediate injury management strategies	<p>6.1 Provide immediate injury management in the absence of, and until the arrival of, health care professionals or paramedics</p> <p>6.2 Approach injury situations systematically in accord with the Stop, Talk, Observe, Prevent further injury regime or similar</p> <p>6.3 Recognise and identify hard tissue injuries and apply appropriate hard tissue injury immediate management techniques</p> <p>6.4 Recognise and identify soft tissue injuries and apply the principles of the Rest, Ice, Compression, Elevation, Referral regime or similar regime for soft tissue injury immediate management</p> <p>6.5 Skin injuries are recognised and assessed and appropriate specialised dressing and skin injury immediate management techniques applied</p> <p>6.6 Follow relevant infectious disease procedures, especially in relation to wound management</p> <p>6.7 Inform the injured athlete and other relevant stakeholders where possible of procedures which are to take place</p>
7 Transport the injured athlete	<p>7.1 Transport injured athletes safely and effectively</p> <p>7.2 Demonstrate a range of transport techniques and explain associated precautions for transportation</p> <p>7.3 Demonstrate appropriate hand signals</p> <p>7.4 Arrange vehicular transport for the injured athlete and co-ordinate with appropriate health care professionals</p>
8 Complete and process reports	<p>8.1 Complete reports and process in line with legislative, regulatory and organisational requirements</p> <p>8.2 Provide clear and comprehensive reports to other health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team</p>
9 Store and maintain equipment	<p>9.1 Ensure first aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisational procedures and standards and/or manufacturers guidelines</p> <p>9.2 Rectify first aid equipment faults and/or report in accordance with organisational 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
Balanced competition	<p>[all categories]</p> <ul style="list-style-type: none"> • age • size • strength • skill • gender • disabilities • height • weight
Caring and reassuring manner	<p>[all categories]</p> <ul style="list-style-type: none"> • personal introduction and identification consistent with other priorities • explaining what you are doing and why • treating the 'person', not just the injury
Causes of delayed healing	<p>[all categories]</p> <ul style="list-style-type: none"> • extrinsic <ul style="list-style-type: none"> ○ mechanical stress, i.e., pressure or friction ○ debris i.e. foreign matter, necrotic tissue ○ temperature ○ infection ○ chemical stress, i.e., antiseptics, disinfectants ○ drugs ○ lifestyle ○ radiation ○ maceration, i.e., fever, sweating • intrinsic <ul style="list-style-type: none"> ○ age ○ health, eg, circulation, diabetes ○ nutrition, i.e., diet ○ body build, in particular obesity
Change rooms	<p>[all categories]</p> <ul style="list-style-type: none"> • clean and tidy • adequate size for the number of athletes • adequate soap • adequate paper towel • adequate rubbish bins • brooms and disinfectant available at all times

<p>Conditions and external influences</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • injury/illness of athletes • volume/intensity of other training commitments • competition program • sport specific coach influence
<p>Danger, Response, Airway, Breathing, Circulation regime</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • DRABC regime or similar • Dangers are assessed to <ul style="list-style-type: none"> ○ self ○ athlete ○ environment • Responses <ul style="list-style-type: none"> ○ method of assessing response <ul style="list-style-type: none"> ▪ shake and shout or similar consciousness assessment ○ management of <ul style="list-style-type: none"> ▪ a responsive athlete ▪ an unresponsive athlete • Airway <ul style="list-style-type: none"> ○ methods of clearing and opening airway ○ management of athlete with <ul style="list-style-type: none"> ▪ partial obstruction ○ coughing <ul style="list-style-type: none"> ▪ complete obstruction ○ conscious <ul style="list-style-type: none"> ▪ head down ▪ back slaps ○ unconscious <ul style="list-style-type: none"> ▪ head down ▪ back slaps ▪ finger sweeps ▪ lateral chest thrusts ▪ fainting • Breathing <ul style="list-style-type: none"> ○ methods for assessing breathing <ul style="list-style-type: none"> ▪ look, listen and feel ○ management of athlete with breathing difficulty ○ management of a non-breathing athlete ○ Expired Air Resuscitation <ul style="list-style-type: none"> ▪ how ▪ dangers ▪ vomiting and regurgitation ▪ stomach inflate • Circulation <ul style="list-style-type: none"> ○ methods of assessing circulation <ul style="list-style-type: none"> ▪ colour of skin ▪ pulse <ul style="list-style-type: none"> ▪ locality, eg, carotid ▪ rate ○ management of an athlete with chest pain ○ management of an athlete with no pulse <ul style="list-style-type: none"> ▪ call ambulance ▪ commence External Cardiac Compressions

	<ul style="list-style-type: none"> ▪ Cardio-Pulmonary Resuscitation ○ bleeding <ul style="list-style-type: none"> ▪ signs of ▪ internal bleeding <ul style="list-style-type: none"> ▪ management of internal bleeding (shock) ▪ refer ▪ external bleeding <ul style="list-style-type: none"> ▪ management of external bleeding ▪ direct pressure ▪ elevation ▪ pad and bandage ▪ immobilisation ▪ check ▪ refer ▪ considerations <ul style="list-style-type: none"> ▪ unable to control bleeding ○ specific injuries <ul style="list-style-type: none"> ▪ nose ▪ hand ○ foreign body
Details of the incident	<p>[all categories]</p> <ul style="list-style-type: none"> • the injured athlete • visual assessment of scene • others at the scene
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • first aid kit • personal protective equipment • stretchers including improvised
Hand signals	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate and recognised gestures to convey information
Hard tissue injuries	<p>[all categories]</p> <ul style="list-style-type: none"> • skeletal injuries • includes <ul style="list-style-type: none"> ○ fractures ○ dislocations ○ subluxation

Hard tissue injury immediate management techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • upper limb <ul style="list-style-type: none"> ○ slings ○ splints • lower limb <ul style="list-style-type: none"> ○ splints ○ anatomical splinting • improvised splinting • includes the use of air splints for the lower limbs
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • bees, wasps or other stinging insects • bodily fluids • traffic • environmental hazards <ul style="list-style-type: none"> ○ failure to adequately replace fluids during exercise ○ sunburn and exposure to harmful rays ○ exposure to cold • downed wires • bystanders
Health care professionals	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Infectious disease procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • incorporates personal hygiene, such as <ul style="list-style-type: none"> ○ washing hand ○ using gloves • incorporates group hygiene <ul style="list-style-type: none"> ○ not sharing towels, razors, sponges, face washers, water bottles or any other equipment that may contain bodily fluids ○ discouraging communal bathing areas, such as spas ○ banning spitting or urinating in team areas ○ not putting hands in water buckets ○ proper use of water bottles, that is squirt the water into the mouth ○ all clothes, equipment and surface areas contaminated by blood must be treated as potentially infectious and treated accordingly • all athletes and personnel should be vaccinated against hepatitis B • all group areas should be clean, dry and tidy with adequate supplies such as soap, paper towel, brooms, rubbish bins and disinfectant

Medical conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • asthma, in particular exercise induced asthma • known allergies, eg, bee stings • diabetes • chronic fatigue syndrome • epilepsy
Organisational health and safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • legislation relevant to the provision of emergency care • legislation relevant to the organisation • operational performance standards • appropriate footwear and clothing and personal equipment i.e. activity specific • technical equipment being in safe working order • State policies on Occupational Health and Safety issues pertaining to safe work practices
Organisations' medical support team	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • massage therapists • rehabilitation therapists
Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the client • coach/es • other health professionals • parents/guardians • family • friends • other involved/appropriate personnel • manager • facility manager • facility owner
Precautions for transportation	<p>[all categories]</p> <ul style="list-style-type: none"> • suspected spinal cord injuries • lack of appropriate equipment • lack of manpower

Protective equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • clothing • shin pads • face masks • shoulder pads • chest pads • protectors • head gear • helmets • other protective equipment as deemed necessary by the sport • protective equipment used should be <ul style="list-style-type: none"> ○ designed to protect against injury ○ light and comfortable to wear ○ in good condition ○ correctly assembled ○ correctly worn by the participant ○ an approximate size and fit and not interfere with function ○ appropriate for the sport and conditions encountered
Reports	<p>[all categories]</p> <ul style="list-style-type: none"> • written reports • casualty details • approved forms • taped verbal reports • diary entries • logs <ul style="list-style-type: none"> ○ completed, processed and filed in line with legislative, regulatory and organisational requirements ○ forwarded to authorised personnel ○ other health care professionals involved in the ongoing care of the athlete ○ relevant contact in the organisation's medical support team ○ emergency medical technician
Resuscitation procedures and techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • are conducted in accord with recognised industry resuscitation standards • includes DRABC regime or similar <ul style="list-style-type: none"> ○ 'shake and shout' or similar conscious assessment ○ use of the stable side and/or recovery position ○ management techniques for clearing the airway <ul style="list-style-type: none"> ▪ removal of foreign objects ▪ head tilt and jaw support ▪ back slaps ▪ lateral chest thrusts ○ look, listen and feel breathing assessment ○ management techniques to maintain a clear airway <ul style="list-style-type: none"> ▪ head tilt ▪ jaw support ▪ jaw thrust ○ check for signs of circulation ○ recovery checks <ul style="list-style-type: none"> ▪ conscious state ▪ airway

	<ul style="list-style-type: none"> ▪ breathing ▪ pulse ○ Expired Air Resuscitation using mouth to mouth ○ Cardio-Pulmonary Resuscitation in a one person situation ○ Cardio-Pulmonary Resuscitation as part of a two person team ○ steps to be taken if the chest does not rise, stomach inflates or vomiting occurs ○ adaptations to resuscitation techniques for children and infants
RICER regime	<p>[all categories]</p> <ul style="list-style-type: none"> • Rest • Ice • Compression • Elevation • Referral • or similar regime
Role and responsibilities of the sports first aider	<p>[all categories]</p> <ul style="list-style-type: none"> • maintaining injury management records • crisis management in the absence of, and until the arrival of, a health care professional or paramedic • immediate injury management in the absence of, and until the arrival of, a health care professional or paramedic • prevention of injury by <ul style="list-style-type: none"> ○ assessing and advising on the suitability of venues for safe participation ○ assessing and advising on the safety, cleanliness and hygiene of the change rooms ○ maintaining team protective equipment ○ managing existing illness or injury ○ managing group hygiene ○ warm-ups, stretching and cool down ○ fluid replacement • provide advise on <ul style="list-style-type: none"> ○ appropriateness of change room facilities ○ individual protective equipment ○ personal hygiene ○ environmental conditions affecting sports performance
Skin injuries	<p>[all categories]</p> <ul style="list-style-type: none"> • cuts • blisters • grazes • wounds associated with a fracture • foreign object wound • tinea • cold sores

<p>Skin injury immediate management techniques</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • cuts, grazes and/or wounds <ul style="list-style-type: none"> ○ recognise if the wound requires suturing ○ specialized dressings ○ refer to appropriate health care professional • blisters <ul style="list-style-type: none"> ○ prevention ○ management ○ specialized dressing ○ refer to appropriate health care professional • tinea or cold sores <ul style="list-style-type: none"> ○ prevention ○ management ○ specialized dressing ○ refer to appropriate health care professional
<p>Soft tissue injuries</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • acute • overuse • recurrent <ul style="list-style-type: none"> ○ haematoma ○ sprain ○ strain
<p>Specialised dressing</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • dry wound management • wet wound management
<p>STOP regime</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • stop <ul style="list-style-type: none"> ○ stop the athlete from participating or moving ○ stop the game if necessary • talk <ul style="list-style-type: none"> ○ what happened? ○ how did it happen? ○ what did you feel? ○ where does it hurt? ○ does it hurt anywhere else? ○ can you play on? ○ if no, arrange appropriate transport • observe <ul style="list-style-type: none"> ○ observe whilst talking to the athlete ○ general <ul style="list-style-type: none"> ▪ Is the athlete distressed? ▪ Is the athlete lying in an unusual position/posture? ○ injury site <ul style="list-style-type: none"> ▪ Is there any swelling, deformity or discoloration? ▪ Can the athlete move the injured part? ▪ If yes, ○ does it hurt to move? ○ is the range of movement restricted compared to normal?

	<ul style="list-style-type: none"> ○ is the range of movement restricted compared to the other side or limb? <ul style="list-style-type: none"> ▪ if no, arrange appropriate transport • prevent further injury • or similar regime
Transport techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • human crutch <ul style="list-style-type: none"> ○ one person ○ two persons • two handed seat • three handed seat • four handed seat • chair lift • how to lift casualties to the stretcher <ul style="list-style-type: none"> ○ blanket ○ 3 person ○ lifting frame • transport with a stretcher • types of hand signals
Venue	<p>[all categories]</p> <ul style="list-style-type: none"> • building • playing field indoors • playing field outdoors
Warm-up, stretching and cool-down components	<p>[all categories]</p> <ul style="list-style-type: none"> • warm-up <ul style="list-style-type: none"> ○ series of exercise, physical activity to increase muscle temperature • stretching <ul style="list-style-type: none"> ○ series of exercises that helps to lengthen muscles so there is minimal strain during exercise • cool-down <ul style="list-style-type: none"> ○ series of exercises that gradually lowers the body and muscle temperature

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 first aid to provide initial injury management in a sport setting • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ operate in accord with the accepted roles and responsibilities of a sports first aider ○ prepare and implement an injury prevention program ○ conduct warm-up, stretching and cool-down ○ conduct fluid replacement ○ follow Sports First Aid crisis management strategies ○ follow Sports First Aid immediate injury management strategies ○ recognise hard tissue injuries and apply hard tissue injury immediate management techniques ○ recognise soft tissue injuries and apply the principles of the RICER or similar regime for soft tissue injury immediate management ○ recognise and asses skin injuries and apply appropriate skin injury immediate management techniques ○ transport the injured athlete ○ complete and process reports ○ store and maintain 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"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of warm-up, stretching and cool-down activities ○ Knowledge of anatomy and physiology to enable effective administration of first aid ○ Knowledge of relevant Occupational Health and Safety legislation ○ Knowledge of Occupational Health and Safety guidelines for lifting and carrying ○ Knowledge of factors which affect healing ○ Knowledge of dressings available for dry wound management and moist wound management, how to use them and their advantages and disadvantages ○ Knowledge of systems of the body, eg, respiratory, circulatory, nervous, skeletal, digestive, urinary, skin ○ Knowledge of causes and management of unconsciousness ○ Knowledge of resuscitation protocols and procedures

	<ul style="list-style-type: none"> ○ Knowledge of procedures for managing hard tissue injuries ○ Knowledge of procedures for managing soft tissue injuries ○ Procedures for managing skin injuries ○ Knowledge of the principles of the DRABC regime or similar regime ○ Knowledge of the principles of the RICER regime or similar regime ○ Knowledge of the principles of the STOP regime or similar regime ○ Knowledge of procedures for effectively controlling external bleeding ○ Knowledge of the role and responsibilities of a sports first aider ● Required skills <ul style="list-style-type: none"> ○ Accurately perform resuscitation techniques and procedures on a manikin in accord recognised industry standards ○ Communicate verbally with casualties and others ○ Provide verbal reports to paramedical personnel ○ Work with others in a team situation
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 sporting activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to sports training
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 with clients participating with simulated sports injury incidents. 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
2	2	2	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 - Observe, question and compile details of an incident • Communicating ideas and information - Provide clear and comprehensive reports • Planning and organising activities - Prepare and implement an injury prevention plan • Working with teams and others - Manage group hygiene and support athletes • Using mathematical ideas and techniques - Follow relevant infectious disease procedures • Solving problems - Recognise and apply management techniques for injury • Using technology - Monitor safety and cleanliness of first aid equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT004B	PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES
SPT	Sports trainer

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

This unit covers competency in implementing a systematic approach to the initial management of sports injuries in the absence of, and until the arrival of, a health care professional or paramedic. Personnel undertaking this unit would be providing sports first aid and training support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Conduct initial assessment of sports injuries	1.1 Implement the <i>Danger, Response, Airway, Breathing, Circulation regime</i> or similar to assess and manage the incident 1.2 Implement the <i>Stop, Talk, Observe, Prevent further injury regime</i> or similar to provide a quick on-field assessment of the injury 1.3 Identify <i>details of the incident</i> , problem/s and make a plan to manage the athlete, the injury and/or the environment within the sports trainer setting 1.4 Use an understanding of <i>basic principles of biomechanics</i> to assess the injury
2 Transport the injured athlete	2.1 Transport injured athletes safely and effectively 2.2 Demonstrate a range of <i>transport techniques</i> and explain associated <i>precautions for transportation</i> 2.3 Demonstrate appropriate <i>hand signals</i> 2.4 Arrange vehicular transport for the injured athlete and co-ordinate with appropriate <i>health care professional</i>
3 Implement a systematic approach to the initial management of sports injuries	3.1 Implement the <i>Talk Observe Touch Active movement Passive movement Skill test regime</i> or similar to provide a detailed assessment of the injury and to identify further injuries 3.2 Provide initial management in the absence of, and until the arrival of, a <i>health care professional</i> or paramedic in line with approved first aid techniques 3.3 Implement, where indicated the <i>Rest, Ice, Compression, Elevation, Referral regime</i> or similar and the <i>No Heat, Alcohol, Running Massage regime</i> or similar 3.4 Initiate, where indicated, <i>fracture management procedures</i> 3.5 Initiate, where indicated, <i>dislocation management procedures</i> 3.6 Inform, where possible, the injured athlete and <i>other relevant stakeholders</i> of procedures which are to take place 3.7 Operate first aid equipment in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols
4 Manage specific injuries and/or illnesses	4.1 Manage head and spinal injuries in accord with the <i>best practice</i> 4.2 Manage trunk injuries in accord with the <i>best practice</i> 4.3 Manage upper limb injuries in accord with the <i>best practice</i> 4.4 Manage lower limb injuries in accord with the <i>best practice</i> 4.5 Manage heat and cold illnesses and/or injuries in accord with the <i>best practice</i>

5 Monitor injured athlete's condition and treatment	5.1 Monitor injured athlete's condition and response to treatment, and recognise contraindications 5.2 Reassess treatment and amend management plan appropriately in response to <i>changes in condition</i> 5.3 Recognise signs and symptoms of shock and manage causes of shock in line with approved first aid techniques
6 Maintain records of condition and treatment	6.1 Monitor, where appropriate, breathing and pulse, and record at regular intervals 6.2 Record details of casualty's condition, changes in conditions, treatment and response to treatment accurately in line with organisation procedures

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 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	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant national, state/territory or local organisations' and/or associations' Code of Ethics or Code of Conduct documents/policies, regulations and guidelines for first aid in sports setting • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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
Changes in condition	<p>[all categories]</p> <ul style="list-style-type: none"> • improvement • deterioration
Dislocation management procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • immobilise and support the injured area using a splint or sling • check for signs of impaired circulation • seek qualified help • arrange transport to hospital • apply Rest, Ice, Compression, Elevation, Referral regime or similar and no Heat, Alcohol, Running, Massage regime if it does not aggravate the pain
Details of the incident	<p>[all categories]</p> <ul style="list-style-type: none"> • the injured athlete • visual assessment of scene • others at the scene

DR ABC regime	<p>[all categories]</p> <ul style="list-style-type: none"> • Dangers are assessed to <ul style="list-style-type: none"> ○ self ○ athlete ○ environment • Responses <ul style="list-style-type: none"> ○ method of assessing response <ul style="list-style-type: none"> ▪ 'shake and shout' ○ management of <ul style="list-style-type: none"> ▪ a responsive athlete ▪ an unresponsive athlete • Airway <ul style="list-style-type: none"> ○ methods of clearing and opening airway ○ management of athlete with <ul style="list-style-type: none"> ▪ partial obstruction ○ coughing ○ complete obstruction ○ conscious <ul style="list-style-type: none"> ▪ head down ▪ back slaps ▪ unconscious ▪ head down ▪ back slaps ▪ finger sweeps ▪ lateral chest thrusts ▪ fainting • Breathing <ul style="list-style-type: none"> ○ methods for assessing breathing <ul style="list-style-type: none"> ▪ look, listen and feel ○ management of athlete with breathing difficulty ○ management of a non-breathing athlete ○ Expired Air Resuscitation <ul style="list-style-type: none"> ▪ how ▪ dangers ▪ vomiting and regurgitation ▪ stomach inflate • Circulation <ul style="list-style-type: none"> ○ methods of assessing circulation <ul style="list-style-type: none"> ▪ colour of skin ▪ pulse <ul style="list-style-type: none"> ▪ rate ○ management of an athlete with chest pain ○ management of an athlete with no pulse <ul style="list-style-type: none"> ▪ call ambulance ▪ commence External Cardiac Compressions ▪ Cardio-Pulmonary Resuscitation • bleeding <ul style="list-style-type: none"> ○ internal bleeding ○ external bleeding ○ management of internal bleeding (shock) <ul style="list-style-type: none"> ▪ refer ○ management of external bleeding <ul style="list-style-type: none"> ▪ direct pressure ▪ elevation ▪ pad and bandage ▪ immobilisation ▪ check ▪ refer
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	<ul style="list-style-type: none"> ○ considerations ○ unable to control bleeding ○ specific injuries <ul style="list-style-type: none"> ▪ nose ▪ hand ○ foreign body
Fracture management procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • immobilise and support the injured area using a splint or sling • check for signs of impaired circulation • seek qualified help • arrange transport to hospital • apply Rest, Ice, Compression, Elevation, Referral regime or similar regime and no Heat, Alcohol, Running, Massage regime if appropriate for the injury and it does not aggravate the pain
Hand signals	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted hand signals and gestures to convey first aid emergency or situation
Health care professional	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
NO HARM regime	<p>[all categories]</p> <ul style="list-style-type: none"> • NO HARM • heat <ul style="list-style-type: none"> ○ sauna ○ spa ○ hot water bottle ○ hot shower ○ hot liniment rubs • alcohol, i.e., increase swelling • running or exercising too soon i.e. increase bleeding and swelling • massage or the use of heat rubs in the first 48 - 72 hours, i.e., increase bleeding and swelling

Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the client • coach/es • other health professionals • parents/guardians • family • friends • other involved/appropriate personnel • manager • facility manager • facility owner
Precautions for transportation	<p>[all categories]</p> <ul style="list-style-type: none"> • suspected spinal cord injuries • lack of appropriate equipment • lack of manpower
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit i.e. on team bus
RICER regime	<p>[all categories]</p> <ul style="list-style-type: none"> • rest • ice • compression • elevation • referral • or similar regime
STOP regime	<p>[all categories]</p> <ul style="list-style-type: none"> • stop <ul style="list-style-type: none"> ○ stop the athlete from participating or moving ○ stop the game if necessary • talk <ul style="list-style-type: none"> ○ what happened? ○ how did it happen? ○ what did you feel? ○ where does it hurt? ○ does it hurt anywhere else? ○ can you play on? ○ if no, arrange appropriate transport • observe <ul style="list-style-type: none"> ○ observe whilst talking to the athlete ○ general <ul style="list-style-type: none"> ▪ is the athlete distressed? ▪ is the athlete lying in an unusual position/posture?

	<ul style="list-style-type: none"> ○ injury site <ul style="list-style-type: none"> ▪ is there any swelling, deformity or discoloration? ▪ can the athlete move the injured part? ▪ if yes, • does it hurt to move? • is the range of movement restricted compared to normal? • is the range of movement restricted compared to the other side or limb? <ul style="list-style-type: none"> ○ if no, arrange appropriate transport • prevent further injury by ensuring a detailed assessment using Talk, Observe, Touch, Active movement, Passive movement, Skill test regime or similar
TOTAPS regime	<p>[all categories]</p> <ul style="list-style-type: none"> • Talk <ul style="list-style-type: none"> ○ history of the incident ○ history of the individual • Observe <ul style="list-style-type: none"> ○ expose and compare for <ul style="list-style-type: none"> ▪ swelling ▪ discoloration ▪ deformity ○ if obvious, implement a fracture management • Touch <ul style="list-style-type: none"> ○ compare to uninjured side for <ul style="list-style-type: none"> ▪ tenderness ▪ temperature ▪ pain ▪ if possible fracture or dislocation, implement fracture management or dislocation management respectively • Active movement <ul style="list-style-type: none"> ○ athlete attempts to move injured part through full range of movement, but to the point of pain <ul style="list-style-type: none"> ▪ if pain or loss of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> or similar and the no <i>Heat, Alcohol, Running, Massage regime</i> or similar • Passive movement <ul style="list-style-type: none"> ○ move injured part through full range of movement, but only to the point of pain ○ if pain or loss/increase of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> or similar and the no <i>Heat, Alcohol, Running, Massage regime</i> or similar • Skill test <ul style="list-style-type: none"> ○ athlete performs progress skill test appropriate to the sport ○ if any of these skill tests cause pain or the athlete is unable to complete them, then they should not return to activity and appropriate management should be commenced/continued • or similar regime

Transport techniques	[all categories] <ul style="list-style-type: none">• human crutch<ul style="list-style-type: none">○ one person○ two persons• two handed seat• three handed seat• four handed seat• chair lift• how to lift casualties to the stretcher<ul style="list-style-type: none">○ blanket○ 3 person○ lifting frame• transport with a stretcher• types of hand signals
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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 provide the initial management of sports injuries • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ implement the <i>Danger, Response, Airway, Breathing, Circulation regime</i> or similar to assess and manage an incident ○ implement the <i>Stop, Talk, Observe, Prevent further injury regime</i> or similar to provide a quick on - field assessment of an injury ○ develop a plan to manage the athlete, the injury and/or the environment ○ identify contraindications and/or indications for transportation through observation and questioning regarding details of the incident ○ where indicated, safely and effectively transport injured athletes using appropriate transport techniques ○ use appropriate hand signals ○ implement the <i>Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</i> or similar to provide a detailed assessment of the injury, to identify further injuries and to implement a systematic approach to the initial management of sports injuries ○ manage the following injuries and/or illnesses in accord with industry best practice
<p>Interdependent assessment of units</p>	<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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of basic principles of biomechanics to apply to sports injury setting ○ Knowledge of basic anatomy and physiology to apply to sports injury setting ○ Knowledge of <i>Danger, Response, Airway, Breathing, Circulation regime</i> or similar ○ Knowledge of <i>Stop, Talk, Observe, Prevent further injury regime</i> or similar ○ Knowledge of <i>Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</i> or similar

	<ul style="list-style-type: none"> ○ Knowledge of precautions for transportation regarding the injured athlete ○ Knowledge of transport techniques for moving injured athletes ○ Knowledge of management of shock ○ Knowledge of fracture management procedures ○ Knowledge of dislocation management procedures ○ Knowledge of checking for circulation and breathing ○ Knowledge of management of sports injuries and illnesses ○ Knowledge of recording of injuries and treatment ○ Knowledge of current practices and procedures in emergency care ● Required skills <ul style="list-style-type: none"> ○ Communicate effectively with athletes and others ○ Provide reports to paramedical personnel ○ Work with others in a team situation ○ Remain calm under pressure
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 simulated sporting activity ○ simulated client injury incident ○ first aid equipment, eg, taping 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 sports first aid 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 issues such as reliability and observation 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 training
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 with clients participating in simulated sports injury incidents. 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	2	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 - Implement systematic approach to initial management of sports injuries • Communicating ideas and information - Use appropriate hand signals, verbal and written communication techniques • Planning and organising activities - Develop plan to manage athlete, injury and environment • Working with teams and others - Work as team player and leader with support personnel • Using mathematical ideas and techniques - Extract appropriate data from injury report • Solving problems - Identify contraindications and indications for transporting athlete • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT005B	CONDUCT BASIC WARM-UP, STRETCHING AND COOL-DOWN PROGRAMS
SPT	Sports trainer

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

This unit covers the implementation of basic warm-up, stretching and cool-down programs to assist athletes prepare for activity and also aid in the recovery from activity. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Define the scope of warm-ups and cool-downs	1.1 Explain the role of the application of <i>warm-ups</i> to the <i>athlete/s</i> and <i>other relevant stakeholders</i> 1.2 Explain <i>preferred timing and duration for the application of warm-ups</i> to the <i>athlete/s</i> and <i>other relevant stakeholders</i> 1.3 Explain the role of the application of <i>cool-downs</i> to the <i>athlete/s</i> and <i>other relevant stakeholders</i> 1.4 Explain <i>preferred timing and duration for the application of cool-downs</i> to the <i>athlete/s</i> and <i>other relevant stakeholders</i> 1.5 Explain the application of <i>warm-ups</i> and <i>cool-downs</i> and the relative benefits to the <i>athlete s</i> and <i>other relevant stakeholders</i> 1.6 Explain to the <i>athlete/s</i> and <i>other relevant stakeholders</i> the need to select and apply <i>warm-ups</i> and/or <i>cool-downs</i> in terms of <i>basic principles of biomechanics</i> which suite a sport/activity and focus on the body parts primarily involved in the activity
2 Implement warm-up program	2.1 Recognise <i>precautions for warm-ups</i> , and participation in activity in general, and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 2.2 Select a range of <i>warm-up</i> exercises to suit the <i>athlete/s</i> and the activity or competition 2.3 Demonstrate a range of <i>warm-up</i> exercises to prepare <i>athlete/s</i> for activity or competition 2.4 Ensure application of <i>warm-up is adjusted in accord with arousal levels</i> of the athlete
3 Implement cool-down program	3.1 Recognise <i>precautions for cool-downs</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 3.2 Demonstrate a range of <i>cool-down</i> exercises to aid recovery from activity or competition
4 Conduct stretching programs	4.1 Recognise <i>precautions for warm-ups, stretching and/or cool-downs</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 4.2 Incorporate safe stretching activities into the warm-up and cool-down programs in accord with <i>best practice</i> within a <i>sports trainer setting</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 so motivated that unnecessary pain is tolerated in mistaken belief that no pain means no gain • 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 • can be <ul style="list-style-type: none"> ○ female ○ male ○ with a disability ○ special needs ○ with social disadvantage ○ minority ethnic and cultural groups
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	<p>[all categories]</p> <ul style="list-style-type: none"> • Industry Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines, eg, Child Protection Act, Privacy Act • employer organisations policies and procedures • 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

Cool-downs	<p>[all categories]</p> <ul style="list-style-type: none"> • series of exercises, usually incorporating stretching exercises, that • gradually lowers the body and muscle temperature • decreases the blood and oxygen supply to the working muscles after a period of prolonged exercise • reduces exercise induced muscle spasm • assists metabolic waste removal • restores range of motion/flexibility
Organisations' medical support team	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • massage therapists • rehabilitation therapists
Precautions for warm-ups, stretching and/or cool-downs	<p>[all categories]</p> <ul style="list-style-type: none"> • acute inflammations, eg, signs and symptoms of bursitis and tendonitis • infections, eg, fever, temperature, redness • fractures • recent muscle injury, eg, hamstring tear • haematoma, i.e., bruising or the potential of bruising • torn ligaments, i.e., joint instability • acute and/or sudden joint swelling • neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement • back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement • extreme pain on movement of any body part • inability to bear weight through a limb • people with severe medical problems who are not currently seeking medical treatment • heart conditions • open wounds
Preferred timing and duration for the application of cool-downs	<p>[all categories]</p> <ul style="list-style-type: none"> • 5 - 15 minutes duration • variable according to <ul style="list-style-type: none"> ○ number of players/competitors to administer ○ associated time constraints ○ areas of body to cover ○ performance parameters for the event, eg, a 1500m swimmer who is cooling down from a heat swim to prepare for a final would require an extensive and very individualised cool-down compared to a football team in a weekly competition

Preferred timing and duration for the application of warm-ups	<p>[all categories]</p> <ul style="list-style-type: none"> • duration 5 - 10 minutes • shortened or extended depending on circumstances such as <ul style="list-style-type: none"> ○ number of players/competitors to administer ○ associated time constraints ○ areas of body to cover ○ performance parameters for the event, eg, a marathon would require an extensive warm-up, which may be up to 30 minutes
Refer/referral	<p>[all categories]</p> <ul style="list-style-type: none"> • recommendation of a client to another health professional for care/treatment/assessment
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit, i.e., on team bus
Stretching	<p>[all categories]</p> <ul style="list-style-type: none"> • exercises that helps to lengthen muscles so there is minimal strain during competition, or • exercises that helps to lengthen muscles to either increase and/or maintain sports specific flexibility
Warm-up is adjusted in accord with arousal levels	<p>[all categories]</p> <ul style="list-style-type: none"> • warm-ups are usually adjusted to • calm the nervous or anxious competitor • increase excitement levels
Warm-ups	<p>[all categories]</p> <ul style="list-style-type: none"> • series of exercises, usually incorporating some stretching exercises, that • gradually increases the body and muscle temperature • increases the blood and oxygen supply to the working muscles in preparation for a period of prolonged exercise • increases flexibility generally and/or in specific muscle groups • increases proprioception • depending on desired arousal levels, can be applied to <ul style="list-style-type: none"> ○ increase excitement levels ○ calm the nervous or anxious competitor

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 apply basic warm-up, stretching and cool-down programs to assist athletes prepare for and recover from physical activity • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ explain the role of warm-ups, stretching and cool-downs and the fundamental differences between them to athlete/s and other relevant stakeholders ○ recognise contraindications and precautions regarding the application of warm-ups, stretching and cool-downs and refer the athlete/s to appropriate health professionals ○ select and apply a suitable range of warm-up and stretching exercises to prepare the athlete for activity/competition ○ select and apply a suitable range of cool-down and stretching exercises to assist the athlete recover from activity/competition ○ conduct sessions and interact with clients' in accord with best practice sports trainer principles
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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of principles of biomechanics ○ Knowledge of human anatomy and physiology ○ Knowledge of muscle groups and their actions ○ Knowledge of contraindications and precautions for warm-up, stretching and cool-down exercises ○ Knowledge of a range of warm-up, stretching and cool-down exercises ○ Knowledge of benefits and applications of warm-up, stretching and cool-down exercises • Required skills <ul style="list-style-type: none"> ○ Communicate effectively with athletes and others ○ Work with others in a team situation ○ Remain calm under pressure

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 sporting activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training
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 with clients participating in simulated sports injury incidents. 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	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 database and information sheet on basic warm-up, stretching, and cool-down exercise • Communicating ideas and information - Demonstrate warm-up, stretching, and cool-down exercises • Planning and organising activities - Establish and review warm-up, stretching, and cool-down routine • Working with teams and others - Conduct session and interact in accord with athletes • Using mathematical ideas and techniques - Identify and adhere to performance parameters for event • Solving problems - Recognise contraindications and indications and refer athlete, if necessary • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT006B	ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES
SPT	Sports trainer

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

This unit covers the role and responsibility that the sports trainer should play in assisting health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athletes. It also covers the provision of ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Assist health care professionals to conduct, monitor and adjust ongoing injury management programs	<p>1.1 Maintain effective communication with the <i>athlete</i> and <i>other relevant stakeholders</i> in accord with <i>best practice sports trainer principles</i> and <i>principles of client confidentiality</i></p> <p>1.2 <i>Monitor</i> the aims of the <i>ongoing injury management program</i> within the <i>sports trainer setting</i> and adjust in consultation with relevant <i>health care professionals</i></p> <p>1.3 Provide <i>feedback</i> regarding the progress of the <i>ongoing injury management program</i> to relevant <i>health care professionals</i></p> <p>1.4 Adhere to the <i>ongoing injury management program</i> that has been prescribed by a <i>health care professional</i> to treat an athletes injury</p> <p>1.5 Liaise with <i>health care professionals</i> in relation to issues that arise during the implementation of the <i>ongoing injury management program</i></p>
2 Monitor minor or short term injuries or illnesses	<p>2.1 <i>Refer</i> and encourage <i>athletes</i> with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition</p> <p>2.2 In accordance with <i>basic principles of biomechanics</i> treat those <i>athletes</i> with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, in accord with <i>best practice sports trainer principles</i></p> <p>2.3 <i>Monitor</i> those <i>athletes</i> with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, regarding <i>causes of delayed healing</i> and refer to <i>other relevant stakeholders</i> where necessary</p> <p>2.4 Follow relevant <i>infectious disease procedures</i>, especially in relation to wound management</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
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 • can be <ul style="list-style-type: none"> ○ female ○ male ○ with disability ○ special needs ○ with social disadvantage ○ minority ethnic and cultural groups
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 sports trainer principles	<p>[all categories]</p> <ul style="list-style-type: none"> • Industry Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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

Causes of delayed healing	<p>[all categories]</p> <ul style="list-style-type: none"> • extrinsic <ul style="list-style-type: none"> ○ mechanical stress, i.e., pressure or friction ○ debris i.e. foreign matter, necrotic tissue ○ temperature ○ infection ○ chemical stress, i.e., antiseptics, disinfectants ○ drugs ○ lifestyle ○ radiation ○ maceration, i.e., fever, sweating • intrinsic <ul style="list-style-type: none"> ○ age ○ health, eg, circulation, diabetes ○ nutrition, i.e., diet ○ body build, in particular obesity
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • information exchange between client 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
Health care professionals	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Infectious disease procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • National Health and Medical Research Council infectious disease policy or similar
Monitor	<p>[all categories]</p> <ul style="list-style-type: none"> • questioning and discussions before, during and after treatment sessions • observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions

Minor or short-term injuries or illnesses	<p>[all categories]</p> <ul style="list-style-type: none"> • cuts • abrasions • minor surface bruising • muscle soreness • colds
Ongoing injury management program	<p>[all categories]</p> <ul style="list-style-type: none"> • a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete • is designed to return the athlete to optimal function • should be developed in accord with the scope of the health care professional's current competencies
Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the client • coach/es • other health professionals • parents/guardians • other involved/appropriate personnel
Principles of client confidentiality	<p>[all categories]</p> <ul style="list-style-type: none"> • information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client • refer to best practice massage therapy principles
Referred/Referral	<p>[all categories]</p> <ul style="list-style-type: none"> • written request for assistance or contribution to treatment of a specific client by an appropriate health professional • recommendation of a client to another health professional for care/treatment
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit i.e. on team bus

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 assist in the ongoing management of sports injuries • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication ○ assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe ○ monitor and adjust ongoing injury management program in consultation with relevant health care professional/s ○ encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition ○ monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles
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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of principles of biomechanics ○ Knowledge of anatomy and physiology to enable application of sports first aid ○ Knowledge of Danger, Response, Airway, Breathing, Circulation or similar regime ○ Knowledge of Talk, Observe, Touch, Active movement, Passive movement, Skill test or similar regime ○ Knowledge of causes of delayed healing ○ Knowledge of management of injuries and illnesses ○ Knowledge of recording of injuries and treatment ○ Knowledge of current practices and procedures in emergency care • Required skills <ul style="list-style-type: none"> ○ Communicate effectively with athletes and others ○ Provide reports to paramedical personnel ○ Work with others in a team situation ○ Remain calm under pressure

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 or clients participating in a physical activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training
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 simulated clients. For valid and reliable assessment the recreation activity should be conducted with athletes or clients participating at a sporting event or with simulated injury incidents. 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
2	2	1	3	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 and document related infectious disease procedures and wound management • Communicating ideas and information - Maintain effective communication and feedback with athletes and other healthcare professionals • Planning and organising activities - Identify sequence of general management of sports injuries • Working with teams and others - Assist healthcare professionals with management program and adhere to prescribed program • Using mathematical ideas and techniques - Extract appropriate data from injury report • Solving problems - Monitor injury management program • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT007B	TAPE ANKLE, THUMB AND FINGERS
SPT	Sports trainer

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

This unit covers the application of taping techniques to the ankle, thumb and fingers to assist athletes in relation to ongoing injury prevention, and post-injury support. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for taping	1.1 Identify contraindications and precautions for taping through observation and questioning and, where necessary, refer the client to appropriate health care professionals or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent 1.2 Ensure athletes are made aware of aims and objectives of the taping technique to be applied in the sports trainer setting 1.3 Select appropriate tape and associated products to allow for the taping technique to be applied 1.4 Ensure athletes meet the requirement of shaving at least 12 hours before taping 1.5 Understand the basic principles of biomechanics as they relate to taping
2 Apply taping techniques	2.1 Apply a range of techniques for taping the ankle/s to prevent injury and/or provide post-injury support in accord with best practice sports trainer principles 2.2 Apply a range of techniques for taping the thumb/s to prevent injury and/or provide post-injury support in accord with best practice sports trainer principles 2.3 Apply a range of techniques for taping the finger/s to prevent injury and/or provide post-injury support in accord with best practice sports trainer principles 2.4 Apply tape adherent where additional adherence is required 2.5 Apply a barrier if an athlete is allergic to adherent
3 Remove tape	3.1 Remove tape using blunt nose scissors or tape cutters 3.2 Remove tape by pulling the tape back on itself while placing pressure on the skin as close as possible to the line of attachment of the tape 3.3 Apply, where necessary tape remover sprays and/or solutions to allow tape to be removed more easily
4 Implement self-care	4.1 Demonstrate ergonomic use of body positioning and body weight to apply taping techniques 4.2 Choose correct height of a table, if being used to assist with the taping process, to eliminate back strain during the application of taping techniques 4.3 Choose hand positions and techniques to eliminate upper limb strain during the taping applications 4.4 Adopt self-care protocols in accord with the best practice
5 Position for effective taping	5.1 Demonstrate ability to use effective positioning to apply taping techniques with the athlete

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
A range of techniques for taping the ankle/s	[all categories] <ul style="list-style-type: none"> • anchor strips • 2 - 3 stirrups • figure 6 or 8 • heel lock • locking tape
A range of techniques for taping the finger/s	[all categories] <ul style="list-style-type: none"> • buddy taping
A range of techniques for taping the thumb/s	[all categories] <ul style="list-style-type: none"> • figure 8
Appropriate tape and associated products	[all categories] <ul style="list-style-type: none"> • tape size <ul style="list-style-type: none"> ○ narrower tape is better for smaller joints such as fingers and thumbs ○ larger widths are best for taping ankles ○ size of the athlete will influence size of the tape • tape adhesiveness, i.e., must maintain adherence despite perspiration • tape with minimal skin irritants • tape removability, i.e., without damaging skin • rigid adhesive tape most common for injury prevention, it is <ul style="list-style-type: none"> ○ more effective than elastic tape for prevention of sprains of ankles, thumbs and/or fingers ○ is cheaper than elastic tape • elastic adhesive tape for <ul style="list-style-type: none"> ○ holding on dressings ○ covering tape/dressings on irregular shaped surfaces • Vaseline and gauze pads to <ul style="list-style-type: none"> ○ cover areas where the skin is loose and susceptible to cuts, eg, over the Achilles tendon • hypoallergenic material for <ul style="list-style-type: none"> ○ athlete with allergic reactions to adherent tape ○ to enhance the effectiveness of underwrapping the area must be shaved • cushioning foam for <ul style="list-style-type: none"> ○ holding on dressings ○ covering tape/dressings on irregular shaped surfaces • tape adherent, i.e., to ensure tape is effective, especially when the athlete sweats, or is likely to get wet

	<ul style="list-style-type: none"> tape remover, i.e., a spray on, or soaking solution, that allows tape to be removed easily
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 female male disability special needs with or without social disadvantage minority ethnic and cultural groups
Basic principles of bio-mechanics	<p>[all categories]</p> <ul style="list-style-type: none"> centre of gravity base of support levers fulcrums major muscle actions
Best practice sports trainer principles	<p>[all categories]</p> <ul style="list-style-type: none"> relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines relevant national, state/territory or local government regulations and guidelines employer organisations policies and procedures 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
Contraindications and precautions for taping	<p>[all categories]</p> <ul style="list-style-type: none"> any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition tape should only be applied when the <ul style="list-style-type: none"> skin is clean and dry with no dirt, oil or lotions area is at normal body temperature shaving should occur at least 12 hours prior to taping elastic tape should not be used on joints to restrict range of movement because it will not limit abnormal range of motion at the joint unless it is applied so tightly that circulation could be impaired

Health care professionals	<p>[all categories]</p> <ul style="list-style-type: none"> • practitioners who can competently make assessments of injuries such as • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Refer/referral	<p>[all categories]</p> <ul style="list-style-type: none"> • written request for assistance or contribution to treatment of a specific client by an appropriate health professional • recommendation of a client to another health professional for care/treatment
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit, i.e., on buses, planes and the like

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 apply taping techniques to the ankle, thumb and fingers • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify contraindications and precautions for taping through observation and questioning and, where necessary, refer athlete to appropriate health care professionals or the relevant contact in the organisation's medical support team ○ prepare athletes for taping by making them aware of the aims and objectives of the taping technique to be applied ○ select appropriate tape and associated products in accord for the taping technique to be applied ○ effectively apply a range of techniques for taping the ankle/s ○ effectively apply a range of techniques for taping the thumb/s ○ effectively apply a range of techniques for taping the finger/s ○ effectively apply underwrap, particularly if an athlete is allergic to adherent ○ remove tape effectively with minimum discomfort for the athlete ○ ergonomically apply taping techniques ○ positioning for effective application of taping techniques
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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of principles of biomechanics to understand injury related to human movement ○ Knowledge of anatomy and physiology to relate to human performance in a sport or physical activity ○ Knowledge of contraindications and precautions for taping to ensure effective management of injury • Required skills <ul style="list-style-type: none"> ○ Communicate verbally with athlete and others ○ Work with others in a team situation ○ Remain calm under pressure

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 group of athletes or clients participating in sport or physical activity ○ a simulated injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training
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 with clients participating in simulated sport injury incidents. 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
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 - Identify range of taping techniques • Communicating ideas and information - Communicate aims of taping clearly to athlete • Planning and organising activities - Organise taping equipment • Working with teams and others - Create network of healthcare practitioners versed in sport injury assessment • Using mathematical ideas and techniques - Select appropriate products to conduct taping • Solving problems - Identify contraindications and precautions and refer athlete, if necessary • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT008B	IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING
SPT	Sports trainer

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

This unit prepares the sports trainer to provide advice on the contraindications of involvement in sport in relation to infectious illnesses and chronic medical conditions and, value of sports participation with chronic medical conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Manage existing medical conditions	1.1 Manage athletes with known existing <i>medical conditions</i> within the <i>sports trainer setting</i> in accord with <i>best practice</i> and an understanding of <i>basic principles of biomechanics</i>
2 Recognise contraindications	2.1 Recognise <i>contraindications for involvement in sport</i> and, if appropriate, inform <i>other relevant stakeholders</i> in accord with the <i>principles of client confidentiality</i>
3 Identify and address viral infections	3.1 Recognise <i>symptoms and signs of simple upper respiratory tract viruses</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 3.2 Recognise <i>symptoms and signs of gastrointestinal tract viruses</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 3.3 Recognise symptoms and signs of a range of <i>specific viral illnesses</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 3.4 Recognise <i>causes of delayed recovery</i> and implement strategies for <i>monitoring</i> , managing and/or preventing a range of <i>specific viral illnesses</i> in accord with <i>best practice</i> 3.5 <i>Give feedback and</i> explain to the athlete, in those situations where the athlete chooses not seek the advise of a <i>health care professional</i> , the likely <i>effects of viral illnesses on sports participation</i> in accord with <i>best practice</i>
4 Provide advise in relation to chronic conditions	4.1 Recognise symptoms and signs of a range of <i>chronic conditions</i> and <i>refer</i> the <i>athlete</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> 4.2 Implement an <i>ongoing injury management program</i> and strategies for managing and/or preventing a range of <i>chronic conditions</i> in accord with <i>best practice</i> 4.3 Give <i>feedback</i> and explain to the athlete, in those situations where they choose not seek the advise of a <i>health care professional</i> , the likely <i>effects of chronic conditions</i> on sports participation in accord with <i>best practice</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	<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 • can be <ul style="list-style-type: none"> ○ female ○ male ○ with disability ○ special needs ○ with or without social disadvantage ○ and/or from minority ethnic and cultural groups
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	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant national, state/territory or local sports trainer organisations' and/or associations' Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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

Causes of delayed recovery	<p>[all categories]</p> <ul style="list-style-type: none"> • extrinsic <ul style="list-style-type: none"> ○ mechanical stress, i.e., pressure or friction ○ debris, i.e., foreign matter, necrotic tissue ○ temperature ○ infection ○ chemical stress, i.e., antiseptics, disinfectants ○ drugs ○ lifestyle ○ radiation ○ maceration, i.e., fever, sweating • intrinsic <ul style="list-style-type: none"> ○ age ○ health, eg, circulation, diabetes ○ nutrition, i.e., diet ○ body build, in particular obesity
Chronic conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • anaemia • osteoarthritis • rheumatoid arthritis • hypertension • coronary artery disease • allergic reactions to stings
Contraindications for involvement in sport	<p>[all categories]</p> <ul style="list-style-type: none"> • acute inflammations, eg, signs and symptoms of bursitis and tendonitis • infections, eg, fever, temperature, redness • fractures • recent muscle injury, eg, hamstring tear • haematoma, i.e., bruising or the potential of bruising • torn ligaments, i.e., joint instability • pain in any area of the body which is 'deep' or 'burning' • acute and/or sudden joint swelling • neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement • back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement • extreme pain on palpation • extreme pain on movement of any body part • inability to bear weight through a limb • people who complain of neck pain after a motor vehicle accident, eg, whiplash • where the skin appears puffy, shiny, scaly or there is hair loss, i.e., signs of vascular disease • heart conditions • open wounds

Effect of viral illness on sports participation	<p>[all categories]</p> <ul style="list-style-type: none"> • mild viral illness, i.e., symptoms but no fever, there is little risk of complication if <ul style="list-style-type: none"> • the athlete feels they are able to play • an adequate period of rest is available afterwards, eg, they are playing in a weekly competition and can take 2 - 3 days rest to recover • the event is not exhausting/depleting, eg, a marathon • it is generally believed, but not scientifically proven, that playing sport while suffering from a mild viral illness may prolong the illness 1 - 2 days longer than it would have had the athlete rested • moderate viral illness, i.e., symptoms and mild fever, exercise requires greater cardiopulmonary effort <ul style="list-style-type: none"> ○ will be detrimental to performance ○ participation will almost certainly prolong the course of the illness • severe viral illness, i.e., symptoms affecting the entire body, significant symptoms and increased fever <ul style="list-style-type: none"> ○ participation will definitely increase the risk of prolonging the conditions as well as the risk of suffering complications such as <ul style="list-style-type: none"> ▪ pericarditis – viral infection of the lining of the heart ▪ abnormal heart rhythm which is a risk factor for sudden death ▪ chronic fatigue syndrome
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between client 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
Health care professional	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Infectious disease procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • such as the procedures outlined in the • National Health and Medical Research Council's <i>Infectious Diseases Policy</i>

Medical conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • asthma, in particular exercise induced asthma • known allergies, eg, bee stings • diabetes • chronic fatigue syndrome • epilepsy
Minor or short-term injuries or illnesses	<p>[all categories]</p> <ul style="list-style-type: none"> • cuts • abrasions • minor surface bruising • muscle soreness • colds
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • questioning and discussions before, during and after treatment sessions • observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
Ongoing injury management program	<p>[all categories]</p> <ul style="list-style-type: none"> • a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete • is designed to return the athlete to optimal function • should be developed in accord with the scope of the health care professional's current competencies
Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> • the client • coach/es • other health professionals • parents/guardians • other involved/appropriate personnel
Principles of client confidentiality	<p>[all categories]</p> <ul style="list-style-type: none"> • information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client • refer to best practice massage therapy principles
Refer/Referral	<p>[all categories]</p> <ul style="list-style-type: none"> • written request for assistance or contribution to treatment of a specific client by an appropriate health professional • recommendation of a client to another health professional for care/treatment

Specific viral illnesses	<p>[all categories]</p> <ul style="list-style-type: none"> • hepatitis A • hepatitis B • hepatitis C • human immuno-deficiency virus • glandular fever
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit i.e. on team bus
Symptoms and signs of simple gastrointestinal tract viruses	<p>[all categories]</p> <ul style="list-style-type: none"> • symptoms <ul style="list-style-type: none"> ○ athlete feels unwell ○ nausea ○ vomiting ○ diarrhoea ○ abdominal pain ○ feels bloated • signs <ul style="list-style-type: none"> ○ often remarkable little to find even in severe cases ○ abdominal tenderness ○ the athlete is often very pale and may develop the sunken eyes characteristic of dehydration
Symptoms and signs of simple upper respiratory tract viruses	<p>[all categories]</p> <ul style="list-style-type: none"> • predominantly colds and flu's • symptoms <ul style="list-style-type: none"> ○ unusually tired ○ sore throat ○ running nose ○ cough ○ mild shortness of breath ○ headache ○ muscle aches in back and chest ○ hot and cold sweats (rigors) • signs <ul style="list-style-type: none"> ○ fever (which may be up and down over hours) ○ flushed or pale complexion ○ looks unwell

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 implement strategies for dealing with medical conditions in a sport setting • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication ○ assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe ○ monitor and adjust ongoing injury management program in consultation with relevant health care professional/s ○ encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition ○ monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles
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"> ○ SRSSPT001A Implement injury prevention and apply basic sports first aid • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of basic principles of biomechanics as applied to a sport injury setting ○ Knowledge of basic anatomy and physiology as applied to a sport injury setting ○ Knowledge of Danger, Response, Airway, Breathing, Circulation regime or similar ○ Knowledge of Talk, Observe, Touch, Active movement, Passive movement, Skill test regime or similar ○ Knowledge of causes of delayed healing ○ Knowledge of management of injuries and illnesses ○ Knowledge of recording of injuries and treatment ○ Knowledge of current practices and procedures in emergency care • Required skills <ul style="list-style-type: none"> ○ Communicate effectively with athletes and others ○ Provide reports to paramedical personnel

	<ul style="list-style-type: none"> ○ Work with others in a team situation ○ Remain calm under pressure
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 sporting activity ○ simulated client injury incident ○ first aid 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 sports first aid 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 issues such as reliability and observation 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 training
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 with clients participating in simulated sports injury incidents. 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
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 strategies for managing chronic conditions • Communicating ideas and information - Encourage athletes to consult a healthcare professional, if necessary • Planning and organising activities - Create client interview form • Working with teams and others - Interact with athletes and other relevant stakeholders • Using mathematical ideas and techniques - Select appropriate testing techniques • Solving problems - Monitor and adjust ongoing injury management programs • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT009B	ASSIST WITH THE REHABILITATION OF INJURIES
SPT	Sports trainer

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

This unit covers the role and responsibility that the sports trainer can play in assisting health care professionals with the implementation of rehabilitation programs for injured athletes. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Assist health care professionals to conduct, monitor and adjust rehabilitation programs	1.1 Monitor the <i>athlete aims and priorities of rehabilitation</i> and adjust in consultation with relevant <i>health care professionals</i> 1.2 Provide feedback and discuss <i>athlete well-being</i> and changes in condition with relevant <i>health care professionals</i> regarding <i>rehabilitation program progress</i> 1.3 Inform other relevant stakeholders of developments, if appropriate, keeping in accord with the <i>principles of client confidentiality</i> 1.4 Maintain effective communication in the <i>sports trainer setting</i> with the <i>athlete</i> and other relevant stakeholders in accord with <i>best practice</i>
2 Apply the fundamental principles of psychology of injury	2.1 Recognise typical psychological responses to injuries and implement appropriate support structure to address them 2.2 Apply psychological skills and strategies to assist the athlete through the rehabilitation process
3 Introduce supplementary strategies to support the rehabilitation program	3.1 Develop supplementary strategies to support the rehabilitation program that prevent loss of general fitness and specific skills and implement in consultation with the <i>athlete</i> , relevant <i>health care professionals</i> and other relevant stakeholders 3.2 Provide the <i>athlete</i> and other relevant stakeholders with supplementary strategies to support the rehabilitation program based on <i>Frequency, Intensity, Time, Type principles</i> , the <i>Specific Adaptations to Imposed Demands regime</i> and the <i>performance parameters</i> of the activity 3.3 Provide assistance and instruction to enable the athlete to implement supplementary strategies to support the rehabilitation program 3.4 Provide relevant information, explanations and demonstrations to assist the athlete to complete exercises, activities, stretches and the like as part of their supplementary strategies to support the rehabilitation program 3.5 Observe the athlete to see that exercises, activities and/or stretches are conducted in accord with accepted <i>best practice</i> and to ensure the prevention of further injuries

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 aims and priorities	[all categories] <ul style="list-style-type: none"> • comfort/discomfort levels • quality of function • self-improvement • fitness targets • lifestyle adjustments • competition/performance targets
Athlete well-being	[all categories] <ul style="list-style-type: none"> • injury status • psychological status • emotional status • general self-esteem
Athlete	[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 the age of 10 years • can be <ul style="list-style-type: none"> ○ female or male ○ with or without a disability or special needs ○ with or without social disadvantage ○ from minority ethnic and cultural groups
Best practice	[all categories] <ul style="list-style-type: none"> • relevant national, state/territory or local sports trainer organisations' and/or associations' Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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
Changes in condition	[all categories] <ul style="list-style-type: none"> • improvement

	<ul style="list-style-type: none"> deterioration
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> verbal written visual tactile should be an information exchange between client 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
FITT Principle	<p>[all categories]</p> <ul style="list-style-type: none"> frequency intensity time type
Fundamental principles of biomechanics	<p>[all categories]</p> <ul style="list-style-type: none"> levers loads fulcrums moment arms muscle actions
Health care professionals	<p>[all categories]</p> <ul style="list-style-type: none"> medical practitioners physiotherapists chiropractors osteopaths paramedics massage therapists
Monitor	<p>[all categories]</p> <ul style="list-style-type: none"> questioning and discussions before, during and after treatment sessions observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
Other relevant stakeholders	<p>[all categories]</p> <ul style="list-style-type: none"> coach/es other health professionals parents/guardians other involved/appropriate personnel

Performance parameters	<p>[all categories]</p> <ul style="list-style-type: none"> • biomechanical of an activity to which the client wishes to return, i.e., sport specific movements • physiological components of an activity to which the client wishes to return • psychological components of an activity to which the client wishes to return, eg, sport specific movements • fitness, training, competition, general health and/or lifestyle targets • identification of predominant muscle groups required for participation in the sport or activity in which the client is involved • beneficial asymmetries • joint ranges for each sport
Principles of client confidentiality	<p>[all categories]</p> <ul style="list-style-type: none"> • information regarding client status and/or well-being should not be passed on to other individuals without the permission of the athlete • refer to best practice sports trainer principles
Psychological skills and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • building rapport with the injured athlete • provision of education about injury and recovery • establish and maintain effective communication • teach specific psychological coping skills such as <ul style="list-style-type: none"> ○ goal setting ○ self-talk and thought strategies ○ imagery ○ relaxation • prepare person to cope with setbacks • foster social support
Rehabilitation	<p>[all categories]</p> <ul style="list-style-type: none"> • aims to return the athlete to the previous level of fitness, skill and competition • usually occurs after serious or long term injuries • begins during the definitive care of an injury • continues through the prevention of further injuries • is based on the <i>Specific Adaptations to Imposed Demands</i> regime
Rehabilitation program/s	<p>[all categories]</p> <ul style="list-style-type: none"> • a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete • is designed to return the athlete to optimal function • usually of an agreed duration, dependent on the performance parameters • individualised to the athlete's requirements • should be developed in accord with the scope of the health care professional's current competencies • should refer the athlete to an appropriate alternative practitioner in relation

	to areas/aspects in which the health care professional is not currently competent
Rehabilitation program/s progress	<p>[all categories]</p> <ul style="list-style-type: none"> • typically follows the following pathway • intact joints and muscles <ul style="list-style-type: none"> ○ determined and achieved by a doctor through X-Ray, casting or surgery • pain free joints and muscles <ul style="list-style-type: none"> ○ achieved by a doctor or physiotherapist using casting, surgery, manual therapy or electrotherapy ○ a sports trainer may aid in this through the application of ice • joint flexibility (range of movement) <ul style="list-style-type: none"> ○ the athlete must regain the movement around the injured or associated joint, before beginning to build strength and endurance • muscular strength <ul style="list-style-type: none"> ○ the ability of a muscle to do heavy work • muscular endurance <ul style="list-style-type: none"> ○ the ability of a muscle to do prolonged, light work and repetitive exercise • muscular speed <ul style="list-style-type: none"> ○ the ability of a muscle to contract rapidly • muscular power <ul style="list-style-type: none"> ○ the ability of a muscle to contract rapidly against a heavy load • integrated and coordinated movements (skills tests) <ul style="list-style-type: none"> ○ these are specific to the sport, often involve team drills and skill drills • agility (speed and skill) <ul style="list-style-type: none"> ○ to be able to perform the skill at the speed require in the sport
SAID Regime	<p>[all categories]</p> <ul style="list-style-type: none"> • Specific Adaptations to Imposed Demands • refers to the following principles <ul style="list-style-type: none"> ○ the more you do something the easier it becomes, provided there is no pain ○ practice must be perfect and specific to the requirements of the athlete to achieve progress ○ as the skills become easier, progress onto a more difficult task, until it becomes easy, and then progress again
Sports trainer setting	<p>[all categories]</p> <ul style="list-style-type: none"> • on the playing field, court • change rooms • open or enclosed areas at sporting events • accommodation venues • in transit, i.e., on team bus

<p>Supplementary strategies to support the rehabilitation program</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • a doctor or a physiotherapist will generally determine and manage the rehabilitation program for athlete's with serious or long-term injuries • the sports trainer may assist by <ul style="list-style-type: none"> ○ helping maintain the athletes general fitness and skill level by designing activities that utilise the uninjured body parts without pain ○ implementing correct drills that reinforces relevant skill patterns in accord with the <i>Specific Adaptations to Imposed Demands regime</i> after the athlete has regained joint flexibility and strength in the area affected by the injury • when setting supplementary activities <ul style="list-style-type: none"> ○ find an activity that the athlete can do without pain such as <ul style="list-style-type: none"> ▪ exercise bike or swimming for knee or ankle injury ▪ jogging/running may be possible if there is a shoulder injury ○ maintain strength through weight training for all the uninjured body parts ○ the skills associated with the sport can still be practiced <ul style="list-style-type: none"> ▪ eg, a basketball player in a cast can still practice shooting from a stationary position ○ provide the athlete with various challenges rather than just observing team members ○ if relevant, practice skills using the preferred and non-preferred side of the body
<p>Typical psychological responses to injuries</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • typical grief responses such as <ul style="list-style-type: none"> ○ disbelief ○ denial ○ isolation ○ anger ○ bargaining ○ depression ○ acceptance • identify loss • fear and anxiety • lack of confidence • performance decrements

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 assist with the rehabilitation of injuries • Assessment of performance should be over a period of time covering all categories of sport training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication ○ apply the fundamental principles of psychology of injury ○ assist health care professional/s conduct rehabilitation program/s and adhere to the program/s they prescribe ○ monitor and adjust rehabilitation program/s in consultation with relevant health care professional/s ○ keep other relevant stakeholders informed of developments in accord with the principles of client confidentiality ○ develop and implement supplementary strategies to support an athlete's rehabilitation program to prevent loss of general fitness and specific skills in consultation with the athlete, relevant health care professionals and other relevant stakeholders ○ provide supplementary strategies to support an athlete's rehabilitation program based on Frequency, Intensity, Time, Type principles, the Specific Adaptations to Imposed Demands regime and the performance parameters of the activity ○ provide assistance and instruction to enable the athlete to implement supplementary strategies to support the rehabilitation program ○ observe the athlete to see that exercises, activities and/or stretches are conducted in accord with accepted best practice sports trainer principles and to ensure the prevention of further injuries
<p>Interdependent assessment of units</p>	<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"> ○ SRSSPT002A Operate in accord with the accepted roles and responsibilities of a sports trainer ○ SRSSPT004B Provide initial management of sports injuries ○ SRSSPT005B Conduct basic warm-up, stretching and cool-down programs ○ SRSSPT006B Assist with the ongoing management of sports injuries ○ SRSSPT007B Tape ankle, thumb and fingers • 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"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of advanced human anatomy and physiology, particularly the phases of tissue repair ○ Knowledge of fundamental psychology as applied to a sports injury setting ○ Knowledge of fundamentals of nutrition for the general well-being of clients ○ Knowledge of biomechanics as related to a sports injury setting ○ Knowledge of common musculoskeletal injuries in sport ○ Knowledge of Specific Adaptations to Imposed Demands regime or similar ○ Knowledge of principles on development of skills in sport, i.e., Specific Adaptations to Imposed Demands regime or similar ○ Knowledge of principles on development and maintenance of fitness for sport, i.e., Frequency, Intensity, Time, Type principles or similar ○ Knowledge of performance parameters of the sport/activity • Required skills <ul style="list-style-type: none"> ○ Communicate effectively with athletes and others ○ Adequate numeracy and literacy skills ○ Provide reports to paramedical personnel ○ Work with others in a team situation ○ Remain calm under pressure
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ clients participating in sporting activity ○ simulated sports injury incidents ○ taping equipment ○ resources and facilities in a sports trainer 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training

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 with clients participating in simulated sport injury incidents. 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
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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	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 chart rehabilitation program progress • Communicating ideas and information - Provide clear information, explanation and demonstration to assist athlete • Planning and organising activities - Develop and implement supplemental strategy to support athlete rehabilitation program • Working with teams and others - Assist healthcare professionals with management program and adhere to prescribed program • Using mathematical ideas and techniques - Extract appropriate data from injury report • Solving problems - Monitor and adjust rehabilitation program accordingly • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSPT010B	TAPE AND/OR BRACE ELBOW, ACHILLES AND AC JOINT
SPT	Sports trainer

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

This unit covers the application of taping and bracing techniques to the elbow/s, Achilles and/or AC joint/s to assist athletes in relation to ongoing injury prevention and post-injury support. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for taping	1.1 Identify contraindications and precautions for taping through observation and questioning and, where necessary, refer the client to appropriate health care professionals or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent 1.2 Ensure athletes are made aware of aims and objectives of the taping and/or bracing technique to be applied in a sports trainer setting 1.3 Select appropriate tape and associated products in accord for the taping and/or bracing technique to be applied in a sports trainer setting 1.4 Ensure athletes meet the requirement of shaving at least 12 hours before taping
2 Apply taping techniques	2.1 Apply tape and/or brace an athlete's elbow to prevent injury and/or provide post-injury support in accord with best practice and basic principles of biomechanics 2.2 Apply tape and/or brace an athlete's AC joint to prevent injury and/or provide post-injury support in accord with best practice and basic principles of biomechanics 2.3 Apply tape and/or brace an athlete's Achilles to prevent injury and/or provide post-injury support in accord with best practice and basic principles of biomechanics 2.4 Apply tape adherent where additional adherence is required 2.5 Apply barrier if an athlete is allergic to adherent
3 Remove tape	3.1 Remove tape in accord with the best practice
4 Implement self-care	4.1 Adopt self-care protocols in accord with the best practice
5 Position client	5.1 Demonstrate positioning for effective taping techniques with the athlete

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 tape and associated products	<p>[all categories]</p> <ul style="list-style-type: none"> • tape size <ul style="list-style-type: none"> ○ narrower tape is better for smaller joints such as fingers and thumbs ○ larger widths are best for taping ankles ○ size of the athlete will influence size of the tape • tape adhesiveness, i.e., must maintain adherence despite perspiration • tape with minimal skin irritants • tape removability, i.e., without damaging skin • rigid adhesive tape most common for injury prevention, it is <ul style="list-style-type: none"> ○ more effective than elastic tape for prevention of sprains of ankles, thumbs and/or fingers ○ is cheaper than elastic tape • elastic adhesive tape for <ul style="list-style-type: none"> ○ holding on dressings ○ covering tape/dressings on irregular shaped surfaces • Vaseline and gauze pads to <ul style="list-style-type: none"> ○ cover areas where the skin is loose and susceptible to cuts, eg, over the Achilles tendon • underwrap for <ul style="list-style-type: none"> ○ athlete with allergic reactions to adherent tape ○ to enhance the effectiveness of underwrapping the area must be shaved • cushioning foam for <ul style="list-style-type: none"> ○ holding on dressings ○ covering tape/dressings on irregular shaped surfaces • tape adherent, i.e., to ensure tape is effective, especially when the athlete sweats, or is likely to get wet • tape remover i.e. a spray on, or soaking solution, that allows tape to be removed easily
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 • 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

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	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant national, state/territory or local sports trainer organisations' and/or associations' Code of Ethics or Code of Conduct documents/policies, regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • 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
Contraindications and precautions for taping	<p>[all categories]</p> <ul style="list-style-type: none"> • any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition • tape should only be applied when the <ul style="list-style-type: none"> ○ skin is clean and dry with no dirt, oil or lotions ○ area is at normal body temperature • shaving should occur at least 12 hours prior to taping • elastic tape should not be used on joints to restrict range of movement because it will not limit abnormal range of motion at the joint unless it is applied so tightly that circulation could be impaired
Health care professional	<p>[all categories]</p> <ul style="list-style-type: none"> • medical practitioners • physiotherapists • chiropractors • osteopaths • paramedics • massage therapists
Refer/Referral	<p>[all categories]</p> <ul style="list-style-type: none"> • written request for assistance or contribution to treatment of a specific client by an appropriate health professional • recommendation of a client to another health professional for care/treatment

Sports trainer setting	[all categories] <ul style="list-style-type: none">• on the playing field, court• change rooms• open or enclosed areas at sporting events• accommodation venues• in transit, i.e., on team bus
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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 apply taping and/or bracing techniques to the elbow, Achilles and/or AC • Assessment of performance should be over a period of time covering all categories of sports training from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ identify contraindications and precautions for taping and/or bracing through observation and questioning and, where necessary, refer client to appropriate health care professionals or the relevant contact in the organisation's medical support team ○ prepare athletes for taping an/or bracing by making them aware of the aims and objectives of the taping technique to be applied ○ select appropriate tape and associated products in accord for the taping technique to be applied ○ effectively tape and/or brace an athlete's elbow ○ effectively tape and/or brace an athlete's Achilles ○ effectively tape and/or brace an athlete's AC joint ○ effectively apply underwrap, particularly if an athlete is allergic to adherent ○ remove tape effectively with minimum discomfort for the athlete ○ ergonomically apply taping and/or bracing techniques ○ position athlete for the effective application of taping and/or bracing techniques
<p>Interdependent assessment of units</p>	<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"> ○ SRSSPT002A Operate in accord with the accepted roles and responsibilities of a sports trainer ○ SRSSPT004B Provide initial management of sports injuries ○ SRSSPT005B Conduct basic warm-up, stretching and cool-down programs ○ SRSSPT006B Assist with the ongoing management of sports injuries ○ SRSSPT007B Tape ankle, thumb and fingers • 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"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals

Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of basic principles of biomechanics as applied to a sports injury setting ○ Knowledge of fundamental human anatomy and physiology to apply to a sports injury setting ○ Knowledge of principles of taping ○ Knowledge of principles of bracing ○ Knowledge of contraindications and precautions for taping • Required skills <ul style="list-style-type: none"> ○ Effectively apply and remove tape ○ Communicate verbally with athlete and others ○ Work with others in a team situation ○ Remain calm under pressure
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 sporting activity ○ Simulated client injury incident ○ First aid 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 sports first aid 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 issues such as reliability and observation this unit of competency must be assessed over Three (3) in order to ensure consistency of performance over the Range Statements and contexts applicable to sports training
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 with clients participating at a sporting event or with simulated injury incidents. 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	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 - Identify anatomy and common injuries with elbow, Achilles, and AC joint • Communicating ideas and information - Convey information, aims and objectives clearly to athlete • Planning and organising activities - Organise taping equipment • Working with teams and others - Write written referral to relevant healthcare professionals • Using mathematical ideas and techniques - Estimate and select appropriate tape products for taping techniques • Solving problems - Identify contraindications and precautions and refer athlete, if necessary • Using technology - Identify and utilise technical equipment, if applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SQUASH

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Contents

SRSSQU001A Teach or develop the fundamental skills of squash1

SRSSQU002A Teach and develop the basic tactics and strategies of squash9

**SRSSQU003A Interpret and apply the rules of squash at a club
or pennant level15**

**SRSSQU004A Use communication strategies to referee squash
at a club or pennant level.....21**

**SRSSQU005A Assist in managing the format and results
of squash competitions.....27**

SRSSQU006A Teach or develop the intermediate skills of squash35

**SRSSQU007A Teach and develop the intermediate tactics and strategies
of squash.....43**

**SRSSQU008A Interpret and apply the rules of squash at a regional
or state level.....49**

**SRSSQU009A Use communication strategies to referee squash
at a regional or state level.....55**

SRSSQU010A Manage the format and results of squash competitions61

SRSSQU011A Interpret and apply the rules of squash at an elite level.....67

**SRSSQU012A Use communication strategies to referee squash
at an elite level73**

SRSSQU013A Interpret and apply the rules of squash at a national level79

**SRSSQU014A Use communication strategies to referee squash
at a national level.....85**

SRSSQU001A	TEACH OR DEVELOP THE FUNDAMENTAL SKILLS OF SQUASH
SQU	Squash

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 fundamental skills of squash.

ELEMENT	PERFORMANCE CRITERIA
1 List and identify fundamental skills	1.1 Identify <i>fundamental skills</i> and their purpose and break into components to assist skill acquisition 1.2 Explain the concept of the development of a model technique 1.3 Identify efficient court movement 1.4 Identify the functions of the four components of a squash swing
2 Identify preferred teaching methods and coaching styles to develop the fundamental skills	2.1 Identify teaching methods and explain in the context of specific skills 2.2 Use feedback during coaching 2.3 Use appropriate demonstrations when coaching 2.4 Use a variety of questioning techniques in the coaching process 2.5 Demonstrate application of <i>skill analysis</i> techniques 2.6 Use a range of coaching or instructing styles in relation to different coaching situations 2.7 Use audio visual aids to assist in the learning process
3 Assess player/s readiness to acquire and perform the fundamental skills	3.1 Identify and document the skill/s to be developed, consider <i>conditions</i> and <i>external influences</i> 3.2 Identify and document factors which affect the acquisition of the <i>fundamental skills</i> of squash 3.3 Assess player/s readiness to acquire the <i>fundamental skills</i> being taught or developed
4 Conduct drills, activities and/or games to teach or develop the fundamental skills of squash	4.1 Select teaching methods and coaching styles to match the player/s objectives when learning <i>fundamental skills</i> 4.2 Plan drills to achieve optimum utilisation of facilities and <i>resources</i> 4.3 Determine a range of drills and routines to develop specific squash skills 4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for squash 4.5 Use <i>resources</i> and audio visual aids to supplement presentations 4.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 4.7 Observe participants to see that the drills, activities and/or games are conducted in accord with the policies, <i>rules and regulations and accepted best practice of squash</i> 4.8 Observe player/s skill execution and apply correction techniques according to the four main components of the squash swing, footwork and the basic elements of decision making 4.9 Observe with minimal disruption to the flow of the drill, activity or game 4.10 Implement and monitor a sequence of activities/drills to develop <i>fundamental skills</i> 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience 4.12 Communicate in a style appropriate to the participants

5 Review and adapt the teaching of a fundamental skill in response to feedback	5.1 Make relevant points of emphasis before, during and/or after coaching session 5.2 Implement modifications to the teaching method and coaching style in response to results of the <i>monitoring</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
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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 squash	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • relevant sections of <ul style="list-style-type: none"> ○ Squash Coaches Resource Manual ○ Squash Centre Operations Manual ○ Squash Australia Ltd policies, eg, anti doping policy ○ Australian Sport Commission Harassment-free Sport policy
Communicate in a style appropriate to the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • use of terminology such as preferred or non-preferred, instead of right and wrong when used in relation to squash technique
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • court conditions during wet/humid weather
Drills, activities and games to teach or develop the fundamental skills of squash	<p>[all categories]</p> <ul style="list-style-type: none"> • single drills • pair drills • group drills • restricted games
Fundamental skills of squash	<p>[all categories]</p> <ul style="list-style-type: none"> • the grip • the basic strokes <ul style="list-style-type: none"> ○ drive ○ boast ○ drop ○ lob ○ serve and return of serve • volleying is incorporated in all strokes • model squash swing <ul style="list-style-type: none"> ○ racquet preparation (backswing) ○ downswing ○ contact point (racquet/ball impact) ○ follow through • court movement technique incorporating <ul style="list-style-type: none"> ○ take off

	<ul style="list-style-type: none"> ○ movement of the ball ○ Movement whilst striking the ball ○ recovery to the T • displaying <ul style="list-style-type: none"> ○ speed ○ balance ○ coordination ○ judgement • decision making skills <ul style="list-style-type: none"> ○ anticipation and judging the path and bounce of the ball • tactical decision making
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • video self-analysis • coaching diaries • mentoring • peer assessment • player assessment
Organisation's Occupational Health and Safety requirements; safe and appropriate dress; and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • compulsory use of protective eye wear for juniors and double participants and recommended use for all other participants • procedures for court entry • use of appropriate footwear • racquet grip in good condition • adherence to squash rules relevant to safety
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • equipment • health and safety provisions • ancillary facilities • number of courts • coaching resources
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Rules of Squash

Skill analysis	[all categories] <ul style="list-style-type: none">• factors which affect technique include<ul style="list-style-type: none">○ angle of racquet face at impact○ changes of wrist position○ timing of swing○ body position relative to the ball○ level of power applied to stroke relative to court position○ front wall target and intended landing point of ball• use of video analysis• implement error detection and correction coaching techniques using the model of skill analysis procedure• factors which will affect technique include<ul style="list-style-type: none">○ the speed of the ball○ the court positioning○ the preferred shot
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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 and develop the fundamental skills of squash • 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 fundamental squash skills ○ implement skill analysis techniques ○ appropriately apply coaching/planning and organisational strategies to meet the clients needs ○ 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"> ○ SRSSQU002A Teach and develop the basic tactics and strategies of squash • 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 squash in order to teach or develop learners at this level ○ Knowledge of drills, activities and games to teach the fundamental skills of squash ○ Knowledge of the rules and regulations of squash in order to effectively teach or develop the skills of the game ○ Knowledge of the relevant modified rules and regulations of squash ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide demonstrations and feeding appropriate to the fundamental level i.e. self, other athletes as models, videos ○ The ability to convey instruction in an enthusiastic manner

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing at an appropriate 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 squash 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 <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 three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching squash
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 in a squash facility with participants at the basic or fundamental 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 • The 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	1	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 - Identify key fundamental squash skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan coaching sessions • Working with teams and others - Create conducive environment for peer and player feedback • Using mathematical ideas and techniques - Not applicable • Solving problems - Implement error detection and stroke correction • Using technology - Use video analysis equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU002A	TEACH AND DEVELOP THE BASIC TACTICS AND STRATEGIES OF SQUASH
SQU	Squash

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 basic tactics and strategies of squash.

ELEMENT	PERFORMANCE CRITERIA
1 Assess players readiness to implement basic tactics and strategies	1.1 Identify and document activities and games to teach the basic tactics and strategies to be developed 1.2 Assess players readiness with regard to acquiring the basic tactics and strategies being taught or developed 1.3 Identify and document factors which affect the acquisition of the basic tactics and strategies of squash
2 Develop rally and game strategies	2.1 Use appropriate resources and methods to develop player/s basic rally and game strategies in accordance with accepted best practice in squash 2.2 Use relevant information, discussions and demonstrations to conduct activities and/or games
3 Pre-match analysis and preparation	3.1 Analyse strengths and weaknesses of the player's technique, skill level, physical and psychological abilities and develop game plans accordingly 3.2 Analyse strengths and weaknesses of opponent and where appropriate incorporate into game plan within the rules and regulations of squash
4 In-match analysis and decision making	4.1 Adopt psychological approaches commonly used at basic levels within squash to enhance performance 4.2 Analyse strengths and weaknesses of player and opponent in relation to in-match strategies and use to change or adapt pre-match strategies where necessary 4.3 Use breaks in between games to communicate with the player new or changed strategies and/or to reinforce important points
5 Post-match analysis and follow-up	5.1 Undertake post match evaluation to determine strengths and weaknesses and to help determine future action

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 squash	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • relevant sections of <ul style="list-style-type: none"> ○ Squash Coaches Resource Manual ○ Squash Centre Operations Manual ○ Squash Australia Inc, eg, anti doping policy ○ Australian Sports Commission Harassment-free Sport policy
Activities and games to teach or develop the basic tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • routines and drills • restricted games • group discussion
Players readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • social • psychological, and/or • emotional • basic perceptual - motor skills
Rally and game strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • applying the ten fundamentals strategies of squash to a rally and game • developing basic tactical decision making skills • deception • adapting strategies to strengths and weaknesses • shot selection and placement • anticipation
Relevant information, discussions and demonstrations to conduct activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • keeping verbal instructions to a minimum • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback • selecting methods of teaching/learning to suit participants' readiness and available equipment • monitoring and adjusting instruction in accord with participants' responses during and/or between sessions

Resources	[all categories] <ul style="list-style-type: none">• equipment health and safety provisions• ancillary facilities• number of courts• technical aids including computers and videos
Rules and regulations	[all categories] <ul style="list-style-type: none">• International Rules of Squash (singles and doubles)

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 drills, activities and games to teach and develop the basic tactics and strategies of squash in a competitive situation • 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/s and recognise when and how intervention should take place to improve individual tactics and strategies ○ observe a player/s and recognise when and how intervention should take place to improve individual tactics and strategies ○ select an appropriate learning environment for tactical development
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"> ○ SRSSQU001A Teach or develop the fundamental skills of squash • 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 basic tactics and strategies of squash in order to teach or develop at a higher level ○ Knowledge of activities and games to teach the basic tactics and strategies of squash ○ Basic knowledge of the development of perceptual - motor skills ○ Knowledge of the rules and regulations of squash in order to teach or develop tactics and strategies of the game • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash to optimise game and rally plans, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide demonstrations, i.e., self, other athletes as models, videos ○ Ability to determine the effectiveness of game and rally strategies ○ Ability to communicate effectively between games

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing in squash at an appropriate 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 squash 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 <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 three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching squash
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 in a squash facility with participants playing squash at the competitive 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 • The 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	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 key basic skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan training sessions • Working with teams and others - Create conducive environment for peer and player feedback • Using mathematical ideas and techniques - Not applicable • Solving problems - Implement error detection and correction • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU003A	INTERPRET AND APPLY THE RULES OF SQUASH AT A CLUB OR PENNANT LEVEL
SQU	Squash

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 to manage a squash match and associated activities at a club or pennant level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a match	1.1 Assess participant status and condition as suitable for a match 1.2 Judge facilities, resources and equipment to be in accordance with requirements for the match 1.3 Assess participants' clothing to ensure it is in accordance with competition rules 1.4 Assess safety, external influences and other risks and confirm as within acceptable levels prior to commencement of the match 1.5 Act appropriately based on an assessment of the conditions of the given situation
2 Observe a match and identify information on which to base decisions	2.1 Identify refereeing position 2.2 Observe participants to see that the match is conducted in accordance with the rules and regulations of squash at the club or pennant level or other appropriate rules 2.3 Observe the performance of players and other officials so the match is played with minimal disruption 2.4 Identify and note breaches of rules and regulations 2.5 Score the match in accordance with the rules of squash or appropriate modified rules
3 Interpret and apply rules and regulations in accord with the objectives	3.1 Use relevant information to make decisions 3.2 Interpret the rules or regulations for the given situation consistently with national guidelines for squash at the club or pennant level 3.3 Make accurate and consistent decisions based on fairness and participant safety
4 Communicate decisions and manage the outcomes of decision making while refereeing and marking	4.1 Decisions are communicated in accordance with the rules and regulations of squash 4.2 Reactions of participants are managed in accordance with the rules and regulations of squash
5 Keep accurate scores for the match	5.1 Record match scores accurately on scoresheets in accordance with the rules and regulations of squash 5.2 Monitor serving sequence to ensure fairness and accuracy
6 Communicate the reasons for decisions and appropriate strategies for fixing problem behaviour	6.1 Advise participants of the reasons for decisions 6.2 Give appropriate advice to prevent the repetition of inappropriate behaviour or poor court awareness

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
Club or pennant level	[all categories] <ul style="list-style-type: none"> • adult participants up to club or pennant experience in squash • junior participants of all ages at club or pennant level
External influences	[all categories] <ul style="list-style-type: none"> • environmental conditions • facility conditions • other facility users • spectators • attendance of parents
Given situation	[all categories] <ul style="list-style-type: none"> • interference • interaction with participants • code of conduct • participants experience • participants age • position of referee
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • penalties - stroke • scoring • competitive positioning - opponent is allowed clear path to the ball • backswing racquet/ball contact and follow through • serving position • safety to player • time wasting • frivolous calls • injury/blood rule • participant reactions - code of conduct • other officials - marker, coordinator, coach • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally

National guidelines	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • appropriate level of explanation • appropriate level of education
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • coordinators • organisers • coaches
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment <ul style="list-style-type: none"> ○ scoresheets ○ stopwatch ○ ball • indoor facilities • personal equipment
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • rules and regulations that are paramount to referee junior and beginner participants in squash including • point a rally (PARS) and International scoring • basic squash safety • modified squash and swot rules • doubles and singles

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 squash in order to interpret and apply them while refereeing a game of squash at a club or pennant 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 match ○ observe a match and recognise when breaches of rules and regulations occur ○ make a correct decision during a match ○ make accurate judgements ○ communicate that decision to the participants, other officials, coaches and spectators ○ manage a match to maintain the spirit of the game of squash ○ position to effectively see the situation at hand ○ communicate decisions at the appropriate 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"> ○ SRSSQU004A Use communication strategies to referee squash at a club or pennant level ○ SRSSQU005A Assist in managing the format and results of squash competitions • 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 rules and regulations of squash in order to officiate effectively at junior or beginner level ○ Knowledge of the relevant modified rules and regulations of squash as they apply to junior or beginner squash ○ Knowledge of relevant equipment and safety requirements for squash and squash officials legal responsibilities • Required skills <ul style="list-style-type: none"> ○ Communications skills (written and verbal) in order to effectively convey officiating decisions to participants ○ Observation skills in order to effectively officiate squash at a junior or beginner level by observing action in the match and making appropriate decisions ○ Judgement skills in order to make fair officiating decisions based good sportsmanship

	<ul style="list-style-type: none"> ○ Reporting skills in order to accurately record and report officiating decisions
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing at an appropriate 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 squash at the club or pennant 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 issues such as judgement and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash
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 in a squash facility with participants at a club or pennant 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 ● The 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 and interpret rules and regulations • Communicating ideas and information - Convey information using appropriate verbal and written communication • Planning and organising activities - Not applicable • 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 situations • Using technology - Use technical equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU004A	USE COMMUNICATION STRATEGIES TO REFEREE SQUASH AT A CLUB OR PENNANT LEVEL
SQU	Squash

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 to manage a squash match and associated activities at a club or pennant level and provide guidance for appropriate behaviour.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Consider <i>external influences</i> and factors of the <i>given situation</i> and provide <i>information</i> verbally to explain decisions to participants and <i>other officials</i> 1.2 Communicate instructions and explanations to participants, spectators, parents and officials 1.3 Provide guidelines to <i>club or pennant</i> players on appropriate behaviour for participants and/or referees/markers 1.4 Demonstrate effective use of voice 1.5 Communicate with participants and <i>other officials</i> within the <i>rules and regulations</i> of the game and in a friendly and professional manner
2 Use auditory and other devices	2.1 Use public address <i>equipment</i> and <i>resources</i> to convey decisions and scores 2.2 Use other technology as required
3 Make effective use of body language	3.1 Use an open body stance and posture when interacting with others 3.2 Maintain eye contact when communicating with others

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 and other devices	[all categories] <ul style="list-style-type: none"> • public address equipment • scoring systems • monitoring equipment
Club or pennant level	[all categories] <ul style="list-style-type: none"> • adult participants up to club or pennants experience in squash • junior participants of all ages playing club or pennants • participants may have special needs, eg, gender, disability
Equipment	[all categories] <ul style="list-style-type: none"> • scoresheets and marking equipment • results recording sheets • public address system
External influences	[all categories] <ul style="list-style-type: none"> • environmental • weather conditions • other facility users • spectators • media • family members
Given situation	[all categories] <ul style="list-style-type: none"> • interference • code of conduct • interaction with participants/spectators • participants experience • instruction and guidance for markers/referees

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • scoring • participant reactions • appropriate behaviour • other officials • player experience • type of program • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • others officiating at the same game/event • sports administrators • coaches • sport medicine personnel • squash centre operators
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • indoor facilities
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the <i>Rules of Singles (and doubles) Squash</i> • <i>Squash Rules - a guide to their understanding</i> • competition manual • modified squash or swot rules • junior competition guidelines

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 communication strategies used to referee squash at a club or pennant 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 participants, other officials and others in an effective manner ○ use auditory devices ○ convey a confident and friendly manner through body and posture ○ accurately complete a range of scoresheets
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"> ○ SRSSQU003A Interpret and apply the rules of squash at a club or pennant level ○ SRSSQU005A Assist in managing the format and results of squash competitions • 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 rules and regulations of squash as they apply at the junior or beginner level ○ Communication styles in order to effectively communicate with a range of people • Required skills <ul style="list-style-type: none"> ○ Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game ○ Assertiveness skills in order to ensure officiating decisions are accepted

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing at a club or pennant 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 officiating squash at the club or pennant 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 issues such as judgement and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash
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 in a squash facility with participants at a club or pennant 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 • The 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	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 - Identify and interpret key intermediate rules and regulations • Communicating ideas and information - Communicate clear and verbal directions • Planning and organising activities - Prepare and plan for referee duties • Working with teams and others - Interact with players and officials • Using mathematical ideas and techniques - Not applicable • Solving problems - Clarify decisions to players • Using technology - Use electronic scorekeeping equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU005A	ASSIST IN MANAGING THE FORMAT AND RESULTS OF SQUASH COMPETITIONS
SQU	Squash

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

This unit covers the knowledge and skills required to assist in the successful management of a range of squash competitions and report results.

ELEMENT	PERFORMANCE CRITERIA
1 Establish criteria for participation	1.1 Consider <i>external influences</i> , the <i>given situation</i> and relevant <i>information</i> to determine the eligibility of participants using established criteria and <i>rules and regulations</i> of the <i>organising body</i>
2 Plan and implement the format	2.1 Use preselected <i>competition formats</i> and <i>resources</i> 2.2 Select a competition format that meets the objectives of the competition and the requirements, <i>rules and regulations</i> of the <i>organising body</i> 2.3 Assist in preparing a draw and distributing it to <i>all participants</i> 2.4 Establish a process for <i>modifying</i> the draw and distribute to <i>all participants</i> 2.5 Assist in <i>modifying</i> and implementing the draw as documented
3 Record and process the results	3.1 Obtain results and deliver to competition manager or <i>other officials</i> that are appropriate 3.2 Assist in processing results using relevant <i>equipment</i> 3.3 Communicate results to all individuals as directed using the <i>necessary equipment</i> 3.4 Assist in advising press and media match schedules and results and preparing short press releases

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 participants	<p>[all categories]</p> <ul style="list-style-type: none"> • participants • coaches • officials • media • organising body • sponsors
Competition formats	<p>[all categories]</p> <ul style="list-style-type: none"> • knockout • seedings • round robin • handicapping • round to round progressions • semi-finals to finals • points
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ public address system • personal equipment • computers and software • equipment for visual aids <ul style="list-style-type: none"> ○ blackboards ○ peg boards ○ notice boards
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • media and sponsors
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • player responsibilities relating to the draw • smooth running of the competition • order of play • interaction with participants

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • rankings • regulations • player numbers • entry condition • registration rule • participant reactions • other officials • National or State Body • sponsors • travel and accommodation • communication network • is imparted • in writing <ul style="list-style-type: none"> ○ verbally ○ through task/project activity
Modifying	<p>[all categories]</p> <ul style="list-style-type: none"> • late withdrawals and entries • cancellations • postponements • venue changes • change in conditions
Necessary equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • draw sheets • scoresheets • computer technology and software • microphones
Organising body	<p>[all categories]</p> <ul style="list-style-type: none"> • Squash Australia Limited and its members and affiliates • local competition organisers
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • tournament referee • referees and markers • recorder of results • sports administrators • coaches • sport medicine personnel
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the draft Tournament Manual • regulations of Squash Australia Ltd and its members

Resources	[all categories] <ul style="list-style-type: none">• human/physical• equipment• materials• health and safety provisions• indoor facilities• grants and sponsorship
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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 assisting in the management of the format and results of squash competitions • Assessment of performance should be over a period of time covering all categories of management from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ carry out instructions effectively ○ communicate information to participants and officials ○ process information related to the competition ○ use sound systems and computers ○ convey a confident and friendly manner through communication
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"> ○ SRSSQU003A Interpret and apply the rules of squash at a club or pennant level ○ SRSSQU004A Use communication strategies to referee squash at a club or pennant 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 rules and regulations of Squash Australia Ltd and its members, local by laws ○ Current International rules of squash in order to officiate effectively ○ Procedures for local squash competitions in order to manage the competition effectively and efficiently • Required skills <ul style="list-style-type: none"> ○ Coordination skills in order to ensure the competition is managed effectively and efficiently and all relevant persons are aware of roles and responsibilities ○ Communication skills in order to ensure all relevant persons are fully informed of competition arrangements

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ a squash competition ○ equipment ○ participants competing at an appropriate 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 squash administration or similar ○ 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 competition scheduling this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to managing a squash competition
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 in a squash facility with participants at a competitive 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 • The 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 - Collect information and 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 participants and support personnel • Planning and organising activities - Manage a variety of competition responsibilities • Working with teams and others - Cooperate with those involved in the competition organisation • Using mathematical ideas and techniques - Not applicable • Solving problems - Not applicable • Using technology - Make subsequent alterations to handicaps <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU006A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF SQUASH
SQU	Squash

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 squash.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse intermediate skills	1.1 Explain basic biomechanical principles in the context of squash skills 1.2 Identify intermediate skills and their purpose and break into learning components for skill acquisition 1.3 Identify and document the concept of the development of an individualised technique 1.4 Identify and document the four different components of footwork 1.5 Identify and document the functions of the four components of a squash swing
2 Identify preferred teaching methods and coaching styles to develop the intermediate skills	2.1 Identify teaching methods and explain in the context of specific skills and accepted best practice in squash 2.2 Use feedback during coaching to assist player 2.3 Use appropriate demonstrations when coaching 2.4 Use of a range of questioning techniques in the coaching process 2.5 Implement application of skill analysis techniques 2.6 Use a range of coaching or instructing styles in relation to different coaching situations, conditions and external influences
3 Assess players readiness to acquire and perform the intermediate skills	3.1 Through skill analysis identify the intermediate skills to be developed 3.2 Identify factors which affect the acquisition of skills and describe in relation to skill acquisition for squash players 3.3 Assess readiness of player/s regarding to acquire the intermediate 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 intermediate skills	4.1 Select teaching methods and coaching styles to match the player/s objectives when learning intermediate skills 4.2 Plan drills to achieve optimum utilisation of facilities and resources 4.3 Determine the range of drills and routines to develop specific squash skills 4.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for squash 4.5 Use audio visual aids to supplement presentations 4.6 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 4.7 Observe participants to see that the drills, activities and/or games are conducted in accord with the policies, rules and regulations and accepted best practice of squash 4.8 Observe player/s skill execution and apply correction techniques according to the four main components of the squash swing, footwork and the basic elements of decision making 4.9 Observe the flow of the drill, activity or game with minimal disruption 4.10 Monitor the skill being taught and the teaching method and coaching style used during instruction and assess effectiveness

	<p>4.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p> <p>4.12 <i>Communicate in a style appropriate to the participants</i></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 session</p> <p>5.2 Implement modifications to the teaching method and coaching style in response to results of the 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 in squash	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • relevant sections of <ul style="list-style-type: none"> ○ Squash Coaches Resource Manual ○ Squash Centre Operations Manual ○ Squash Australia Limited policies, eg, anti-doping policy ○ Australian Sports Commission Harassment-free Sport policy
Communicate in a style appropriate to the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • use of terminology such as preferred or non-preferred instead of right and wrong when used in relation to squash technique
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • court conditions during wet/humid weather
Drills, activities and/or games to teach or develop the intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • single drills • pair drills • group drills • closed drills - patterns • open drills • tactical drills
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • basic strokes <ul style="list-style-type: none"> ○ drive ○ boast ○ drop ○ lob ○ serve and return of serve • volleying is incorporated in all strokes • squash swing <ul style="list-style-type: none"> ○ racquet preparation (backswing) ○ downswing ○ contact point (racquet/ball impact) ○ follow through

	<ul style="list-style-type: none"> • court movement technique <ul style="list-style-type: none"> ○ taking off to intercept the ball ○ running/moving towards the ball and just before striking ○ striking the ball ○ recovery to the tee • decision making skills <ul style="list-style-type: none"> ○ anticipation and judging the bounce of the ball ○ tactical decision making ○ selection of swing technique and body movement
Monitor	<p>[all categories]</p> <ul style="list-style-type: none"> • video self-analysis • coaching diaries • mentoring • peer assessment • player assessment
Organisation's Occupational Health and Safety requirements; safe and appropriate dress; and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • compulsory use of protective eye wear for juniors and double participants and recommended use for all other participants • procedures for court entry • use of appropriate footwear • racquet grip in good condition • Relative position of opponent relative to striker
Skill analysis	<p>[all categories]</p> <ul style="list-style-type: none"> • angle of racquet face at impact • changes of wrist position • timing of swing • body position relative to the ball • level of power applied to stroke relative to court position • front wall target and intended landing point of ball • use of video analysis • implement error detection and correction coaching techniques using 'Model of skill analysis procedure'
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • equipment • health and safety provisions • ancillary facilities • number of courts
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the 'International Rules of Squash'

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 and develop the intermediate skills of squash • 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 the intermediate squash skills ○ implement skill analysis techniques ○ appropriately apply coaching/planning and organisational strategies to meet the clients needs ○ 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"> ○ SRSSQU007A Teach and develop the intermediate tactics and strategies of squash • 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 fundamental skills of squash in order to teach or develop learners at this level ○ Knowledge of drills, activities and games to teach the fundamental skills of squash ○ Knowledge of the rules and regulations of squash in order to effectively teach or develop the skills of the game ○ Knowledge of the relevant modified rules and regulations of squash ○ Knowledge of relevant equipment and safety requirements

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide demonstrations and feeding appropriate to the fundamental level i.e. self, other athletes as models, videos ○ The ability to convey instruction in an enthusiastic manner
Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing at an appropriate 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 squash 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 issues such as coaching effectiveness this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching squash
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 in a squash facility with participants at the intermediate 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 • The 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	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 - Identify key intermediate skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Plan training sessions • Working with teams and others - Create conducive environment for peer and player feedback • Using mathematical ideas and techniques - Not applicable • Solving problems - Implement error detection and correction • Using technology - Use video analysis equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU007A	TEACH AND DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF SQUASH
SQU	Squash

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 and develop the intermediate tactics and strategies of squash.

ELEMENT	PERFORMANCE CRITERIA
1 Assess players readiness to implement intermediate tactics and strategies of squash	1.1 Identify and document the intermediate tactics and strategies to be developed 1.2 Assess <i>players readiness</i> with regard to acquiring the intermediate tactics and strategies being taught or developed 1.3 Identify and document factors and <i>resources</i> which affect the acquisition of the intermediate tactics and strategies of squash 1.4 Observe participants to see that tactics and strategies are conducted in accordance with <i>rules and regulations</i> and <i>accepted best practice of squash</i>
2 Develop rally strategies	2.1 Use appropriate methods to develop player/s intermediate <i>rally strategies</i> 2.2 Use <i>activities and games to teach or develop the intermediate tactics and strategies</i>
3 Develop game plan strategies	3.1 Use appropriate methods to develop player/s intermediate <i>game plan strategies</i> 3.2 Use <i>activities and games to teach or develop the intermediate tactics and strategies</i>
4 Pre-match analysis and preparation	4.1 Prepare player/s in accord with psychological approaches commonly used at intermediate levels within squash 4.2 Analyse strengths and weaknesses of the player's technique, skill level, physical and psychological abilities and develop game plans accordingly 4.3 Analyse strengths and weaknesses of opponent and where appropriate incorporate into game plan
5 In-match analysis and decision making	5.1 Adopt psychological approaches commonly used at Intermediate levels within squash to enhance performance 5.2 Analyse strengths and weaknesses of player and opponent in relation to in match strategies and use to change or adapt pre match strategies where necessary 5.3 Keep statistics and use to adapt or change strategies where necessary 5.4 Use breaks in between games to communicate with the player new or changed strategies and/or to reinforce important points 5.5 Use <i>relevant information, discussions and demonstrations to conduct activities and/or games</i>
6 Post-match analysis and follow-up	6.1 Adopt psychological approaches commonly used at Intermediate levels within squash to debrief participants 6.2 Undertake post match evaluation to determine strengths and weaknesses and to help determine future action 6.3 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 squash	<p>[all categories]</p> <ul style="list-style-type: none"> • the Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia • relevant sections of <ul style="list-style-type: none"> ○ Squash Coaches Resource Manual ○ Squash Centre Operations Manual ○ Squash Australia Ltd policies, eg, anti doping policy ○ Australian Sports Commission Harassment-free Sport policy
Activities and games to teach or develop the intermediate tactics and strategies of squash	<p>[all categories]</p> <ul style="list-style-type: none"> • tactical drills • restricted games
Game plan strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • plan A and plan B • use strengths and weaknesses to determine game plans • use of cues to stick to game plan
Players readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • social • psychological • emotional
Rally strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • scoring systems as a determinant in adopting appropriate strategies • applying the ten fundamentals of squash to intermediate rally strategies • deception in the follow ways <ul style="list-style-type: none"> ○ delay ○ adaptation of technique ○ decision making ○ patterns of play ○ body position • adapting strategies to strengths and weaknesses • shot selection and placement • anticipation • opportunities

Relevant information, discussions and demonstrations to conduct activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • keeping verbal instructions to a minimum • placing an emphasis on practical involvement • providing feedback on an individualised basis • providing group feedback • selecting methods of teaching/learning to suit participants readiness and available equipment • monitoring and adjusting instruction in accord with participants responses during and/or between sessions
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • equipment • health and safety provisions • ancillary facilities • number of courts • technical aids including computers and videos
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • International Rules of Squash

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 and develop the intermediate tactics and strategies of squash • 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/s and recognise when and how intervention should take place to improve individual tactics and strategies ○ select an appropriate learning environment for tactical development
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"> ○ SRSSQU006A Teach or develop the intermediate skills of squash • 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 fundamental skills of squash in order to teach or develop at the higher level ○ Knowledge of drills, activities and games to teach the Intermediate skills of squash ○ Knowledge of the rules and regulations of squash in order to teach or develop the skills ○ Knowledge of the relevant modified rules and regulations of squash ○ Knowledge of relevant equipment and safety requirements

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash to optimise game and rally plans, eg, movement, voice, use of technical aids, judgement, reporting ○ Ability to provide demonstrations, i.e., self, other athletes as models, videos ○ Ability to determine the effectiveness of game and rally strategies ○ Ability to communicate effectively between games
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"> ○ squash facility ○ equipment ○ participants 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 officiating squash 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 <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as judgement and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to coaching squash
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a squash game with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a squash 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
1	1	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 key intermediate tactics and strategies • Communicating ideas and information - Explain tactics and strategies clearly • Planning and organising activities - Plan and prepare player for competition • Working with teams and others - Create conducive environment for group feedback • Using mathematical ideas and techniques - Not applicable • Solving problems - Perform assessment of participants and opponents • Using technology - Use video analysis equipment clearly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU008A	INTERPRET AND APPLY THE RULES OF SQUASH AT A REGIONAL OR STATE LEVEL
SQU	Squash

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 to referee a squash match at an intermediate or regional or state level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a match	1.1 Assess the suitability of the participants, court condition, external influences and the given situation for a match 1.2 Assess the environment, facilities, equipment and resources to ensure they are in accordance with regulations for the conduct of a squash match 1.3 Ensure clothing is in accordance with competition rules and regulations 1.4 Assess safety and other risks prior to the commencement of the match to ensure they are within acceptable levels 1.5 Act appropriately based on an assessment of the conditions
2 Observe a match and identify information on which to base decisions	2.1 Select the most appropriate position for refereeing a match 2.2 Observe the participants and other officials to ensure the match is conducted in accordance with the rules and regulations of squash 2.3 Observe with a minimal disruption to the performance of the match 2.4 Recognise breaches of rules and regulations and select appropriate action
3 Interpret and apply rules and regulations in accord with the spirit of the game of squash	3.1 Select relevant information to make decisions 3.2 Interpret the rules and regulations for the given situation consistently in accordance with the national positions, guidelines or policies for refereeing/marketing squash 3.3 Make accurate and consistent decisions based on fairness and participant safety
4 Communicate decisions and manage the outcomes of decision making while refereeing or marking a squash match	4.1 Communicate decisions in accordance with the prescribed procedures for squash 4.2 Manage participants' reactions in accordance with the rules and regulations of squash at the regional or state level

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	[all categories] <ul style="list-style-type: none"> • environmental conditions • court conditions • other facility users • spectators
Given situation	[all categories] <ul style="list-style-type: none"> • interference • interaction with participants - verbal • code of conduct • position of referee/marker • player contact
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations of squash • penalties - stroke • scoring systems • competitive positioning - opponent is allowed clear path to the ball • backswing racquet/ball contact and follow through • serving position • safety to player • time wasting • frivolous calls • injury/blood rule • participant reactions - code of conduct • other officials <ul style="list-style-type: none"> ○ marker ○ tournament referee ○ tournament director • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally

Regional or state level	<p>[all categories]</p> <ul style="list-style-type: none"> • intermediate level players • participants up to senior regional level of refereeing experience in squash • up to senior regional level participants • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability ○ medical condition
National positions, guidelines or policies	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • creating a flowing game
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • sports administrators • coaches • first aid personnel • marker/referee
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • referee/marker • equipment <ul style="list-style-type: none"> ○ scoresheets ○ stopwatch ○ ball • lined court • personal equipment
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Rules of Squash • regulations of Squash Australia Limited and its members • current edition of the draft Tournament Manual

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 referee squash at a regional or state level • Assessment of performance should be over a period of time covering all categories of refereeing squash 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 match and recognise when breaches of rules and regulations occur ○ make a correct decision during a match ○ make accurate judgements ○ communicate that decision to the participants, other officials, coaches and spectators ○ manage a match to maintain the spirit of the game of squash ○ position to effectively see the situation at hand
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"> ○ SRSSQU009A Use communication strategies to referee squash at a regional or state level ○ SRSSQU010A Manage the format and results of squash competitions • 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 squash at intermediate level in order to officiate ○ Knowledge of the referee/markers legal responsibilities in order to ensure game is conducted appropriately ○ Knowledge of risk management relevant to refereeing a game of squash ○ Knowledge of values, ethics and spirit of the game in order to make effective decisions • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash in an officiating capacity ○ Communication skills in order to ensure information relating to the games received and understood correctly ○ Observation skills in order to officiate effectively and fairly ○ Reporting skills in order to record and report scores correctly

	<ul style="list-style-type: none"> ○ Conflict resolution skills in order to effectively deal with any situation as it arises
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"> ○ squash facility ○ equipment ○ participants competing at a regional or 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 refereeing squash at the regional or state 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 issues such as coaching effectiveness this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to officiating squash
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a squash game with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a squash facility with regional or 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
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 intermediate rules and regulations • Communicating ideas and information - Convey information using appropriate verbal and written communication • 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 situations • Using technology - Use technical equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU009A	USE COMMUNICATION STRATEGIES TO REFEREE SQUASH AT A REGIONAL OR STATE LEVEL
SQU	Squash

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 to manage a squash match at an intermediate or regional or state level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Consider <i>external influences</i> and the <i>given situation</i> and provide <i>information</i> verbally to explain decisions to participants and <i>other officials</i> 1.2 Demonstrate effective use of voice 1.3 Interact with participants and <i>other officials</i> in accordance with <i>rules and regulations</i> and in a friendly and professional manner 1.4 Provide guidelines to <i>regional or state level</i> players on appropriate behaviour for participants and/or referees/markers
2 Use auditory devices	2.1 Use the public address <i>equipment</i> and <i>resources</i> to convey decisions and scores
3 Make effective use of body language	3.1 Use an open body stance and posture when interacting with others 3.2 Make eye contact when communicating with others

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"> • public address equipment • other new technologies
Equipment	[all categories] <ul style="list-style-type: none"> • scoresheets • markers • public address equipment • electronic score boards
External influences	[all categories] <ul style="list-style-type: none"> • environmental • weather conditions • other facility users • spectators • media
Given situation	[all categories] <ul style="list-style-type: none"> • infringement • interaction with participants • positioning
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • scoring • competitive positioning • participant reactions • other officials • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
Regional or state level	[all categories] <ul style="list-style-type: none"> • intermediate level players • participants with regional or state level experience in squash • up to senior regional participants

Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • others officiating at the same game/event • timekeepers • sports administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • indoor facilities • sponsorship
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the 'International Rules of Singles (and doubles) ' • Squash Competition Manual

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 referee squash at a regional or state 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 participants and other officials in an effective manner ○ use auditory devices ○ convey a confident and friendly manner through body and posture ○ accurately complete a range of scoresheets
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"> ○ SRSSQU008A Interpret and apply the rules of squash at a regional or state level ○ SRSSQU010A Manage the format and results of squash competitions • 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 rules and regulations of squash in order to officiate effectively ○ Knowledge of communication styles in order to effectively communicate with a range of people • Required skills <ul style="list-style-type: none"> ○ Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game ○ Assertiveness skills in order to ensure officiating decisions are accepted

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ squash facility ○ equipment ○ participants 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 squash 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 <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as judgement and observation this unit of competency must be assessed over three(3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a squash game with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a squash 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	1	-	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 interpret key intermediate rules and regulations • Communicating ideas and information - Communicate clear and verbal directions • Planning and organising activities - Not applicable • Working with teams and others - Interact with players and officials • Using mathematical ideas and techniques - Complete scoresheets accurately • Solving problems - Clarify decisions to players • Using technology - Use electronic scorekeeping equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU010A	MANAGE THE FORMAT AND RESULTS OF SQUASH COMPETITIONS
SQU	Squash

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

This unit covers the knowledge and skills required to successfully manage a range of squash competitions and report results.

ELEMENT	PERFORMANCE CRITERIA
1 Establish criteria for participation	1.1 Consider external influences , the given situation and relevant information to determine eligibility according to the rules and regulations of squash 1.2 Establish selection and entry criteria and follow according to rules and regulations of squash 1.3 Establish selection and entry criteria and follow according to regulations and by-laws of local competitions
2 Plan and implement the format	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 organising body 2.3 Prepare a draw and distribute to all participants 2.4 Establish a process for modifying the draw and distribute to all participants 2.5 Modify the draw and document and distribute amendments to all individuals and other officials 2.6 Using appropriate resources implement the modified draw as documented
3 Record and process the results	3.1 Interpret result notifications and document the results as directed by the organising body 3.2 Record decisions received about disqualification's and penalties and communicate to participants affected by the decisions, according to the requirements of the rules and regulations of squash 3.3 Process results as directed by the organising body 3.4 Communicate results to all individuals using appropriate equipment within the timeframe specified by the organising body 3.5 Advise press and media of match schedules and results and prepare short press releases

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"> • participants • coaches • officials • media • organising body • sponsors
Competition formats	<p>[all categories]</p> <ul style="list-style-type: none"> • knockout • seedlings • round robin • handicapping • round to round progressions • semi-finals to finals • points
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • public address • personal equipment • computers and software • equipment for visual aids <ul style="list-style-type: none"> ○ blackboards ○ peg boards ○ notice boards
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • media and sponsors
Given situation	<p>[all categories]</p> <ul style="list-style-type: none"> • player responsibilities relating to the draw • smooth running of the competition • order of play • interaction with participants

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • rankings • regulations • player numbers • entry condition • registration rule • participant reactions • other officials • National or State Activity Organisation • sponsors • travel and accommodation • communication network • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ through task/project activity
Modifying	<p>[all categories]</p> <ul style="list-style-type: none"> • late withdrawals and entries • cancellations • postponements • venue changes • change in conditions
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • tournament referee • referees and markers • recorder of results • sports administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • indoor facilities • grants and sponsorship
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the draft Tournament Manual • regulations of Squash Australia and its members

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 managing the format and results of squash competitions and applied in a squash competition • Assessment of performance should be over a period of time covering all categories of managing a squash competition from all Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ communicate information to participants and officials ○ use and interpret information related to the competition ○ use sound systems and computers ○ convey a confident and friendly manner through communication
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"> ○ SRSSQU009A Use communication strategies to referee squash at a regional or state level ○ SRSSQU008A Interpret and apply the rules of squash at a regional or state 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 rules and regulations of Squash Australia Ltd and its members in order to apply them to officiating situations ○ Knowledge of current international rules of squash ○ Knowledge of procedures for local squash competitions in order to manage a squash competition effectively • Required skills <ul style="list-style-type: none"> ○ Coordination skills in order to effectively and efficiently manage a squash competition ○ Communication skills in order to effectively deliver information to all relevant persons and ensure it is understood correctly ○ Planning skills to ensure a squash competition runs smoothly and efficiently ○ Decision making skills in order to make appropriate decisions when required

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash competition with appropriate level players • 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 managing squash 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 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 managing a squash competition
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a squash competition with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a squash facility in a competition with appropriate 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 - Establish selection and entry criteria • Communicating ideas and information - Communicate and disseminate results in a timely manner • Planning and organising activities - Select and organise competition format • Working with teams and others - Interact with players, officials, support personnel and organising body • Using mathematical ideas and techniques - Record results accurately • Solving problems - Identify alternative competition formats • Using technology - Use audio-visual equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU011A	INTERPRET AND APPLY THE RULES OF SQUASH AT AN ELITE LEVEL
SQU	Squash

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 to referee a squash match at an elite level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a match	1.1 Assess the suitability of the participants and court condition for a match 1.2 Assess the environment, facilities, equipment and resources to ensure they are in accordance with rules and regulations for the conduct of a squash match 1.3 Ensure clothing is in accordance with competition rules 1.4 Assess safety, external influences and other risks prior to the commencement of the match to ensure they are within acceptable levels 1.5 Act appropriately based on an assessment of the conditions of the given situation
2 Observe a match and identify information on which to base decisions	2.1 Select the most appropriate position for refereeing a match 2.2 Observe the participants to ensure the match at elite level is conducted in accordance with the rules and regulations of squash 2.3 Observe the performance of players and other officials so the match is played with a minimal disruption to the performance of the match 2.4 Recognise breaches of rules and regulations and select appropriate action
3 Interpret and apply rules and regulations in accord with the objectives	3.1 Select relevant information to make decisions 3.2 Interpret the rules and regulations for the given situation consistently in accordance with the national positions, guidelines or policies for refereeing/marketing squash at the elite level 3.3 Make decisions according to the duties of the referee 3.4 Make accurate and consistent decisions based on fairness and participant safety 3.5 Make decisions according to code of ethics for referees and in accord with the spirit of the game
4 Communicate decision and manage the outcome of decision making while refereeing or marking a squash match	4.1 Communicate decisions in accordance with the prescribed procedures for squash 4.2 Manage participants' reactions in accordance with the rules and regulations of squash at the elite level

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
Duties of the referee	[all categories] <ul style="list-style-type: none"> decide and announce all appeals referee control player appeals rules applied correctly crowd control intervention in calling the score intervention in calling the play
Elite level	[all categories] <ul style="list-style-type: none"> top 20 ranked Australian Men top 10 ranked Australian Women Semi or Final matches of 19, 21 or 23 YAG Australian Junior Championships or Australian Selection Series or Open State Championships.
External influences	[all categories] <ul style="list-style-type: none"> environmental conditions court conditions playing surface other facility users spectators
Given situation	[all categories] <ul style="list-style-type: none"> interference interaction with participants - verbal code of conduct position of referee/marker player contact
Information	[all categories] <ul style="list-style-type: none"> the game warm-up service the play good return continuity of play winning a rally ball hitting the opponent and player turning

	<ul style="list-style-type: none"> • the ball • duties of the players • appeals • interference • lets • bleeding, illness, disability and injury • time responsibility • conduct on court • control of a match • other officials • marker • tournament referee • tournament director • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
National positions, guidelines or policies	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • creating a flowing game
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • sports administrators • coaches • first aid personnel • marker/referee
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • referee/marker • equipment <ul style="list-style-type: none"> ○ scoresheets ○ stopwatch ○ ball • lined court • personal equipment
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • World Squash Singles Rules 2001, World Squash Federation • current edition of the International Rules of Squash • regulations of Squash Australia Limited and its members • current edition of the draft Tournament Manual

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 of squash to referee a game of squash at an elite 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 conditions are suitable to commence the match ○ observe a match and recognise when breaches of rules and regulations occur in an elite squash competition ○ make a correct decision during a match ○ make accurate judgements ○ communicate that decision to the participants, other officials, coaches and spectators ○ manage a match to maintain the spirit of the game of squash ○ position to effectively see the situation at hand
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"> ○ SRSSQU012A Use communication strategies to referee squash at an elite 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 squash at an elite level in order to officiate effectively ○ Knowledge of the referee/markers legal responsibilities in order to ensure game is conducted appropriately ○ Knowledge of risk management relevant to refereeing a game of squash ○ Knowledge of values, ethics and spirit of the game in order to make effective decisions • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash in an officiating capacity ○ Communication skills in order to ensure information relating to the games received and understood correctly ○ Observation skills in order to officiate effectively and fairly ○ Reporting skills in order to record and report scores correctly

	<ul style="list-style-type: none"> ○ Conflict resolution skills in order to effectively deal with any situation as it arises
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"> ○ squash facility ○ equipment ○ participants competing at an elite 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 officiating at the elite 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 issues such as judgement and observation this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash at an elite level
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a game of squash with a range of real clients. For valid and reliable assessment the sport activity should be conducted at a squash facility with elite 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	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 elite level rules and regulations • Communicating ideas and information - Convey information using appropriate verbal and written communication • 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 situations • Using technology - Use technical equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU012A	USE COMMUNICATION STRATEGIES TO REFEREE SQUASH AT AN ELITE LEVEL
SQU	Squash

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 to referee a squash match and associated activities at an elite level and provide guidance for appropriate behaviour.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Consider external influences and the given situation provide information verbally to explain decisions to elite national participants and other officials 1.2 Communicate instructions and explanations to participants, spectators, parents and officials 1.3 Provide guidelines to elite level players on appropriate behaviour for participants and/or referees/markers 1.4 Demonstrate effective use of voice 1.5 Communicate with participants and other officials in accordance with rules and regulations and in a friendly and professional manner
2 Use auditory and other devices	2.1 Use the public address equipment and resources to convey decisions and scores 2.2 Use other technology as required
3 Make effective use of body language	3.1 Use an open body stance and posture when interacting with others 3.2 Make eye contact when communicating with others

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 and other devices	[all categories] <ul style="list-style-type: none"> • public address equipment • scoring systems • monitoring equipment
Elite level	[all categories] <ul style="list-style-type: none"> • top 20 ranked Australian Men • top 10 ranked Australian Women • Semi or Final matches of 19, 21 or 23 YAG Australian Junior Championships or Australian Selection Series or Open State Championships
Equipment	[all categories] <ul style="list-style-type: none"> • scoresheets and marking equipment • results recording sheets • public address system
External influences	[all categories] <ul style="list-style-type: none"> • environmental • weather conditions • lighting • floor surface • other facility users • spectators • media • family members
Given situation	[all categories] <ul style="list-style-type: none"> • interference • code of conduct • interaction with participants/spectators • participants experience • instruction and guidance for markers/referees

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • scoring • participant reactions • appropriate behaviour • other officials • player experience • type of program • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • others officiating at the same game/event • sports administrators • coaches • sport medicine personnel • squash centre operators
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • indoor facilities
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • World Squash Singles Rules 2001, World Squash Federation • current edition of the 'Rules of Singles (and doubles) Squash' • 'Squash Rules - a guide to their understanding' • competition manual • modified squash or swot rules • junior competition guidelines

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 communication strategies to referee squash at an elite 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 participants, other officials and others in an effective manner ○ use auditory devices ○ convey a confident and friendly manner through body and posture ○ accurately complete a range of scoresheets
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"> ○ SRSSQU011A Interpret and apply the rules of squash at an elite 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 squash as they apply at the elite level ○ Knowledge of risk management relevant to refereeing a game of squash ○ Knowledge of legal responsibilities relevant to refereeing a game of squash ○ Knowledge of values, ethics and spirit of the game in order to make effective decisions • Required skills <ul style="list-style-type: none"> ○ Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game ○ Assertiveness skills in order to ensure officiating decisions are accepted ○ Communication styles in order to effectively communicate with a range of people

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a squash facility ○ equipment ○ participants competing at an elite 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 the elite 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 issues such as observation and judgement this unit of competency must be assessed over three(3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash
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 in a squash facility with participants at the elite 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 • The 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	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 - Identify elite rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Plan and accurately complete scoresheets • Working with teams and others - Interact with players and officials • Using mathematical ideas and techniques - Not applicable • Solving problems - Use conflict resolution skills to manage situation • Using technology - Monitor and maintain safety of technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU013A	INTERPRET AND APPLY THE RULES OF SQUASH AT A NATIONAL LEVEL
SQU	Squash

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 to referee a squash match at a national level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a match	1.1 Assess the suitability of the participants and court condition for a match 1.2 Assess the environment, facilities, equipment and resources to ensure they are in accordance with regulations for the conduct of a squash match 1.3 Ensure clothing is in accordance with competition rules 1.4 Assess safety, external influences and other risks prior to the commencement of the match to ensure they are within acceptable levels 1.5 Act appropriately based on an assessment of the conditions of the given situation
2 Observe a match and identify information on which to base decisions	2.1 Select the most appropriate position for refereeing a match 2.2 Observe the participants to ensure the match at the national level is conducted in accordance with the rules and regulations of squash 2.3 Observe the performance of players and other officials so the match is played with a minimal disruption 2.4 Recognise breaches of rules and regulations and select appropriate action
3 Interpret and apply rules and regulations in accord with the objectives	3.1 Select relevant information to make decisions 3.2 Interpret the rules and regulations for the given situation consistently in accordance with the national positions, guidelines and policies for refereeing/marketing squash at the national level 3.3 Make decisions according to the duties of the referee 3.4 Make accurate and consistent based on fairness and participant safety 3.5 Make decisions according to code of ethics for referees and in accord with the spirit of the game
4 Communicate decisions and manage the outcomes of decisions making while refereeing or marking a squash match	4.1 Communicate decisions in accordance with the prescribed procedures for squash 4.2 Manage participants' reactions in accordance with the rules and regulations of squash at the national level

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
Duties of the referee	[all categories] <ul style="list-style-type: none"> • decide and announce all appeals • referee control • player appeals • rules applied correctly • crowd control • intervention in calling the score • intervention in calling the play
External influences	[all categories] <ul style="list-style-type: none"> • environmental conditions • court conditions • playing surface • other facility users • spectators
Given situation	[all categories] <ul style="list-style-type: none"> • interference • interaction with participants - verbal • code of conduct • position of referee/marker • player contact
Information	[all categories] <ul style="list-style-type: none"> • the game • warm-up • service • the play • good return • continuity of play • winning a rally • ball hitting the opponent and player turning • the ball • duties of the players • appeals • interference • lets • bleeding, illness, disability and injury • time responsibility • conduct on court • control of a match

	<ul style="list-style-type: none"> • other officials <ul style="list-style-type: none"> ○ marker ○ tournament referee ○ tournament director • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
National level	<p>[all categories]</p> <ul style="list-style-type: none"> • top ranked Australian Men • top ranked Australian Women
National positions, guidelines or policies	<p>[all categories]</p> <ul style="list-style-type: none"> • player safety paramount • notion of fair play • sportsmanship • creating a flowing game
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • sports administrators • coaches • first aid personnel • marker/referee
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • referee/marker • equipment <ul style="list-style-type: none"> ○ scoresheets ○ stopwatch ○ ball • lined court • personal equipment
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • World Squash Singles Rules 2001, World Squash Federation • current edition of the International Rules of Squash • regulations of Squash Australia Limited and its members or similar • current edition of the draft Tournament Manual

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 of squash to referee at a 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"> ○ evaluate whether conditions are suitable to commence the match ○ observe a match and recognise when breaches of rules and regulations occur ○ make a correct decision during a match ○ make accurate judgements ○ communicate that decision to the participants, other officials, coaches and spectators ○ manage a match to maintain the spirit of the game of squash ○ position to effectively see the situation at hand
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"> ○ SRSSQU014A Use communication strategies to referee squash at a national 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"> ○ 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 ○ SRSOGP012A Carry out investigation ○ SRSOGP013A Coach officials ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPA002A Coordinate touring athletes (international) ○ 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 squash at national level in order to officiate effectively ○ Knowledge of the referee/markers legal responsibilities in order to ensure game is conducted appropriately ○ Knowledge of risk management relevant to refereeing a game of squash ○ Knowledge of values, ethics and spirit of the game in order to make effective decisions • Required skills <ul style="list-style-type: none"> ○ Skills used to apply the rules of squash in an officiating capacity ○ Communication skills in order to ensure information relating to the game is received and understood correctly ○ Observation skills in order to officiate effectively and fairly

	<ul style="list-style-type: none"> ○ Reporting skills in order to record and report scores correctly ○ Conflict resolution skills in order to effectively deal with any situation as it arises
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to squash <ul style="list-style-type: none"> ○ facility ○ equipment ○ participants competing at a national 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 officiating squash at the 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 issues such as judgement and observation this unit of competency must be assessed three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash at a national level
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 in a squash facility with participants at the elite 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 ● The 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 national level rules and regulations • Communicating ideas and information - Convey information using appropriate verbal and written communication • 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 situations • Using technology - Use technical equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSQU014A	USE COMMUNICATION STRATEGIES TO REFEREE SQUASH AT A NATIONAL LEVEL
SQU	Squash

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 to referee a squash match and associated activities at a club or pennant level and provide guidance for appropriate behaviour.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Consider <i>external influences</i> and the <i>given situation</i> and provide <i>information</i> verbally to explain decisions to participants and <i>other officials</i> 1.2 Communicate instructions and explanations to participants, spectators, parents and officials 1.3 Provide guidelines, <i>rules and regulations</i> to <i>national level</i> players on appropriate behaviour for participants and/or referees/markers 1.4 Demonstrate effective use of voice 1.5 Communicate with participants and <i>other officials</i> in a friendly and professional manner
2 Use auditory and other devices	2.1 Use the public address <i>equipment</i> and <i>resources</i> to convey decisions and scores 2.2 Use other technology as required
3 Make effective use of body language	3.1 Use an open body stance and posture when interacting with others 3.2 Make eye contact when communicating with others

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 and other devices	[all categories] <ul style="list-style-type: none"> • public address equipment • scoring systems • monitoring equipment
Equipment	[all categories] <ul style="list-style-type: none"> • scoresheets and marking equipment • results recording sheets • public address system
External influences	[all categories] <ul style="list-style-type: none"> • environmental • weather conditions • lighting • floor surface • other facility users • spectators • media • family members
National level	[all categories] <ul style="list-style-type: none"> • top ranked Australian Men • top ranked Australian Women
Resources	[all categories] <ul style="list-style-type: none"> • human/physical • equipment • materials • health and safety provisions • indoor facilities

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 communication strategies use to referee squash at a 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"> ○ communicate orally with participants, other officials and others in an effective manner ○ use auditory devices ○ convey a confident and friendly manner through body and posture ○ accurately complete a range of scoresheets
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"> ○ SRSSQU013A Interpret and apply the rules of squash at a national 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"> ○ 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 ○ SRSOGP012A Carry out investigation ○ SRSOGP013A Coach officials ○ SRSSPA001A Coordinate touring athletes (regional) ○ SRSSPA002A Coordinate touring athletes (international) ○ SRSSPT003A Implement sports first aid procedures and apply sports first aid
Required knowledge of skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of rules and regulations of squash as they apply at the national level ○ Knowledge of risk management relevant to refereeing a game of squash ○ Knowledge of legal responsibilities relevant to refereeing a game of squash ○ Knowledge of values, ethics and spirit of the game in order to make effective decisions • Required skills <ul style="list-style-type: none"> ○ Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game ○ Assertiveness skills in order to ensure officiating decisions are accepted ○ Communication styles in order to effectively communicate with a range of people

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ squash facility ○ equipment ○ participants competing at a national 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 officiating at the 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 issues such as coaching effectiveness this unit of competency must be assessed over three (3) sessions in order to ensure consistency of performance over the Range Statements and contexts applicable to refereeing squash
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a game of squash with a range of real clients. For valid and reliable assessment the activity should be conducted at a squash facility with national 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	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 - Identify national rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Plan and accurately complete scoresheets • Working with teams and others - Interact with players and officials • Using mathematical ideas and techniques - Not applicable • Solving problems - Use conflict resolution skills to manage situation • Using technology - Monitor and maintain safety of technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

STRENGTH AND CONDITIONING

STC

Contents

SRSSTC001A Teach or develop basic skills of strength and conditioning.....1

**SRSSTC002A Plan and prepare a strength and conditioning program
for a competitive athlete.....13**

**SRSSTC003A Operate in accord with accepted strength and conditioning
industry health and safety practices.....29**

**SRSSTC004A Operate and maintain strength and conditioning facilities
and equipment39**

SRSSTC005A Teach or develop advanced skills of strength and conditioning47

**SRSSTC006A Plan and prepare a strength and conditioning program
for a high performance athlete61**

SRSSTC001A	TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING
STC	Strength and conditioning

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

This unit covers the knowledge and skills required to use skills to use drills, exercises and activities to teach or develop basic skills or strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the basic skills	1.1 Identify the basic skills of strength and conditioning for specified outcomes according to characteristics of the sport 1.2 Identify and document a technique checklist
2 Prepare the athlete for involvement in a strength and conditioning program	2.1 Clarify the basic skills of strength and conditioning to be developed, to the athlete and relevant support personnel 2.2 Clarify the principles of the physiological adaptations to training to the athlete and relevant support personnel 2.3 Clarify the principles of the anatomical adaptations to training to the athlete and relevant support personnel 2.4 Clarify a range or approaches for programming for specific outcomes to the athlete and relevant support personnel 2.5 Assess organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment
3 Identify preferred teaching/coaching methods and styles to develop the basic skills	3.1 Identify teaching methods in consultation with the athlete in the context of specific skills 3.2 Use feedback in coaching/teaching 3.3 Use demonstrations when coaching/teaching 3.4 Use different types of questions in the coaching/teaching 3.5 Use a variety of coaching or teaching styles in relation to a range of coaching/teaching situations 3.6 Ensure the type and style of explanation and terminology used is understood by the athlete 3.7 Adapt the types and use of coaching/instructional styles to suit a range of coaching/teaching situations
4 Assess the athlete's readiness for involvement in a strength and conditioning program	4.1 Evaluate the athletes health and training status 4.2 Discuss training background and exercise history in strength and conditioning programs with the athlete and relevant support personnel 4.3 Assess athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the basic skill/s of strength and conditioning 4.4 Select appropriate testing protocols and implement to assess the athlete's readiness to develop/acquire the basic skills of strength and conditioning 4.5 Select the core lifts and exercises that form the basis of the basic skills of strength and conditioning to be included in the program based on testing 4.6 Recognise and address factors which may affect the acquisition of the basic skills of strength and conditioning as result of testing

<p>5 Conduct drills, activities and/or games to teach or develop basic skills</p>	<p>5.1 Select teaching methods and coaching/instructional styles to match the participants readiness, the environment, the activity and the equipment available</p> <p>5.2 Allocate sufficient space and resources for the drill, activity and/or game</p> <p>5.3 Deliver relevant information, explanations and demonstrations to ensure drills, activities and/or games concisely and precisely</p> <p>5.4 Use technological aids to supplement presentations</p> <p>5.5 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis</p> <p>5.6 Observe participants to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted best practice principles of strength and conditioning</p> <p>5.7 Observe participants skill execution and apply correction techniques to improve basic skills on an individualised basis</p> <p>5.8 Observe with minimal disruption to the flow of the drill, activity or game</p> <p>5.9 Make modifications to the activity when necessary</p> <p>5.10 Monitor the skill being taught, the teaching method and coaching/instructional styles during the instruction and assess following the instruction</p> <p>5.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>6 Conduct strength and conditioning training techniques</p>	<p>6.1 Demonstrate fundamental exercise techniques to athletes which they conduct</p> <p>6.2 Conduct resistance training techniques related to hypertrophy, strength, power and endurance training</p> <p>6.3 Supervise athletes in practice for core lifts and exercises that form the basis of resistance training</p> <p>6.4 Conduct training methods and exercises for elastic energy training</p> <p>6.5 Conduct training methods and exercises for speed and agility training</p> <p>6.6 Conduct training methods and exercises for aerobic training</p> <p>6.7 Conduct training methods and exercises for anaerobic training</p> <p>6.8 Conduct training methods and exercises for flexibility training</p> <p>6.9 Conduct training methods and exercises for stability training</p> <p>6.10 Use a range of approaches for programming for specific outcomes</p>
<p>7 Review and adapt the teaching of the basic skills of strength and conditioning in response to feedback</p>	<p>7.1 Make relevant points of emphasis before, during and/or after demonstration of techniques and training methods</p> <p>7.2 Implement modifications to the teaching method and coaching style in response to results of the monitoring</p> <p>7.3 Give participants the opportunity to comment and/or ask questions</p> <p>7.4 Adapt the teaching method and coaching style in consideration of pre-adolescent athletes, females and older athletes</p> <p>7.5 Apply modification to training methods and adaptations to include pre-adolescent athletes, females and older athletes</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
Aerobic training	[all categories] <ul style="list-style-type: none"> • continuous training • interval training • fartlek training • cross training
Anaerobic training	[all categories] <ul style="list-style-type: none"> • high intensity short interval training
A range of approaches for programming for specific outcomes	[all categories] <ul style="list-style-type: none"> • modes of resistance training for strength • modes of power training • modes of elastic energy training • modes of speed/agility training • modes of aerobic training • modes of anaerobic training • modes of stability training • modes of recovery training
Adaptations to include pre-adolescent athletes, females and older athletes	[all categories] <ul style="list-style-type: none"> • refers to recommended programming guidelines in relation to appropriate sets and reps • preference for the use body weight support and resistance exercises • benefits of appropriate training • should follow the best practice principles of strength and conditioning
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 the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger 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

Basic skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • resistance training for strength, power and muscle endurance • speed and agility • aerobic endurance • anaerobic endurance • flexibility • stability • elastic energy
Best practice principles of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission's Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's 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	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation styles 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 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 negotiable issues, eg, safety factors ○ humorous when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in athletes
Core lifts and exercises that form the basis of the basic skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • abdomen <ul style="list-style-type: none"> ○ bent-knee sit-up ○ crunch <ul style="list-style-type: none"> ▪ roll outs ▪ reverse crunch ▪ side bends ▪ prone & hold

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| | <ul style="list-style-type: none"> • back <ul style="list-style-type: none"> ○ bent over row ○ lat pull down ○ seated row ○ pull ups ○ good mornings ○ back extensions ○ deadlifts ○ Romanian deadlifts • biceps <ul style="list-style-type: none"> ○ biceps curl ○ hammer curl ○ preacher curl • calves and ankles <ul style="list-style-type: none"> ○ standing calf (heel) raise ○ seated calf (heel) raise ○ anterior lower leg ○ dorsi flexor ○ peroneal flexions & wobble board • chest <ul style="list-style-type: none"> ○ flat bench press (and dumbbell version) ○ incline dumbbell press (and barbell version) ○ flat dumbbell fly (and incline version) ○ vertical chest press ○ dips ○ push ups • forearms <ul style="list-style-type: none"> ○ wrist curl ○ wrist extension • hip/thigh <ul style="list-style-type: none"> ○ hip sled ○ back squat ○ front squat ○ forward lunge ○ step-up ○ deadlift ○ stiff leg deadlift ○ leg (knee) extension ○ leg (knee) curl ○ multi hip ○ kneeling fall forward ○ medicine ball hamstring throws • shoulders <ul style="list-style-type: none"> ○ seated shoulder press ○ machine shoulder press ○ upright row ○ flyes, front raises, bent over flyes ○ shrugs ○ rotator cuff internal external rotation • triceps <ul style="list-style-type: none"> ○ lying triceps extension ○ triceps pushdown ○ bent over tricep extension ○ close grip bench press • power exercises <ul style="list-style-type: none"> ○ push press (and push jerk) ○ clean & power clean ○ snatch and power snatch ○ snatch and clean pulls |
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	<ul style="list-style-type: none"> ○ medicine ball throws ● proprioception and neuromuscular coordination exercises <ul style="list-style-type: none"> ○ overhead squat ○ drop snatch ○ swiss ball ○ balance board
Fundamental exercise techniques	<p>[all categories]</p> <ul style="list-style-type: none"> ● hand grips ● stable body and limb positioning ● movement range of motion and speed ● breathing ● spotting
Flexibility training	<p>[all categories]</p> <ul style="list-style-type: none"> ● types of stretching <ul style="list-style-type: none"> ○ static stretch ○ ballistic stretch ○ dynamic stretch ○ proprioneuromuscular facilitation (PNF) ○ range of motion ● stretching techniques include exercises for <ul style="list-style-type: none"> ○ neck ○ shoulders and chest ○ posterior of upper arm ○ upper back ○ lower back ○ hips ○ torso ○ anterior of thigh and hip flexor ○ posterior of thigh and hip extensors ○ groin ○ calf ○ iliotibial band
Health and training status	<p>[all categories]</p> <ul style="list-style-type: none"> ● athletes current condition of level of preparedness to begin a new or revised program
Organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> ● appropriate footwear and clothing and personal equipment ● technical equipment, eg, safe working order ● assess, prescribe and monitor athlete loading ● the Australian Sports Commission doping policy ● State/Territory policies on Occupational health and safety issues pertaining to safe work practices ● gymnasiums, Local Council facilities and private facilities ● appropriate safety equipment

Principles of the physiological adaptation to training	<p>[all categories]</p> <ul style="list-style-type: none"> • hypertrophy adaptations • neural adaptations • cellular adaptations
Resistance training techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • whole body or compound exercises • exercises for specific muscle groups or isolation exercises • strength exercises • power exercises • stability or proprioceptive exercises
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources – a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment – a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Speed, agility training / elastic energy training	<p>[all categories]</p> <ul style="list-style-type: none"> • speed refers to <ul style="list-style-type: none"> ○ running speed based on stride frequency and stride length ○ sprinting technique ○ acceleration • agility refers to <ul style="list-style-type: none"> ○ sport/event related change in direction and speed ○ horizontal, vertical, two point and four point movement patterns • elastic energy drills for <ul style="list-style-type: none"> ○ lower body <ul style="list-style-type: none"> ▪ jumps in place ▪ standing jumps ▪ multiple jumps and hops ▪ box drills ▪ depth jumps ○ upper body <ul style="list-style-type: none"> ▪ throws ▪ push ups
Strength and conditioning programs	<p>[all categories]</p> <ul style="list-style-type: none"> • programs designed to develop the basic skills of strength and conditioning

Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators coaches • sports scientists • sports medicine providers • agents • other health professionals • parents guardians • other involves/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approached 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 ○ command and response approaches ○ reciprocal or peer tutoring approaches ○ directive approaches through specific set tasks ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions) and/or ○ experimental or problem solving approaches
Testing protocols	<p>[all categories]</p> <ul style="list-style-type: none"> • to conduct appropriate test measures the following physiological parameters <ul style="list-style-type: none"> ○ aerobic performance ○ anaerobic performance ○ strength/power ○ speed/agility ○ core, pelvic, trunk and shoulder stability
Training background and exercise history	<p>[all categories]</p> <ul style="list-style-type: none"> • training that occurred before athlete began new or revised program including consideration to <ul style="list-style-type: none"> ○ type of training program, eg, strength, sprint, plyometric ○ length of recent regular participation in previous training programs ○ level of intensity involved in previous training programs ○ degree of exercise technique experienced

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, drills and activities to teach and develop the basic skills of strength and conditioning • Assessment of performance should be over a period of time covering all categories of strength and conditioning training 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 athlete/team in context of training status ○ analyse the biomechanical characteristics of sporting technique to develop basic skills of strength and conditioning ○ identify appropriate teaching methods and coaching styles to develop basic skills of strength and conditioning ○ assess athlete/team readiness to acquire and perform the basic skills of strength and conditioning ○ conduct drills, activities and games to teach or develop the basic skills of strength and conditioning ○ modify teaching methods and activities according to feedback
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"> ○ SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete ○ SRSSTC003A Operate in accord with accepted strength and conditioning industry health and safety practices ○ SRSSTC004A Operate and maintain strength and conditioning facilities and equipment • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of human muscular physiology ○ Knowledge of human neuromuscular anatomy and adaptation to conditioning ○ Knowledge of biomechanics of sport technique ○ Knowledge of human bioenergetics and metabolism ○ Knowledge of bone, muscle and connective tissue adaptation to physical activity ○ Knowledge of adverse neural tension in athletes ○ Knowledge of stability exercises ○ Knowledge of anatomical, physiological and biomechanical differences of athletes including age and sex ○ Knowledge of adaptation to aerobic endurance training ○ Knowledge of resistance training and spotting techniques

	<ul style="list-style-type: none"> ○ Knowledge of speed, agility and plyometric training ○ Knowledge of flexibility training and types of stretching ○ Knowledge of aerobic endurance exercise training ○ Knowledge of periodisation and training variation ○ Knowledge of exercise prescription principles ○ Knowledge of overuse injury and other conditions that may affect planning for strength and conditioning program ○ Knowledge of affect of pain on performance ○ Knowledge of rehabilitation programs ○ Knowledge of drills, activities and games to teach the basic skills of strength and conditioning ○ Knowledge of relevant equipment and safety requirements (including Occupational Health and safety and legislative requirements) ● Required skills <ul style="list-style-type: none"> ○ Skills used to teach the advanced skills of strength and conditioning (eg, movement, voice, use of technical aids) ○ Ability to provide explanations and demonstrations, eg, self, other athletes as models, videos ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants ○ Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching strength and conditioning ○ Ability to use modern technology to assess athletes and apply to planning programs ○ Ability to measure postural stability to plan for strength and conditioning ○ Ability to provide social support to an athlete with overall pain
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ a group of athletes participating in a strength and conditioning activity ○ a gymnasium or strength training facility and other equipment ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 strength & conditioning ○ 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 three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to prescribing exercise for athletes in strength and conditioning

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 in a sports training facility with competitive athletes participating in strength and conditioning activities. The environment should be safe, with a 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
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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 - Create biomechanical checklist of basic skills • Communicating ideas and information - Vary instructing styles according to participants' readiness • Planning and organising activities - Plan space, resources and time accordingly • Working with teams and others - Lead a class • Using mathematical ideas and techniques - Use proper lifting techniques • Solving problems - Observe and modify basic skill faults • Using technology - Ensure that teaching and audio-visual aids are in good working order <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSTC002A	PLAN AND PREPARE A STRENGTH AND CONDITIONING PROGRAM FOR A COMPETITIVE ATHLETE
STC	Strength and conditioning

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

This unit covers the knowledge and skills required to plan and prepare a strength and conditioning program for a competitive athlete.

ELEMENT	PERFORMANCE CRITERIA
1 Assess the athlete's readiness for involvement in a strength and conditioning program	1.1 Evaluate the athletes strengths and weaknesses and health and training status 1.2 Discuss training background and exercise history in strength and conditioning programs with the athlete and relevant support personnel 1.3 Assess athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the basic skill/s of strength and conditioning 1.4 Select appropriate testing protocols and implement to assess the athlete's readiness to develop/acquire the basic skills of strength and conditioning 1.5 Select the core lifts and exercises that form the basis of the basic skills of strength and conditioning to be included in the program based on testing 1.6 Recognise and address factors which may affect the acquisition of the advanced skills of strength and conditioning as result of testing
2 Plan a strength and conditioning training program	2.1 Analyse and document athletes selected activity or sports discipline 2.2 Develop profiles for each individual athlete or team participating in the training program using appropriate assessment measures 2.3 Establish fixed points of the program and identify and document phases within the training program 2.4 Develop objectives for the training program, and each phase within the training program in consultation with the athletes and reflect the analysis of the activity and the athletes profiles 2.5 Design a process to develop identified aims and integrate all components of the training and development program 2.6 Plan requirements for each session within the program 2.7 The training program empowers the athlete 2.8 Plan methods and scheduling of monitoring the training program prior to implementation 2.9 Assess work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment

<p>3 Apply exercise prescription to training program</p>	<p>3.1 Apply exercise selection and exercise order to maximise performance</p> <p>3.2 Conduct training methods based on training load, repetition and volume</p> <p>3.3 Conduct training methods based on work duration, rest periods, and frequency</p> <p>3.4 Conduct training methods related to periodisation and training variation</p> <p>3.5 Conduct training methods related to rehabilitation and reconditioning</p> <p>3.6 Apply modifications to training methods and adaptations to include pre-adolescent athletes, women and mature-aged athletes</p> <p>3.7 Apply modifications to training methods and adaptations to include athletes with a disability</p> <p>3.8 Observe participants to see that exercises are conducted in accord with rules and regulations and accepted best practice principles of strength and conditioning</p>
<p>4 Prepare a strength and conditioning training program for a competitive athlete</p>	<p>4.1 Prepare a training program for strength and conditioning with appropriate documentation</p> <p>4.2 Prescribe exercises to maximise performance and minimise and or decrease injury susceptibility</p> <p>4.3 Prepare requirements and resources for each session within the program</p> <p>4.4 Prepare methods and scheduling of monitoring the training program prior to implementation</p> <p>4.5 Select exercises based on athletes health and training status, strength and conditioning levels and training goals</p> <p>4.6 Prepare resistance training exercises for a training program</p> <p>4.7 Prepare conditioning exercises for a training program</p> <p>4.8 Prepare plyometric exercises for a training program</p> <p>4.9 Prepare flexibility training exercises for a training program</p> <p>4.10 Prepare exercises to improve speed and agility in a training program</p> <p>4.11 Prepare exercises to improve core stability in a training program</p> <p>4.12 Prepare exercises to improve healthy and injured shoulder joint position sense</p> <p>4.13 Prepare exercises to improve pelvic position sense</p> <p>4.14 Prepare exercises to re-establish proprioception and neuromuscular control in an injured athlete</p>
<p>5 Plan for competitive performance situations within the training program</p>	<p>5.1 Develop a competitive strategy which matches the athletes and/or teams profiles</p> <p>5.2 Identify strengths and weaknesses of the opposition in activities in which information will affect the athletes performances</p> <p>5.3 Develop athlete and/or team tactics to match the high performance strategy and the opposition profile where that is identified</p> <p>5.4 Identify and document support needs for the competition/performance</p> <p>5.5 Develop job descriptions for support personnel</p> <p>5.6 Match support needs with available resources</p> <p>5.7 Identify potential barriers to communication with athletes during competition/performance, and within relevant rules and regulations, develop strategies to overcome these barriers</p> <p>5.8 Integrate multiple performance objectives over a period of time</p>
<p>6 Plan a recovery program</p>	<p>6.1 Plan appropriate recovery methods and strategies according to the training program</p>
<p>7 Plan rehabilitation and reconditioning programs</p>	<p>7.1 Identify and document the body's physiological responses to injury and the healing processes</p> <p>7.2 Identify and document potential psychological responses to injury</p> <p>7.3 Identify clinical factors that influence the program are identified</p>

8 Liaise with other coaches and specialists	8.1 Establish ongoing liaison between coaches/instructors where coaches/instructors work with the same athlete 8.2 Identify and document role and responsibilities of the individual coaches/instructors 8.3 Identify potential conflicts and conflict resolution
9 Selection procedures are identified	9.1 Establish selection policies, procedures and criteria 9.2 Critique methods of testing and assessing athletes 9.3 Identify data required in relation to the context of the selection and explain the strategy 9.4 Develop a strategy for determining an individuals skills in a team environment

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
Adaptations to include athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • athletes with sensory, physical, intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ physical disability, eg, amputees, wheel chair athletes
Adaptations to include pre-adolescent athletes, women and mature aged athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to recommended programming guidelines in relation to appropriate sets and repetitions • preferences for the use body weight support and resistance exercises • benefits of appropriate training • should follow the best practice principles of strength and conditioning
Analyse	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical
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, 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
Assessment measures	<p>[all categories]</p> <ul style="list-style-type: none"> • field assessments of fitness components • interviews with athletes • observation of performance • performance history

Best practice principles of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the strength and conditioning industry to minimise safety hazards or risks • the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission's Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's 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
Components	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership
Conflict resolution	<p>[all categories]</p> <ul style="list-style-type: none"> • discussion • mediation • negotiation
Core lifts and exercises that form the basis of the basic skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • abdomen <ul style="list-style-type: none"> ○ bent-knee sit-up ○ crunch <ul style="list-style-type: none"> ▪ roll outs ▪ reverse crunch ▪ side bends ▪ prone & hold • back <ul style="list-style-type: none"> ○ bent over row ○ lat pull down ○ seated row ○ pull ups ○ good mornings ○ back extensions ○ deadlifts ○ Romanian deadlifts • biceps <ul style="list-style-type: none"> ○ biceps curl ○ hammer curl ○ preacher curl

	<ul style="list-style-type: none"> • calves and ankles <ul style="list-style-type: none"> ○ standing calf (heel) raise ○ seated calf (heel) raise ○ anterior lower leg ○ dorsi flexor ○ peroneal flexions & wobble board • chest <ul style="list-style-type: none"> ○ flat bench press (and dumbbell version) ○ incline dumbbell press (and barbell version) ○ flat dumbbell fly (and incline version) ○ vertical chest press ○ dips ○ push ups • forearms <ul style="list-style-type: none"> ○ wrist curl ○ wrist extension • hip/thigh <ul style="list-style-type: none"> ○ hip sled ○ back squat ○ front squat ○ forward lunge ○ step-up ○ deadlift ○ stiff leg deadlift ○ leg (knee) extension ○ leg (knee) curl ○ multi hip ○ kneeling fall forward ○ medicine ball hamstring throws • shoulders <ul style="list-style-type: none"> ○ seated shoulder press ○ machine shoulder press ○ upright row ○ flyes, front raises, bent over flyes ○ shrugs ○ rotator cuff internal external rotation • triceps <ul style="list-style-type: none"> ○ lying triceps extension ○ triceps pushdown ○ bent over tricep extension ○ close grip bench press • power exercises <ul style="list-style-type: none"> ○ push press (and push jerk) ○ clean & power clean ○ snatch and power snatch ○ snatch and clean pulls ○ medicine ball throws • proprioception and neuromuscular coordination exercises <ul style="list-style-type: none"> ○ overhead squat ○ drop snatch ○ swiss ball ○ balance board
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Development program	<p>[all categories]</p> <ul style="list-style-type: none"> • support provided • options discussed • goals identified • achievement strategy identified
Empowers	<p>[all categories]</p> <ul style="list-style-type: none"> • awareness of the underlying principles and reasons for the program • opportunities for self directed learning • training diary • input into the program • athletes needs and commitments outside the activity are recognised
Exercise selection and exercise order	<p>[all categories]</p> <ul style="list-style-type: none"> • choosing exercises for a resistance training program based on <ul style="list-style-type: none"> ○ types of resistance training exercises ○ movement analysis of sport ○ athletes exercise technique experience ○ available equipment and training time • exercise order refers to a sequence of resistance exercise performed during one training session <ul style="list-style-type: none"> ○ power, the other core then assisted exercises ○ pre-exhaustion method ○ upper and lower body exercise (alternated) ○ supersets and compound sets
Fixed points	<p>[all categories]</p> <ul style="list-style-type: none"> • structure and subdivision of the high performance • availability of facilities • rules of the activity • rules of the competition/performance • individual and/or team involvement • intended peaks • selection dates and criteria • athletes lifestyle and availability of support personnel
Flexibility training	<p>[all categories]</p> <ul style="list-style-type: none"> • in relation to flexibility training may include <ul style="list-style-type: none"> ○ static stretching ○ ballistic stretching ○ dynamic stretching ○ proprioneuromuscular facilitation (PNF) ○ range of motion • stretching techniques include exercises for <ul style="list-style-type: none"> ○ neck ○ shoulders and chest ○ posterior of upper arm ○ upper back ○ lower back

	<ul style="list-style-type: none"> ○ hips ○ torso ○ anterior of thigh and hip flexor ○ posterior of thigh ○ groin ○ calf
Healing processes	<p>[all categories]</p> <ul style="list-style-type: none"> ● first aid treatment for injuries common to the activity ● recovery and rehabilitation period and activities ● return to participation
Health and training status	<p>[all categories]</p> <ul style="list-style-type: none"> ● athletes current condition of level of preparedness to begin a new or revised program
Job descriptions	<p>[all categories]</p> <ul style="list-style-type: none"> ● total time ● timing of position ● skills ● tasks and communication
Objectives	<p>[all categories]</p> <ul style="list-style-type: none"> ● athlete enjoyment ● competition/performance ● physical ● psychological ● tactical ● technical and leadership skills ● selection ● principles of training ● specificity ● progressive training ● rest and recovery ● reversibility ● frequency ● intensity ● duration ● periodisation ● tapering ● peaking ● individuality and maintenance
Other coaches and specialists	<p>[all categories]</p> <ul style="list-style-type: none"> ● health professionals ● physiologists ● biomechanics

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 <ul style="list-style-type: none"> ○ macrocycles ○ mesocycles ○ microcycles • Matveyev model includes <ul style="list-style-type: none"> ○ hypertrophy/endurance phase ○ basic strength phase ○ strength/power phase
Phase	<p>[all categories]</p> <ul style="list-style-type: none"> • macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season
Plyometric	<p>[all categories]</p> <ul style="list-style-type: none"> • plyometric or elastic energy training refers to <ul style="list-style-type: none"> ○ quick powerful movement using a prestretch or countermovement, that involves the stretch-shortening cycle • plyometric or elastic energy drills for • lower body <ul style="list-style-type: none"> ○ jumps in place ○ standing jumps ○ multiple hops and jumps ○ bounds ○ box drills depth jumps • upper body <ul style="list-style-type: none"> ○ throws ○ push ups • trunk
Potential barriers	<p>[all categories]</p> <ul style="list-style-type: none"> • background noise • time availability • stress level of coach/instructor and the swimmers • information overload
Potential conflicts	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching/instructing styles • training program • competition/performance program • discipline procedures • techniques • tactics and time commitments

Profiles	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills
Psychological responses	<p>[all categories]</p> <ul style="list-style-type: none"> • denial • despair • anger and coping strategies
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • objectives • structure • specific activities • range of activities • time • equipment and safety
Recovery methods	<p>[all categories]</p> <ul style="list-style-type: none"> • drills and activities that contribute to recovery of muscles after physical activity
Skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • resistance training for strength, power and muscle endurance • speed and agility • aerobic endurance • flexibility • elastic energy training • stability training
Strategy	<p>[all categories]</p> <ul style="list-style-type: none"> • weighting given to different sources of information • weighting given to different information

Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • sign language • time outs • athlete/s in charge in participation environment
Strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills
Support needs	<p>[all categories]</p> <ul style="list-style-type: none"> • training facilities • equipment • finance • transport • coach/instructor • management and/or specialist support
Tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • written competition/performance strategy • strategy communicated to athletes
Testing protocols	<p>[all categories]</p> <ul style="list-style-type: none"> • past performance • discussion with trainees • physical ability tests • trial • performances in familiar environment • performances in unfamiliar environment • where relevant to the activity • positions trialled in • subjective assessments
Training background and exercise history	<p>[all categories]</p> <ul style="list-style-type: none"> • training that occurred before athlete began new or revised program including consideration to <ul style="list-style-type: none"> ○ type of training program, eg, strength, sprint, plyometric ○ length of recent regular participation in previous training programs ○ level of intensity involved in previous training programs ○ degree of exercise technique experienced

Training load, repetition and volume	<p>[all categories]</p> <ul style="list-style-type: none"> • load refers to <ul style="list-style-type: none"> ○ the amount of weight assigned to an exercise set ○ commonly described as a percentage of one-repetition maximum (1RM) or the most weight lifted for a specified number of repetitions • repetition <ul style="list-style-type: none"> ○ the number of times a weight is lifted ○ the number of times an exercise can be performed inversely related to the load lifted • volume or volume load <ul style="list-style-type: none"> ○ the total amount of work completed in a session or unit of time eg total weight lifted, distance completed
Training program	<p>[all categories]</p> <ul style="list-style-type: none"> • a forward training plan which covers a four year Olympic cycle
Work duration, rest periods and frequency	<p>[all categories]</p> <ul style="list-style-type: none"> • work duration refers to <ul style="list-style-type: none"> ○ the time period to complete training unit or session, eg, 2-5 minutes for long interval training • rest period refers to <ul style="list-style-type: none"> ○ the time duration of recovery period between work durations, eg, 2-6 minutes ○ may be considered in work to rest ratios • frequency refers to <ul style="list-style-type: none"> ○ the number of completed work sessions in a training cycle
Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate apparel and personal equipment • personal hygiene requirements • strength and conditioning training equipment • technical equipment <ul style="list-style-type: none"> ○ stopwatch ○ whiteboard ○ clipboards • safety equipment as listed in state Occupational Health and Safety requirements for sports training facilities • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/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 planning and preparing a strength and conditioning program for a competitive athlete • 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"> ○ develop a strength and conditioning training program for a competitive athlete that improves the performance of the athlete while maintaining their well-being ○ plan for competitive/performance situations within the strength and conditioning program ○ apply exercise prescription to training program ○ plan rehabilitation and reconditioning programs
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"> ○ SRSSTC001A Teach or develop basic skills of strength and conditioning ○ SRSSTC003A Operate in accord with accepted strength and conditioning industry health and safety practices ○ SRSSTC004A Operate and maintain strength and conditioning facilities and equipment • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of human muscular physiology ○ Knowledge of human neuromuscular anatomy and adaptation to conditioning ○ Knowledge of biomechanics of sport technique ○ Knowledge of human bioenergetics and metabolism ○ Knowledge of bone, muscle and connective tissue adaptation to physical activity ○ Knowledge of adverse neural tension in athletes ○ Knowledge of stability exercises ○ Knowledge of anatomical, physiological and biomechanical differences of athletes including age and sex ○ Knowledge of adaptation to aerobic endurance training ○ Knowledge of resistance training and spotting techniques ○ Knowledge of speed, agility and plyometric training ○ Knowledge of flexibility training and types of stretching ○ Knowledge of aerobic endurance exercise training ○ Knowledge of periodisation and training variation ○ Knowledge of exercise prescription principles

	<ul style="list-style-type: none"> ○ Knowledge of overuse injury and other conditions that may affect planning for strength and conditioning program ○ Knowledge of affect of pain on performance ○ Knowledge of rehabilitation programs ○ Knowledge of drills, activities and games to teach the basic skills of strength and conditioning ○ Knowledge of relevant equipment and safety requirements (including Occupational Health and safety and legislative requirements) ● Required skills <ul style="list-style-type: none"> ○ Skills used to teach the advanced skills of strength and conditioning, eg, movement, voice, use of technical aids ○ Ability to provide explanations and demonstrations, eg, self, other athletes as models, videos ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants ○ Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching strength and conditioning ○ Ability to use modern technology to assess athletes and apply to planning programs ○ Ability to measure postural stability to plan for strength and conditioning ○ Ability to provide social support to an athlete with overall pain
<p>Resource implications</p>	<ul style="list-style-type: none"> ● Physical resources – assessment of this competency requires access <ul style="list-style-type: none"> ○ a group of athletes participating in a strength and conditioning activity ○ a gymnasium or strength training facility and other equipment ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 strength & conditioning ○ 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 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 prescribing exercise for athletes in strength and conditioning

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 training facility with competitive athletes participating in strength and conditioning activities. The environment should be safe, with a 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
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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 - Establish checklist of key selection policies, procedures and criteria • Communicating ideas and information - Identify barriers to communication • Planning and organising activities - Plan requirements for each training component and program session • Working with teams and others - Liaise with other coaches and instructors • Using mathematical ideas and techniques - Establish selection procedures • Solving problems - Identify and resolve potential conflicts • Using technology - Use appropriate technical and testing equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSTC003A	OPERATE IN ACCORD WITH ACCEPTED STRENGTH AND CONDITIONING INDUSTRY HEALTH AND SAFETY PRACTICES
STC	Strength and conditioning

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

This unit covers the knowledge and skills required to analyse the principles of strength and conditioning health and safety and their application to the strength and conditioning teaching/coaching environment.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the principles of strength and conditioning and health and safety	1.1 Identify and document the <i>principles of strength and conditioning and health and safety</i>
2 Apply the principles of health and safety to prepare the strength and conditioning teaching/coaching environment	2.1 Assess venue and equipment to ensure they satisfy health and safety requirements 2.2 Assess safety and other risks in the work environment and confirm as within acceptable level of the activity prior to commencing participation 2.3 Act appropriately based on an assessment of the <i>conditions and external influences</i>
3 Apply the principles of health and safety to prepare the participants for the strength and conditioning teaching/coaching session	3.1 Complete and check relevant medical clearance forms prior to participation 3.2 Explain safety and hygiene rules and requirements to the participants 3.3 Explain the value and reasons for 'warm up' to participants and undertake warm up activities 3.4 Inform and encourage participants to comply with relevant <i>rules, policies and regulations</i> and the need to minimise the damage to the environment 3.5 Assess <i>work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</i>
4 Apply the principles of health and safety to conduct a strength and conditioning teaching/coaching session	4.1 Allocate equipment, <i>resources</i> and space to clients according to existing recognised procedures 4.2 Provide <i>safety and spotting instructions</i> before commencement of lifting weights 4.3 Use relevant <i>communication aids and safety instructions</i> appropriately and effectively 4.4 Undertake <i>supervision, monitoring and interventions</i> of activities and participants to ensure their physical and emotional safety 4.5 Modify activities as required for safety reason 4.6 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience 4.7 Intervene to prevent hazards occurring and ensure client safety 4.8 Follow recognised procedures, in the case of emergencies, calmly, correctly and with speed 4.9 <i>Communicate in a style appropriate to the participants</i>

<p>5 Apply the principles of health and safety to conclude the teaching/coaching session</p>	<p>5.1 Identify indicators and give feedback to participants who may be in difficulty</p> <p>5.2 Assess the factors involved in conducting a rescue and formulate rescue plan</p> <p>5.3 Develop an emergency care plan to detail the proper procedures for caring for injuries</p> <p>5.4 Determine the type of emergency care required, and equipment/personnel needed</p> <p>5.5 Carry out cardiopulmonary resuscitation (CPR), where required</p>
<p>6 Apply the principles of health and safety to conclude the teaching/coaching session</p>	<p>6.1 Explain clearly the value and reasons for 'cooling down' to clients and undertake cool down activities</p> <p>6.2 Make checks to ensure minimal environmental impact has been made to areas/facilities, and that these are left in original or improved conditions</p> <p>6.3 Collect and check equipment and resources</p> <p>6.4 Report damage of non-functional equipment, which the coach/instructor is unable to deal with personally, to the appropriate authority</p> <p>6.5 Arrange for security of equipment and/ the site correctly</p> <p>6.6 Supervise clients departure in a manner appropriate to the situation</p>
<p>7 Apply risk management practices</p>	<p>7.1 Identify potential litigation in the strength and conditioning facility</p> <p>7.2 Identify the requirement and application of professional liability insurance for strength and conditioning for coaches and instructors</p> <p>7.3 Evaluate the consequences of product liability and potential risk to strength and conditional professionals</p> <p>7.4 Develop and implement policies and procedures manual for operation of strength and conditioning facility</p> <p>7.5 Develop and implement the roles and responsibilities for strength and conditioning staff operating in a strength and conditioning facility and/or environment</p> <p>7.6 Establish a records system and file</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
Communications aids and safety instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • use of microphones, whistles and other aids to gain participants attention • instructions regarding the safe conduct of an activity, including prohibited behaviour
Communicate in a style appropriate to the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • age • preferred language • sensory or intellectual impairment, eg, sight loss or hearing loss • the coaches code of conduct policy
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • removal of any unsafe objects, activities or persons • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Emergency care plan	<p>[all categories]</p> <ul style="list-style-type: none"> • a written document that details the proper procedures and actions for caring for injuries
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between client 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

Litigation	<p>[all categories]</p> <ul style="list-style-type: none"> • strength and conditioning professionals must be concerned with legal liability and the possibility of contesting a lawsuit or legal contest
Policies and procedures manual	<p>[all categories]</p> <ul style="list-style-type: none"> • a written document that details procedures and processes for the operation and maintenance of the facility and equipment
Principles of strength and conditioning and health and safety	<p>[all categories]</p> <ul style="list-style-type: none"> • facility safety requirements • emergency actions plans • cardio-pulmonary resuscitation skills • basic first aid <ul style="list-style-type: none"> ○ cuts ○ abrasions • supervision requirements around water • accident records and reporting • medical conditions and clearances • infectious diseases and hygiene requirements
Product liability	<p>[all categories]</p> <ul style="list-style-type: none"> • the legal responsibilities of those whom manufacture or sell products if a person sustains injury or damage as a result of using the product
Professional liability insurance	<p>[all categories]</p> <ul style="list-style-type: none"> • it insures a person and/or an entity, eg, corporation • against claims made by third parties, eg, clients, patients, customers alleging negligence in the rendering of, or the failure to render professional services
Records system	<p>[all categories]</p> <ul style="list-style-type: none"> • cleaning and maintenance • safety procedures • manufacturers warranties and guidelines • assumption of risk forms • personnel credentials • professional guidelines • injury report forms

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Role and responsibilities	<p>[all categories]</p> <ul style="list-style-type: none"> • duties and functions of strength and conditioning personnel
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Activity Organisation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching strength and conditioning • Australian Coaching councils Code of Ethics • policies of employer organisations, eg, anti-doping policy • Australian Sports Commissions Harassment-free Sport policy
Safety and spotting instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • a spotter is someone who assists in the execution of an exercise to help protect the athlete from injury and assist with forced repetitions and partner assisted actions
Supervision, monitoring and Interventions	<p>[all categories]</p> <ul style="list-style-type: none"> • constant surveillance of participants to ensure their physical well being • staying within close vicinity of participants at all time • taking action in the event of a situation or potential situation that endangers the safety of participants

<p>Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate apparel and personal equipment • personal hygiene requirements • strength and conditioning equipment • technical equipment <ul style="list-style-type: none"> ○ clock ○ stopwatch ○ whiteboard ○ clipboards • safety equipment as listed in state Occupational Health and Safety requirements for sports training facilities • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment
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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 accepted strength and conditioning industry health and safety practices and operate in accordance to them • Assessment of performance should be over a period of time covering all categories of relative practices and operations from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ prepare safe environment ○ prepare participants for safe session ○ conduct a safe session ○ deal with an emergency situation including performance a rescue ○ safely conclude a session ○ prepare risk management
<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"> ○ SRSSTC001A Teach or develop basic skills of strength and conditioning ○ SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete ○ SRSSTC004A Operate and maintain strength and conditioning facilities and equipment • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of health and safety principles in order to apply these to a strength and conditioning coaching session or supervision ○ Knowledge of spotting techniques for strength and conditioning activities ○ Knowledge of emergency care procedures ○ Knowledge of safety and hygiene rules and requirements as they apply to a strength and conditioning environment ○ Knowledge of risk management practices for strength and conditioning • Required skills <ul style="list-style-type: none"> ○ Use of relevant communication skills ○ Supervision and monitoring skills in order to manage a class of participants and to adjust training to improve skills ○ Group control skills in order to manage a class of participants effectively ○ Skills in order to respond to a emergency ○ Cardio-pulmonary resuscitation skills

<p>Resource implications</p>	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ a group of clients participating in a strength and conditioning activity ○ rules, policies and regulations of relevant peak bodies and/or employer organisations • 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 strength & 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 <i>Standards for Registered Training Organisations</i>
<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 strength and conditioning
<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 in a sports training facility with athletes participating in strength and conditioning at an appropriate level. The environment should be safe, with a 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	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 database of potential health and safety hazards • Communicating ideas and information - Identify, select and use appropriate communication aids effectively • Planning and organising activities - Assess factors to formulate emergency care plan • Working with teams and others - Maintain group control to ensure safety and enjoyment • Using mathematical ideas and techniques - Identify key health and safety principles • Solving problems - Assess and ensure venue and equipment meet health and safety requirements • Using technology - Use relevant technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSTC004A	OPERATE AND MAINTAIN STRENGTH AND CONDITIONING FACILITIES AND EQUIPMENT
STC	Strength and conditioning

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

This unit provides the coach or instructor with the basic knowledge and skills to maintain a facility and equipment commonly used in strength and conditioning and operate it to manufacturer's specifications.

ELEMENT	PERFORMANCE CRITERIA
1 Conduct basic maintenance of facilities at sports training centre	1.1 Identify key aspects of facility maintenance and cleaning that promotes principles of strength and conditioning, health and safety and a safe strength and conditioning environment 1.2 Maintain and clean surfaces used for strength and conditioning 1.3 Develop and implement a schedule for routine maintenance and cleaning for strength and conditioning facilities 1.4 Complete facility maintenance logs routinely for feedback on facilities 1.5 Act appropriately based on assessment of the conditions and external influences 1.6 Develop and implement a policies and procedures manual for maintenance of facilities
2 Conduct basic maintenance of strength and conditioning equipment	2.1 Identify key aspects of equipment maintenance and cleaning that promotes a safe strength and conditioning environment 2.2 Maintain and clean strength and conditioning equipment to ensure functional and safe use, and to avoid litigation and product liability 2.3 Develop and implement a schedule as part of the roles and responsibilities for routine maintenance and cleaning of strength and conditioning equipment 2.4 Complete equipment maintenance logs routinely 2.5 Develop an emergency care plan to detail the proper procedures for responding to danger situations 2.6 Assess work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment, safety and hygiene rules and requirements and venue and equipment
3 Access tools for maintenance and cleaning	3.1 Identify tools and resources necessary for maintaining the strength and conditioning facility and equipment 3.2 Establish and maintain tools and resources necessary for maintaining the strength and conditioning facility and equipment
4 Access supplies for maintenance and cleaning	4.1 Identify supplies and resources necessary for cleaning the strength and conditioning facility and equipment 4.2 Establish and maintain supplies and resources necessary for cleaning the strength and conditioning facility and equipment

<p>5 Assist clients in the safe operation of the major types of equipment used in a sports training centre</p>	<p>5.1 Apply the principles of action and safe method of operation of strength and conditioning equipment supplies by the manufacturer, when instructing clients</p> <p>5.2 Supervise the use of strength and conditioning equipment by clients to ensure safety</p> <p>5.3 Base supervision, monitoring and interventions of strength and conditioning on group size and equipment availability</p> <p>5.4 Determine staff to athlete ratios for supervision in line with rules, policies and regulations</p> <p>5.5 Use relevant communication aids and safety instructions</p> <p>5.6 Communicate in a style appropriate to participants</p>
<p>6 Arrange equipment in the strength and conditioning facility</p>	<p>6.1 Determine equipment placement by aspects safety and function</p> <p>6.2 Determine space needs and safety and spotting instructions for traffic flow, stretching and warm-up areas, circuit training area, free weights, Olympic lifting area and aerobic for safe use</p> <p>6.3 Determine space needs for prone and supine, standing exercises and standing exercises from a rack for safe use</p>
<p>7 Schedule effective use of strength and conditioning facility</p>	<p>7.1 Develop an effective facility usage schedule to maximise use of strength and conditioning facilities by athletes and teams</p> <p>7.2 Identify the requirement and application of professional liability insurance for strength and conditioning coaches and instructors</p> <p>7.3 Establish a records system and file</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 aids and safety instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • use of microphones, whistles and other aids to gain participants attention • instructions regarding the safe conduct of an activity including prohibited behaviour
Communicate in a style appropriate to participants	<p>[all categories]</p> <ul style="list-style-type: none"> • age • preferred language • sensory or intellectual impairment, eg, sight loss, hearing loss • best practice Code of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching strength and conditioning
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • removal of any unsafe objects, activities or persons • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Emergency care plan	<p>[all categories]</p> <ul style="list-style-type: none"> • written document that contains detail of proper procedures and actions for caring for injuries and danger situations
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between athlete and coach regarding progress of performance or training and perceived well-being

Litigation	<p>[all categories]</p> <ul style="list-style-type: none"> • strength and conditioning professionals must be concerned with legal liability and the possibility of contesting a lawsuit or legal contest
Policies and procedures manual	<p>[all categories]</p> <ul style="list-style-type: none"> • written document that details procedures and processes for operation and maintenance of the facility and equipment
Principles of strength and conditioning, health and safety	<p>[all categories]</p> <ul style="list-style-type: none"> • facility safety requirements • emergency action plans • cardiopulmonary resuscitation skills • basic first aid <ul style="list-style-type: none"> ○ cuts ○ abrasions • supervision requirement around water • accident records and reporting • medical conditions and clearances • infectious diseases and hygiene requirements
Product liability	<p>[all categories]</p> <ul style="list-style-type: none"> • the legal responsibilities of those whom manufacturer or sell products if a person sustains injury or damage as a result of using the product
Professional liability insurance	<p>[all categories]</p> <ul style="list-style-type: none"> • insures a person and/or an entity, eg, corporation • against claims made by a third party, eg, gym clients alleging negligence in the rendering of, or the failure to render, professional advice
Records system	<p>[all categories]</p> <ul style="list-style-type: none"> • cleaning and maintenance • safety procedures • manufacturer's warranties and guidelines • assumption-of-risk forms • medical waivers and clearance forms • personal credentials • professional guidelines • injury report forms

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ration of coaches to athletes that allows for maximum participation in a safe environment • physical resources, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training competition in a safe environment
Roles and responsibilities	<p>[all categories]</p> <ul style="list-style-type: none"> • duties and functions of strength and conditioning personnel
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • best practice Code of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching strength and conditioning
Safety and spotting instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • a spotter is someone who assists in the execution of an exercise to help protect the athlete from injury and assist with forced repetitions and partner-assisted actions
Supervision, monitoring and interventions	<p>[all categories]</p> <ul style="list-style-type: none"> • constant surveillance of participants to ensure their physical well being • staying within close vicinity of participants at all times • taking action in the event of a situation or potential situation that endangers the safety of participants
Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment safety and hygiene rules and requirements and venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate training uniform and personal equipment • personal hygiene requirements • strength and conditioning equipment • technical equipment <ul style="list-style-type: none"> ○ clock ○ stopwatch ○ whiteboard and markers ○ clipboards and pens • safety equipment as listed in state Occupational Health and Safety requirements for sports training facilities • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment ○ use of towels, eg, sweating and equipment use

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 acceptable strength and conditioning industry health and safety practices to operate a facility effectively • Assessment of performance should be over a period of time covering all categories of facility management from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ prepare a safe environment ○ prepare participants for a safe strength and conditioning training session ○ deal with an emergency situation, including developing an emergency care plan ○ safely conclude a strength and conditioning training session ○ prepare risk management practices
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"> ○ SRSSTC001A Teach or develop basic skills of strength and conditioning ○ SRSSTC002A Plan and prepare and strength and conditioning program for a competitive athlete ○ SRSSTC003A Operate in accord with accepted strength and conditioning industry health and safety practices • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of health and safety principles in order to apply these to a strength and conditioning coaching session or supervision ○ Knowledge of spotting techniques for strength and conditioning activities ○ Knowledge of emergency care procedures ○ Knowledge of safety and hygiene rules and requirements as they apply to a strength and conditioning environment ○ Knowledge of the principles of risk management in relation to strength and conditioning teaching/coaching environment • Required skills <ul style="list-style-type: none"> ○ Use of relevant communication skills ○ Ability to apply supervision and monitoring skills in order to manage a group of participants and to adjust training to improve skills ○ Ability to prepare and implement a risk management plan for a strength and conditioning teaching or coaching environment ○ Group control skills in order to manage a class of participants effectively

	<ul style="list-style-type: none"> ○ Emergency care skills in order to respond to an emergency or danger situation ○ Cardio-pulmonary resuscitation 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 participants at a strength and conditioning facility ○ personal safety equipment ○ strength and conditioning equipment ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 strength & conditioning 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 effective supervision 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 strength and conditioning
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 sports training centre or similar with athletes participating in strength and conditioning 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 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	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 - Document and analyse the key aspects of facility maintenance and cleaning • Communicating ideas and information - Convey process of emergency action plan in clear direct language • Planning and organising activities - Create emergency action plan • Working with teams and others - Involve support personnel to develop emergency action plan • Using mathematical ideas and techniques - Extract data from risk management reports • Solving problems - Create in-service activity to role play emergency action plan • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSTC005A	TEACH OR DEVELOP ADVANCED SKILLS OF STRENGTH AND CONDITIONING
STC	Strength and conditioning

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

This unit covers the knowledge and skills required to use skills to use drills, exercises and activities to teach or develop advanced skills or strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the advanced skills of strength and conditioning	1.1 Identify the advanced skills of strength and conditioning for specified outcomes according to characteristics of the sport 1.2 Identify and document a technique checklist
2 Prepare the athlete for involvement in a strength and conditioning program	2.1 Clarify the advanced skills of strength and conditioning to be developed for the athlete and relevant support personnel 2.2 Clarify the principles of the physiological adaptations to training for the athlete and relevant support personnel 2.3 Clarify a range or approaches for programming for specific outcomes for the athlete and relevant support personnel 2.4 Assess organisation's Occupational Health and Safety, safe and appropriate dress and equipment
3 Identify preferred teaching/coaching methods and styles to develop the advanced skills of strength and conditioning	3.1 Identify teaching methods in consultation with the athlete in the context of specific skills 3.2 Use feedback in coaching/teaching and clarify with the athlete 3.3 Use appropriate demonstrations 3.4 Use different types of questioning techniques in the coaching/teaching 3.5 Use a variety of coaching/instructional styles in relation to a range of different coaching/teaching situations 3.6 Explain to the athlete the terminology used in the coaching/teaching process
4 Assess the athlete's readiness for involvement in a strength and conditioning program	4.1 Evaluate the athletes health and training status 4.2 Discuss training background and exercise history in strength and conditioning programs with the athlete and relevant support personnel 4.3 Assess athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the advanced skill/s of strength and conditioning 4.4 Select appropriate testing protocols and implement to assess the athlete's readiness to develop/acquire the advanced skills of strength and conditioning 4.5 Select the core lifts and exercises that form the basis of the advanced skills of strength and conditioning to be included in the program based on testing 4.6 Recognise and address factors which may affect the acquisition of the advanced skills of strength and conditioning as result of testing

<p>5 Conduct drills, activities and/or games to teach or develop advanced skills of strength and conditioning</p>	<p>5.1 Select teaching methods and coaching/instructional styles to match the participants readiness, the environment, the activity and the equipment available</p> <p>5.2 Allocate sufficient space and resources for the drill, activity and/or game</p> <p>5.3 Deliver relevant information, explanations and demonstrations to ensure drills, activities and/or games concisely and precisely</p> <p>5.4 Use technological aids to supplement presentations</p> <p>5.5 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis</p> <p>5.6 Observe participants to see that the drills and activities are conducted in accord with the rules, regulations, policies and accepted best practice principles of strength and conditioning</p> <p>5.7 Observe participants skill execution and apply correction techniques to improve advanced skills on an individualised basis</p> <p>5.8 Observe with minimal disruption to the flow of the drill or activity</p> <p>5.9 Make modifications to the activity when necessary</p> <p>5.10 Monitor the skill being taught, the teaching methods and coaching/instructional styles during the instruction and assess accordingly</p> <p>5.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p>
<p>6 Conduct strength and conditioning training techniques</p>	<p>6.1 Demonstrate to athletes and conduct the fundamental exercise techniques</p> <p>6.2 Conduct resistance training techniques related to hypertrophy, strength, power and endurance training</p> <p>6.3 Supervise athletes in practice or core lifts and exercises that form the basis of resistance training techniques</p> <p>6.4 Conduct training methods and exercises for speed, agility and plyometric training</p> <p>6.5 Conduct training methods and exercises for aerobic training</p> <p>6.6 Conduct training methods and exercises for anaerobic training</p> <p>6.7 Conduct training methods and exercises for flexibility training</p> <p>6.8 Use a range of approaches for programming for specific outcomes</p>
<p>7 Apply exercise prescription to training methods</p>	<p>7.1 Apply exercise and exercise order to maximise performance</p> <p>7.2 Conduct training methods on training load, repetition and volume</p> <p>7.3 Conduct training methods based on work duration, rest periods and frequency</p> <p>7.4 Conduct training methods related to rehabilitation and reconditioning</p> <p>7.5 Conduct training methods related to periodisation and training variation</p> <p>7.6 Apply modifications to training methods and adaptations to include pre-adolescent athletes</p> <p>7.7 Apply modifications to training methods and adaptations to include females and older athletes</p>
<p>8 Review and adapt the teaching of the advanced skills of strength and conditioning in response to feedback</p>	<p>8.1 Make relevant points of emphasis before, during and/or after demonstration of techniques and training methods</p> <p>8.2 Implement modifications to the teaching method and coaching style in response to results of the monitoring</p> <p>8.3 Give participants the opportunity to comment and/or ask questions</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
Aerobic training	[all categories] <ul style="list-style-type: none"> • continuous training • interval training • fartlek training • cross training
Anaerobic training	[all categories] <ul style="list-style-type: none"> • high intensity • short interval training
A range of approaches for programming for specific outcomes	[all categories] <ul style="list-style-type: none"> • modes of resistance training for strength • modes of power training • modes of elastic energy training • modes of speed/agility training • modes of aerobic training • modes of anaerobic training • modes of stability training • modes of recovery training
Adaptations to include pre-adolescent athletes, females and older athletes	[all categories] <ul style="list-style-type: none"> • refers to recommended programming guidelines in relation to appropriate sets and reps • preference for the use body weight support and resistance exercises • benefits of appropriate training • should follow the best practice principles of strength and conditioning
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 the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger, 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

Advanced skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • resistance training for strength, power and muscle endurance • speed and agility • aerobic endurance • anaerobic endurance • flexibility
Best practice principles of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission's Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's 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	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation styles 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 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 negotiable issues, eg, safety factors ○ humorous when appropriate ○ organised and efficient ○ a 'critical friend' ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in athletes
Core lifts and exercises that form the basis of the advanced skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • abdomen <ul style="list-style-type: none"> ○ bent-knee sit-up ○ crunch <ul style="list-style-type: none"> ▪ roll outs ▪ reverse crunch ▪ side bends ▪ prone & hold • back <ul style="list-style-type: none"> ○ bent over row ○ lat pull down ○ seated row

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|--|---|
| | <ul style="list-style-type: none"> ○ pull ups ○ good mornings ○ back extensions ○ deadlifts ○ Romanian deadlifts • biceps <ul style="list-style-type: none"> ○ biceps curl ○ hammer curl ○ preacher curl • calves and ankles <ul style="list-style-type: none"> ○ standing calf (heel) raise ○ seated calf (heel) raise ○ anterior lower leg ○ dorsi flexor ○ peroneal flexions & wobble board • chest <ul style="list-style-type: none"> ○ flat bench press (and dumbbell version) ○ incline dumbbell press (and barbell version) ○ flat dumbbell fly (and incline version) ○ vertical chest press ○ dips ○ push ups • forearms <ul style="list-style-type: none"> ○ wrist curl ○ wrist extension • hip/thigh <ul style="list-style-type: none"> ○ hip sled ○ back squat ○ front squat ○ forward lunge ○ step-up ○ deadlift ○ stiff leg deadlift ○ leg (knee) extension ○ leg (knee) curl ○ multi hip ○ kneeling fall forward ○ medicine ball hamstring throws • shoulders <ul style="list-style-type: none"> ○ seated shoulder press ○ machine shoulder press ○ upright row ○ flyes, front raises, bent over flyes ○ shrugs ○ rotator cuff internal external rotation • triceps <ul style="list-style-type: none"> ○ lying triceps extension ○ triceps pushdown ○ bent over tricep extension ○ close grip bench press • power exercises <ul style="list-style-type: none"> ○ push press (and push jerk) ○ clean & power clean ○ snatch and power snatch ○ snatch and clean pulls ○ medicine ball throws • proprioception and neuromuscular coordination exercises <ul style="list-style-type: none"> ○ overhead squat ○ drop snatch |
|--|---|

	<ul style="list-style-type: none"> ○ swiss ball ○ balance board
Fundamental exercise techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • hand grips • stable body and limb positioning • movement range of motion and speed • breathing • spotting
Flexibility training	<p>[all categories]</p> <ul style="list-style-type: none"> • types of stretching <ul style="list-style-type: none"> ○ static stretch ○ ballistic stretch ○ dynamic stretch ○ proprioneuromuscular facilitation (PNF) ○ range of motion • stretching techniques include exercises for <ul style="list-style-type: none"> ○ neck ○ shoulders and chest ○ posterior of upper arm ○ upper back ○ lower back ○ hips ○ torso ○ anterior of thigh and hip flexor ○ posterior of thigh and hip extensors ○ groin ○ calf ○ iliotibial band
Health and training status	<p>[all categories]</p> <ul style="list-style-type: none"> • athletes current condition of level of preparedness to begin a new or revised program
Organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment • technical equipment, eg, safe working order • assess, prescribe and monitor athlete loading • the Australian Sports Commission doping policy • State/Territory policies on Occupational health and safety issues pertaining to safe work practices • gymnasiums, Local Council facilities and private facilities • appropriate safety equipment

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 <ul style="list-style-type: none"> ○ macrocycles ○ mesocycles ○ microcycles • Matveyev model includes • hypertrophy/endurance phase • basic strength phase • strength/power phase
Principles of the physiological adaptations to training	<p>[all categories]</p> <ul style="list-style-type: none"> • hypertrophy adaptations • neural adaptations • cellular adaptations
Rehabilitation and reconditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • active strength and conditioning activities to assist return of injured athlete to competition • adapted to each athlete and his or her specific requirements and goals • rehabilitation and reconditioning based on clinical and scientific research • progressive rehabilitation and reconditioning strategies
Resistance training techniques	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to exercise types for <ul style="list-style-type: none"> ○ abdomen ○ back ○ biceps ○ calves ○ chest ○ forearms ○ hip/thigh ○ shoulders ○ triceps ○ power exercises
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • training equipment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment

Speed, agility and elastic energy training	<p>[all categories]</p> <ul style="list-style-type: none"> • speed refers to <ul style="list-style-type: none"> ○ running speed based on stride frequency and stride length ○ sprinting technique ○ acceleration • agility refers to <ul style="list-style-type: none"> ○ sport/event related change in direction and speed ○ horizontal, vertical, two point and four point movement patterns • elastic energy drills for <ul style="list-style-type: none"> ○ lower body <ul style="list-style-type: none"> ▪ jumps in place ▪ standing jumps ▪ multiple jumps and hops ▪ box drills ▪ depth jumps ○ upper body <ul style="list-style-type: none"> ▪ throws ▪ push ups
Strength and conditioning program	<p>[all categories]</p> <ul style="list-style-type: none"> • programs designed to develop the basic skills of strength and conditioning
Support personnel	<p>[all categories]</p> <ul style="list-style-type: none"> • administrators coaches • sports scientists • sports medicine providers • agents • other health professionals • parents guardians • other involves/appropriate personnel
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approached 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 ○ command and response approaches ○ reciprocal or peer tutoring approaches ○ directive approaches through specific set tasks ○ feedback and refinement approaches ○ guided discovery approaches (setting problems and allowing athletes to discover solutions) and/or ○ experimental or problem solving approaches

Testing protocols	<p>[all categories]</p> <ul style="list-style-type: none"> • to conduct appropriate test measures the following physiological parameters <ul style="list-style-type: none"> ○ aerobic performance ○ anaerobic performance ○ strength/power ○ speed/agility ○ core, pelvic, trunk and shoulder stability
Training background and exercise history	<p>[all categories]</p> <ul style="list-style-type: none"> • training that occurred before athlete began new or revised program including consideration to <ul style="list-style-type: none"> ○ type of training program, eg, strength, sprint, plyometric ○ length of recent regular participation in previous training programs ○ level of intensity involved in previous training programs ○ degree of exercise technique experienced
Training load, repetition and volume	<p>[all categories]</p> <ul style="list-style-type: none"> • load refers to <ul style="list-style-type: none"> ○ the amount of weight assigned to an exercise set ○ commonly described as a percentage of one-repetition maximum (1RM) or the most weight lifted for a specified number of repetitions • repetition <ul style="list-style-type: none"> ○ the number of times a weight is lifted ○ the number of times an exercise can be performed in inversely related to the load lifted • volume or volume load <ul style="list-style-type: none"> ○ the total amount of work completed in a session or unit of time eg total weight lifted, distance completed
Work duration, rest periods and frequency	<p>[all categories]</p> <ul style="list-style-type: none"> • work duration refers to <ul style="list-style-type: none"> ○ the time period to complete training unit or session, eg, 2-5 minutes for long interval training • rest period refers to <ul style="list-style-type: none"> ○ the time duration of recovery period between work durations, eg, 2-6 minutes ○ may be considered in work to rest ratios • frequency refers to <ul style="list-style-type: none"> ○ the number of completed work sessions in a training cycle

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, drills and activities to teach or develop the advanced skills of strength and conditioning • Assessment of performance should be over a period of time covering all categories of strength and conditioning training 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 athlete/team in context of training status ○ analyse the biomechanical characteristics of sporting technique to develop advanced skills of strength and conditioning ○ identify appropriate teaching methods and coaching styles to develop advanced skills of strength and conditioning ○ assess athlete/team readiness to acquire and perform the advanced skills of strength and conditioning ○ conduct drills, activities and games to teach or develop the advanced skills of strength and conditioning ○ modify teaching methods and activities according to feedback
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"> ○ SRSSTC001A Teach or develop basic skills of strength and conditioning ○ SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete ○ SRSSTC003A Operate in accordance with accepted strength and conditioning industry health and safety procedures ○ SRSSTC004A Operate and maintain strength and conditioning facilities and equipment • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals ○ SRSSTC006A Plan and prepare a strength and conditioning program for a high performance athlete • 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 human muscular physiology ○ Knowledge of human neuromuscular anatomy and adaptation to conditioning ○ Knowledge of biomechanics of sport technique ○ Knowledge of human bioenergetics and metabolism ○ Knowledge of bone, muscle and connective tissue adaptation to physical activity ○ Knowledge of adverse neural tension in athletes ○ Knowledge of stability exercises

	<ul style="list-style-type: none"> ○ Knowledge of anatomical, physiological and biomechanical differences of athletes including age and sex ○ Knowledge of adaptation to aerobic endurance training ○ Knowledge of resistance training and spotting techniques ○ Knowledge of speed, agility and plyometric training ○ Knowledge of flexibility training and types of stretching ○ Knowledge of aerobic endurance exercise training ○ Knowledge of periodisation and training variation ○ Knowledge of exercise prescription principles ○ Knowledge of overuse injury and other conditions that may affect planning for strength and conditioning program ○ Knowledge of affect of pain on performance ○ Knowledge of rehabilitation programs ○ Knowledge of drills, activities and games to teach the advanced skills of strength and conditioning ○ Knowledge of relevant equipment and safety requirements (including Occupational Health and safety and legislative requirements) ● Required skills <ul style="list-style-type: none"> ○ Skills used to teach the advanced skills of strength and conditioning, eg, movement, voice, use of technical aids ○ Ability to provide explanations and demonstrations, eg, self, other athletes as models, videos ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants ○ Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching strength and conditioning ○ Ability to use modern technology to assess athletes and apply to planning programs ○ Ability to measure postural stability to plan for strength and conditioning ○ Ability to provide social support to an athlete with overall pain
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ a group of athletes participating in a strength and conditioning activity ○ a gymnasium or strength training facility and other equipment ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 strength & conditioning ○ 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 three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to prescribing exercise for athletes in strength and conditioning
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 in a sports training facility with competitive athletes participating in strength and conditioning activities. The environment should be safe, with a 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 - Lead a class • Using mathematical ideas and techniques - Use proper lifting techniques • Solving problems - Observe and modify advanced skill faults • Using technology - Ensure that teaching and audio-visual aids are in good working order <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSTC006A	PLAN AND PREPARE A STRENGTH AND CONDITIONING PROGRAM FOR A HIGH PERFORMANCE ATHLETE
STC	Strength and conditioning

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

This unit covers the knowledge and skills required to plan and prepare a strength and conditioning program for a high performance athlete.

ELEMENT	PERFORMANCE CRITERIA
1 Assess the athlete's readiness for involvement in a strength and conditioning program	1.1 Evaluate the athletes health and training status 1.2 Discuss training background and exercise history in strength and conditioning programs with the athlete and relevant support personnel 1.3 Assess athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the skill/s of strength and conditioning 1.4 Select and implement appropriate testing protocols to assess the athlete's readiness to develop/acquire the high performance skills of strength and conditioning 1.5 Select the core lifts and exercises that form the basis of the high performance skills of strength and conditioning to be included in the program, based on testing 1.6 Recognise and address factors which may affect the acquisition of the skills of strength and conditioning as result of testing 1.7 Assess work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and regulations and requirements, venue and equipment
2 Plan a strength and conditioning training program	2.1 Analyse and document athletes selected activity or sports discipline 2.2 Develop profiles for each individual athlete or team participating in the training program using appropriate assessment measures 2.3 Establish fixed points of the program and identify and document phases within the training program 2.4 Develop objectives for the training program , and each phase within the training program in consultation with the athletes and reflect the analysis of the activity and the athletes profiles 2.5 Design a process to develop identified aims and integrate all components of the training program 2.6 Plan requirements for each session within the development program 2.7 Ensure the training program empowers the athlete 2.8 Plan methods and scheduling of monitoring the training program prior to implementation 2.9 Select appropriate testing protocols and implement to assess the athlete's readiness to develop skills of strength and conditioning

<p>3 Apply exercise prescription to training program</p>	<p>3.1 Apply exercise selection and exercise order to maximise performance</p> <p>3.2 Conduct training methods based on training load, repetition and volume</p> <p>3.3 Conduct training methods based on work duration, rest periods, and frequency</p> <p>3.4 Conduct training methods related to periodisation and training variation</p> <p>3.5 Conduct training methods related to rehabilitation and reconditioning</p> <p>3.6 Apply modifications to training methods and adaptations to include pre-adolescent athletes, women and mature-aged athletes</p> <p>3.7 Apply modifications to training methods and adaptations to include athletes with a disability</p> <p>3.8 Conduct training methods according to best practice principles of strength and conditioning</p>
<p>4 Prepare a strength and conditioning training program for a high performance athlete</p>	<p>4.1 Prepare a training program for strength and conditioning for high performance athlete/s with appropriate documentation in accordance with rules, policies and regulations</p> <p>4.2 Prescribe exercises to maximise performance and minimise and or decrease injury susceptibility</p> <p>4.3 Prepare requirements for each session within the program</p> <p>4.4 Prepare methods and scheduling of monitoring the training program prior to implementation</p> <p>4.5 Select exercises based on athletes health status, strength and conditioning levels and training goals</p> <p>4.6 Select exercises for sport specific function and utility</p> <p>4.7 Select exercises based on muscle group or groups</p> <p>4.8 Select exercises based on type of kinetic chain movement</p> <p>4.9 Prepare resistance training exercises in a training program</p> <p>4.10 Prepare conditioning exercises in a training program</p> <p>4.11 Prepare plyometric exercises in a training program</p> <p>4.12 Prepare flexibility exercises in a training program</p> <p>4.13 Prepare exercises to improve speed and agility in a training program</p>
<p>5 Plan for high performance situations within the training program</p>	<p>5.1 Develop a high performance strategy which matches the athletes and/or teams profiles</p> <p>5.2 Identify strengths and weaknesses of the opposition in activities in which information will affect the athletes performances</p> <p>5.3 Develop athlete and/or team tactics to match the high performance strategy and the opposition profile where that is identified</p> <p>5.4 Identify and document support needs for the competition/performance</p> <p>5.5 Develop job descriptions for support personnel</p> <p>5.6 Match support needs with available resources</p> <p>5.7 Identify potential barriers to communication with athletes during competition/performance, and within relevant rules and regulations, develop strategies to overcome these barriers</p> <p>5.8 Integrate multiple performance objectives over a period of time</p>
<p>6 Plan a recovery program</p>	<p>6.1 Plan appropriate recovery methods and strategies to the training program</p>
<p>7 Plan rehabilitation and reconditioning programs</p>	<p>7.1 Identify and document the body's physiological responses to injury and the healing processes</p> <p>7.2 Identify and document potential psychological responses to injury</p>

8 Liaise with other coaches and specialists	8.1 Establish ongoing liaison between coaches/instructors where coaches/instructors work with the same athlete 8.2 Identify and document role and responsibilities of the individual coaches/instructors 8.3 Identify potential conflict and resolutions
9 Selection procedures are identified	9.1 Establish selection policies, procedures and criteria 9.2 Critique methods of testing and assessing athletes 9.3 Identify data required in relation to the context of the selection and explain the strategy 9.4 Develop strategies for determining an individuals skills in a team environment

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
Adaptations to include athletes with a disability	<p>[all categories]</p> <ul style="list-style-type: none"> • athletes with sensory, physical, intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ physical disability, eg, amputees, wheel chair athletes
Adaptations to include pre-adolescent athletes, women and mature aged athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to recommended programming guidelines in relation to appropriate sets and reps • preferences for the use body weight support and resistance exercises • benefits of appropriate training • should follow the best practice principles of strength and conditioning
Analyse	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical
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, 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
Assessment measures	<p>[all categories]</p> <ul style="list-style-type: none"> • field assessments of fitness components • interviews with athletes • observation of performance • performance history

Best practice principles of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the strength and conditioning industry to minimise safety hazards or risks • the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching • Australian Sports Commission's Harassment-free Sport policy • Australian Sports Commission's drugs in sport policy • National Activity Organisation's 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
Components	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership
Conflict and resolutions	<p>[all categories]</p> <ul style="list-style-type: none"> • discussion • mediation • negotiation
Core lifts and exercises that form the basis of the basic skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • abdomen <ul style="list-style-type: none"> ○ bent-knee sit-up ○ crunch <ul style="list-style-type: none"> ▪ roll outs ▪ reverse crunch ▪ side bends ▪ prone & hold • back <ul style="list-style-type: none"> ○ bent over row ○ lat pull down ○ seated row ○ pull ups ○ good mornings ○ back extensions ○ deadlifts ○ Romanian deadlifts • biceps <ul style="list-style-type: none"> ○ biceps curl ○ hammer curl ○ preacher curl

	<ul style="list-style-type: none"> • calves and ankles <ul style="list-style-type: none"> ○ standing calf (heel) raise ○ seated calf (heel) raise ○ anterior lower leg ○ dorsi flexor ○ peroneal flexions & wobble board • chest <ul style="list-style-type: none"> ○ flat bench press (and dumbbell version) ○ incline dumbbell press (and barbell version) ○ flat dumbbell fly (and incline version) ○ vertical chest press ○ dips ○ push ups • forearms <ul style="list-style-type: none"> ○ wrist curl ○ wrist extension • hip/thigh <ul style="list-style-type: none"> ○ hip sled ○ back squat ○ front squat ○ forward lunge ○ step-up ○ deadlift ○ stiff leg deadlift ○ leg (knee) extension ○ leg (knee) curl ○ multi hip ○ kneeling fall forward ○ medicine ball hamstring throws • shoulders <ul style="list-style-type: none"> ○ seated shoulder press ○ machine shoulder press ○ upright row ○ flyes, front raises, bent over flyes ○ shrugs ○ rotator cuff internal external rotation • triceps <ul style="list-style-type: none"> ○ lying triceps extension ○ triceps pushdown ○ bent over tricep extension ○ close grip bench press • power exercises <ul style="list-style-type: none"> ○ push press (and push jerk) ○ clean & power clean ○ snatch and power snatch ○ snatch and clean pulls ○ medicine ball throws • proprioception and neuromuscular coordination exercises <ul style="list-style-type: none"> ○ overhead squat ○ drop snatch ○ swiss ball ○ balance board
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Development program	<p>[all categories]</p> <ul style="list-style-type: none"> • support provided • options discussed • goals identified • achievement strategy identified
Empowers	<p>[all categories]</p> <ul style="list-style-type: none"> • awareness of the underlying principles and reasons for the program • opportunities for self directed learning • training diary • input into the program • athletes needs and commitments outside the activity are recognised
Exercise selection and exercise order	<p>[all categories]</p> <ul style="list-style-type: none"> • choosing exercises for a resistance training program based on <ul style="list-style-type: none"> ○ types of resistance training exercises ○ movement analysis of sport ○ athletes exercise technique experience ○ available equipment and training time • exercise order refers to a sequence of resistance exercise performed during one training session <ul style="list-style-type: none"> ○ power, the other core then assisted exercises ○ pre-exhaustion method ○ upper and lower body exercise (alternated) ○ supersets and compound sets
Fixed points	<p>[all categories]</p> <ul style="list-style-type: none"> • structure and subdivision of the high performance • availability of facilities • rules of the activity • rules of the competition/performance • individual and/or team involvement • intended peaks • selection dates and criteria • athletes lifestyle and availability of support personnel
Flexibility exercises	<p>[all categories]</p> <ul style="list-style-type: none"> • in relation to flexibility training may include <ul style="list-style-type: none"> ○ static stretching ○ ballistic stretching ○ dynamic stretching ○ proprioneuromuscular facilitation (PNF) ○ range of motion • stretching techniques include exercises for <ul style="list-style-type: none"> ○ neck ○ shoulders and chest ○ posterior of upper arm ○ upper back ○ lower back

	<ul style="list-style-type: none"> ○ hips ○ torso ○ anterior of thigh and hip flexor ○ posterior of thigh ○ groin ○ calf
Healing processes	<p>[all categories]</p> <ul style="list-style-type: none"> ● first aid treatment for injuries common to the activity ● recovery and rehabilitation period and activities ● return to participation
Health and training status	<p>[all categories]</p> <ul style="list-style-type: none"> ● athletes current condition of level of preparedness to begin a new or revised program
Job descriptions	<p>[all categories]</p> <ul style="list-style-type: none"> ● total time ● timing of position ● skills ● tasks and communication
Kinetic chain movement	<p>[all categories]</p> <ul style="list-style-type: none"> ● exercise may be classified based upon type of kinetic chain movement <ul style="list-style-type: none"> ○ closed kinetic chain movement ○ open kinetic chain movement
Objectives	<p>[all categories]</p> <ul style="list-style-type: none"> ● athlete enjoyment ● competition/performance ● physical ● psychological ● tactical ● technical and leadership skills ● selection ● principles of training ● specificity ● progressive training ● rest and recovery ● reversibility ● frequency ● intensity ● duration ● periodisation ● tapering ● peaking ● individuality and maintenance

Other coaches and specialists	<p>[all categories]</p> <ul style="list-style-type: none"> • health professionals • physiologists • biomechanics
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 <ul style="list-style-type: none"> ○ macrocycles ○ mesocycles ○ microcycles • Matveyev model includes <ul style="list-style-type: none"> ○ hypertrophy/endurance phase ○ basic strength phase ○ strength/power phase
Phase	<p>[all categories]</p> <ul style="list-style-type: none"> • macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season
Plyometric	<p>[all categories]</p> <ul style="list-style-type: none"> • plyometric or elastic energy training refers to <ul style="list-style-type: none"> ○ quick powerful movement using a prestretch or countermovement, that involves the stretch-shortening cycle • plyometric or elastic energy drills for • lower body <ul style="list-style-type: none"> ○ jumps in place ○ standing jumps ○ multiple hops and jumps ○ bounds ○ box drills depth jumps • upper body <ul style="list-style-type: none"> ○ throws ○ push ups • trunk
Potential barriers	<p>[all categories]</p> <ul style="list-style-type: none"> • background noise • time availability • stress level of coach/instructor and the swimmers • information overload

Potential conflict	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching/instructing styles • training program • competition/performance program • discipline procedures • techniques • tactics and time commitments
Profile	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills
Psychological responses	<p>[all categories]</p> <ul style="list-style-type: none"> • denial • despair • anger and coping strategies
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resource, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • objectives • structure • specific activities • range of activities • time • equipment and safety
Recovery methods	<p>[all categories]</p> <ul style="list-style-type: none"> • drills and activities that contribute to recovery of muscles after physical activity

Rehabilitation and reconditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • active strength and conditioning activities to assess return of injured athlete to competition • adapted to each athlete and his or her specific requirements and goals • rehabilitation and reconditioning based on clinical and scientific research • progressive rehabilitation and reconditioning strategies
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Activity Organisation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching • policies of employer organisations, eg, anti doping policy • Australian Sports Commission's Harassment-free Sport policy
Skills of strength and conditioning	<p>[all categories]</p> <ul style="list-style-type: none"> • resistance training for strength, power and muscle endurance • speed and agility • aerobic endurance • flexibility • anaerobic endurance
Strategy	<p>[all categories]</p> <ul style="list-style-type: none"> • weighting given to different sources of information • weighting given to different information
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • sign language • time outs • athlete/s in charge in participation environment
Strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills
Support needs	<p>[all categories]</p> <ul style="list-style-type: none"> • training facilities • equipment • finance • transport • coach/instructor • management and/or specialist support

Tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • written competition/performance strategy • strategy communicated to athletes
Testing protocols	<p>[all categories]</p> <ul style="list-style-type: none"> • past performance • discussion with trainees • physical ability tests • trial • performances in familiar environment • performances in unfamiliar environment • where relevant to the activity • positions trialled in • subjective assessments
Training background and exercise history	<p>[all categories]</p> <ul style="list-style-type: none"> • training that occurred before athlete began new or revised program including consideration to <ul style="list-style-type: none"> ○ type of training program, eg, strength, sprint, plyometric ○ length of recent regular participation in previous training programs ○ level of intensity involved in previous training programs ○ degree of exercise technique experienced
Training load, repetition and volume	<p>[all categories]</p> <ul style="list-style-type: none"> • load <ul style="list-style-type: none"> ○ the amount of weight assigned to an exercise set ○ commonly described as a percentage of one-repetition maximum (1RM) or the most weight lifted for a specified number of repetitions • repetition <ul style="list-style-type: none"> ○ the number of times a weight is lifted ○ the number of times an exercise can be performed inversely related to the load lifted • volume or volume load <ul style="list-style-type: none"> ○ the total amount of work completed in a session or unit of time eg total weight lifted, distance completed
Training program	<p>[all categories]</p> <ul style="list-style-type: none"> • a forward training plan which covers a four year Olympic cycle

Work duration, rest periods and frequency	<p>[all categories]</p> <ul style="list-style-type: none"> • work duration refers to <ul style="list-style-type: none"> ○ the time period to complete training unit or session, eg, 2-5 minutes for long interval training • rest period refers to <ul style="list-style-type: none"> ○ the time duration of recovery period between work durations, eg, 2-6 minutes ○ may be considered in work to rest ratios • frequency refers to <ul style="list-style-type: none"> ○ the number of completed work sessions in a training cycle
Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate apparel and personal equipment • personal hygiene requirements • strength and conditioning training equipment • technical equipment <ul style="list-style-type: none"> ○ stopwatch ○ whiteboard ○ clipboards • safety equipment as listed in state Occupational Health and Safety requirements for sports training facilities • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/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 planning and preparing a strength and conditioning program for a competitive athlete • 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 athletes readiness for involvement in a strength and conditioning program ○ develop a strength and conditioning training program for a high performance athlete that improves the performance of the athlete while maintaining their well-being ○ apply exercise prescription principles to strength and conditioning training program ○ plan for high performance/performance situations within the strength and conditioning program ○ apply exercise prescription to training program ○ plan rehabilitation and reconditioning programs ○ plan a recovery 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"> ○ SRSSTC001A Teach or develop basic skills of strength and conditioning ○ SRSSTC002A Plan and prepare a strength and conditioning program for a competitive athlete ○ SRSSTC003A Operate in accordance with accepted strength and conditioning industry health and safety procedures ○ SRSSTC004A Operate and maintain strength and conditioning facilities and equipment • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSSTC005A Teach or develop advanced skills of strength and conditioning ○ HLTCOM6A Make referrals to other health care professionals when appropriate ○ HLTCOM8A Use practice specific/medical terminology in order to communicate with client/patients, fellow workers and health care professionals • 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 human muscular physiology as applied to strength and conditioning ○ Knowledge of strength and conditioning principles of training ○ Knowledge of human neuromuscular anatomy and adaptation to conditioning ○ Knowledge of biomechanics of sport technique ○ Knowledge of human bioenergetics and metabolism ○ Knowledge of bone, muscle and connective tissue adaptation to physical activity ○ Knowledge of adverse neural tension in athletes

	<ul style="list-style-type: none"> ○ Knowledge of stability exercises ○ Knowledge of anatomical, physiological and biomechanical differences of athletes including age and sex ○ Knowledge of adaptation to aerobic and anaerobic endurance training ○ Knowledge of resistance training and spotting techniques ○ Knowledge of speed, agility and plyometric training ○ Knowledge of flexibility training and types of stretching ○ Knowledge of aerobic endurance exercise training ○ Knowledge of periodisation and training variation ○ Knowledge of exercise prescription principles ○ Knowledge of drills, activities and games to teach the basic skills of strength and conditioning ○ Knowledge of relevant equipment and safety requirements including Occupational Health and safety and legislative requirements ● Required skills <ul style="list-style-type: none"> ○ Skills used to teach the advanced skills of strength and conditioning eg movement, voice, use of technical aids ○ Ability to gather information to prepare a plan for strength and conditioning ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants ○ Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching strength and conditioning
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ a group of athletes participating in a strength and conditioning activity ○ a gymnasium or strength training facility and other equipment ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 strength & conditioning ○ 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 prescribing exercise for athletes in strength and conditioning

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 training facility with competitive athletes participating in strength and conditioning activities. The environment should be safe, with a 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
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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 checklist of key selection policies, procedures, and criteria • Communicating ideas and information - Identify barriers to communication • Planning and organising activities - Plan requirements for training components and for each program session • Working with teams and others - Liaise with other coaches, specialist and instructors • Using mathematical ideas and techniques - Establish selection procedures • Solving problems - Identify and resolve potential conflicts • Using technology - Use appropriate technical and testing equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SURF LIFE SAVING

SUR

Contents

SRSSUR001A Teach and develop the basic skills of surf life saving	1
SRSSUR002A Interpret and apply the fundamental rules of surf life saving at a beginner level	13
SRSSUR003A Use fundamental communication strategies to officiate surf life saving at a beginner level	21
SRSSUR004A Assist in the prevention of emergencies in surf life saving competitions	29
SRSSUR005A Demonstrate fundamental positioning skills relevant to officiating surf life saving at a beginner level	37
SRSSUR006A Teach and develop the intermediate skills of surf life saving	45
SRSSUR007A Interpret and apply the rules of surf life saving at an intermediate level	57
SRSSUR008A Manage the format and results of surf life saving competitions at an intermediate level	65
SRSSUR009A Use communication strategies to officiate surf life saving at an intermediate level	73
SRSSUR010A Demonstrate positioning skills relevant to officiating surf life saving at an intermediate level	81
SRSSUR011A Teach and develop the advanced skills of surf life saving.....	89
SRSSUR012A Interpret and apply the rules of surf life saving at an advanced level	101
SRSSUR013A Use communication strategies to officiate surf life saving at an advanced level	109

SRSSUR001A	TEACH AND DEVELOP THE BASIC SKILLS OF SURF LIFE SAVING
SUR	Surf life saving

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 surf life saving.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse a <i>basic skill</i>	1.1 Identify biomechanical principles in the context of basic surf life saving 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 <i>teaching methods</i> and <i>coaching styles</i> to develop the <i>basic skills</i>	2.1 Identify and explain teaching methods and coaching styles are in the context of specific skills and tactics 2.2 Use feedback in the coaching process 2.3 Use appropriate demonstrations in the coaching process in line with endorsed standards and ethical considerations 2.4 Use different types of questioning in the coaching process 2.5 Use a variety 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 surf life saving environment
3 Assess participants <i>readiness to acquire</i> and perform the <i>basic skills</i>	3.1 Identify the basic skills to be developed 3.2 Identify factors which affect the acquisition of the basic skills of surf life saving and describe in relation to skill acquisition of athletes 3.3 Assess participants 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 Assess conditions in <i>readiness to acquire</i> and perform the <i>basic skills</i>	4.1 Assess environment, conditions and equipment to ensure they satisfy the organisations rules and regulations for safe conduct of surf life saving activities

<p>5 Conduct drills, activities and/or games to teach or develop the basic skills</p>	<p>5.1 Select teaching methods and coaching styles to match the participants readiness, the environment, the basic skills and the equipment available</p> <p>5.2 Allocate sufficient space and resources for the drill, activity and/or game</p> <p>5.3 Use space and training equipment effectively to conduct the training session</p> <p>5.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for surf life saving</p> <p>5.5 Use technological aids to supplement presentations</p> <p>5.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis</p> <p>5.7 Observe participants to see that the drills, activities and/or games are conducted to enhance the policies, rules and regulations of surf life saving</p> <p>5.8 Observe participants skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis</p> <p>5.9 Observe with minimal disruption to the drill, activity or game</p> <p>5.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess accordingly</p> <p>5.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p>
<p>6 Review and adapt the teaching of a basic skill in response to feedback</p>	<p>6.1 Make relevant points of emphasis before, during and/or after coaching sessions</p> <p>6.2 Detect faults/errors and use correctional techniques in the coaching process</p> <p>6.3 Adapt coaching methods and procedures to the current needs of athletes</p> <p>6.4 Provide participants with the opportunity to have input to the coaching sessions</p> <p>6.5 Modify the planned program to accommodate participants actual progress</p> <p>6.6 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
Basic	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for participant at club level • skill level for junior athlete
Basic skills	<p>[all categories]</p> <ul style="list-style-type: none"> • beach sprints <ul style="list-style-type: none"> ○ flags • surf board paddling <ul style="list-style-type: none"> ○ kneeling position ○ lying position ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ bunny hopping ▪ negotiating the surf ▪ popping a wave ▪ getting out to the buoys ▪ turning buoys ▪ coming in ▪ catching a wave ▪ finish • surf boat rowing <ul style="list-style-type: none"> ○ competition technique • inflatable rescue boat (IRB) <ul style="list-style-type: none"> ○ competition technique • reel and rescue <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ body carriage ▪ arm action ▪ leg action ▪ timing and length of pace ▪ wheeling • surf ski paddling <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ heading out through the surf ▪ turning the buoys ▪ catching a wave ▪ finishing • surf swimming <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ wadding ▪ porpoising ▪ catching a green wave ▪ catching a broken wave

	<ul style="list-style-type: none"> ▪ directional strategies ▪ race plan • junior athletes participate in competition limited to <ul style="list-style-type: none"> ○ surf board paddling ○ beach sprints ○ surf swimming
Biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • efficient swim technique • efficient ski board technique • effective body surfing technique • efficient beach sprint leg and arm action • balance and centre of gravity • use of levers to produce force • injury prevention • examining models of other elite surf life saving athletes
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 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	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the surf life saving 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 ○ the Surf Life Saving Australia coaches code of conduct policy ○ the culture of the surf life saving • type of athlete <ul style="list-style-type: none"> ○ age ○ sensory or intellectual impairment eg sight/hearing loss ○ physical disability ○ size of group

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 surf life saving as described in Surf Life Saving Australia Coaching Course • type of activities include <ul style="list-style-type: none"> ○ beach sprint and flag activities ○ surf and pool swimming activities ○ board paddling activities ○ ski paddling activities ○ IRB activities ○ reel and rescue activities ○ surf boat rowing activities ○ modified games
Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission Harassment-free Sport policy
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • beach area • surf life saving club house facilities • spectators must behave in a manor which reflects the intention of the spectators code of conduct as prescribed by the Surf Life Saving Australia • environment is appropriate and safe for competition and/or training <ul style="list-style-type: none"> ○ rips and all other hazardous surf conditions
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to rules of surf life saving • 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 • may include <ul style="list-style-type: none"> ○ surf boards ○ surf skis and paddles ○ flags ○ inflatable rescue boat (IRB) ○ reel and rescue equipment ○ marker buoys

Ethical considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • effectively represents surf life saving in a positive manner to the broader community
Organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ appropriate apparel • sunscreen • hydration • surf craft meet safety standards
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 ○ flexibility • motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the training and competition 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, eg, life guard • appropriate beach and surf conditions • designated beach and surf area • equipment
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of surf life saving • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Surf Life Saving Australia Code of Ethics ○ Surf Life Saving Australia anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable
Space	<p>[all categories]</p> <ul style="list-style-type: none"> • beach • surf • club house

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 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
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video camera and recorder • white board

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 and develop basic level surf life saving skills • 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 surf life saving ○ identify appropriate teaching methods and coaching styles to develop the basic skills of surf life saving ○ conduct drills, activities and/or games to teach or develop the basic skills of surf life saving ○ review and adapt the teaching of a basic skill in response to feedback
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"> ○ 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 basic skills of surf life saving to ensure instruction for skills acquisition ○ Knowledge of biomechanics of the basic skills of surf life saving ○ 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 surf life saving ○ Knowledge of the rules of surf life saving related to teaching the basic skills of surf life saving ○ Knowledge of faults and errors to assist skill acquisition and correction ○ Knowledge of the relevant modified rules and regulations of surf life saving 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 in a surf life saving environment ● Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the basic skills of surf life saving ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of surf life saving in order to coach the basic skills ○ Ability to provide demonstrations of basic surf life saving 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 participants ○ 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 participants
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 surf life saving ○ personal safety equipment, eg, sunscreen ○ surf life saving environment ○ surf life saving 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 surf life saving 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 <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 surf life saving

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 surf life saving environment with basic level 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 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
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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 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 and officials • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify basic faults in skill acquisition • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR002A	INTERPRET AND APPLY THE FUNDAMENTAL RULES OF SURF LIFE SAVING AT A BEGINNER LEVEL
SUR	Surf life saving

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

This unit covers the knowledge and skill required to successfully interpret the fundamental rules that are required to conduct a surf life saving event at an introductory level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for an event	1.1 Assess the condition of the event to ensure it satisfies the organisation's rules and regulations for a surf life saving event 1.2 Assess the environment, facilities and equipment and resources to ensure they comply with the organisation's regulations for a surf life saving event 1.3 Assess external influences , safety and other risks to ensure they are within acceptable levels prior to commencement of the event 1.4 Take necessary action based on the assessment of the condition
2 Observe an event and identify information on which to base fundamental decisions	2.1 Observe the event to ensure it is conducted in accordance with the organisation's rules and regulations 2.2 Observe with minimal disruption to the conduct of the event 2.3 Identify and document breaches of rules and regulations
3 Interpret rules and regulations in accord with the spirit of the event	3.1 Identify and document relevant information on which to make decisions 3.2 Interpret the rules and regulations consistently with current guidelines and national trends of surf life saving 3.3 Demonstrate accurate and consistent interpretations based on fairness, equity, support and participant safety
4 Communicate decisions and manage the outcomes of decision making while officiating	4.1 Communicate decisions with competitors and other officials clearly and in accordance with the prescribed procedures for surf life saving at introductory level of competition 4.2 Manage the reactions of competitors in accordance with the fundamental rules and regulations of surf life saving

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
Communicate	[all categories] <ul style="list-style-type: none"> • in writing • verbally
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment, eg, whistles, loud hailers, microphone, public address system, radios, mobile phones • personal equipment, eg, uniform, white/navy shorts/pants/skirt, white blouse or collared shirt, white sweater and hat
External influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water conditions ○ beach conditions • weather conditions • public • spectators • media
Fundamental rules and regulations	[all categories] <ul style="list-style-type: none"> • course layout • event procedures (starting, finishing, judging) • juniors (under 8/under 14)
Information	[all categories] <ul style="list-style-type: none"> • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition section • beach positions • setting of competition courses • competitor limitations • starting times • reporting

	<ul style="list-style-type: none"> • marshalling <ul style="list-style-type: none"> ○ teams events • level of carnival being conducted eg club/branch • type of event/discipline • scoring/recording • participant reactions
Introductory level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants without experience in surf life saving officiating • participants must be over 16 years of age • participants may have special needs, eg, gender, social disadvantage, minority ethnic, cultural groups, disability, medical condition • participants with adequate health status
National trends	<p>[all categories]</p> <ul style="list-style-type: none"> • competition safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • referees • liaison officers • judges • scrutineers • stewards • timekeepers • marshals • results recorders • media liaison officer • announcer • emergency services coordinator • chief water safety officer for junior activity competitions • medical and first aid personnel • team managers • handlers • coaches
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • teams of officials • competition area • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards ○ multi - discipline • beach courses <ul style="list-style-type: none"> ○ sprint

	<ul style="list-style-type: none"> ○ flags ○ march past ● materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons ● communications equipment <ul style="list-style-type: none"> ○ radios ○ loud hailers ○ microphones ○ whistles ○ public address system ● health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ ice ○ medical kit ○ shade ○ rescue craft ● sponsorship
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● current edition of the Surf Life Saving Australia competition manual ● Surf Life Saving Australia supplementary regulations ● competition bulletins

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 surf life saving as they apply to junior or beginner level and interpret in an event • Assessment of performance should be over a period of time covering all categories of officiating 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 event ○ observe an event and recognise when breaches of rules and regulations occur ○ interpret a correct decision ○ communicate the decision to competitors, other officials and public/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"> ○ SRSSUR003A Use fundamental communication strategies to officiate surf life saving at an beginner level ○ SRSSUR004A Assist in the prevention of emergencies in surf life saving competitions ○ SRSSUR005A Demonstrate fundamental positioning skills relevant to officiate surf life saving at an 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 surf life saving ○ Knowledge of the relevant nipper rules and regulations of surf life saving ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of environmental hazards ○ Knowledge of presentation requirements for officials ○ Basic knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with all relevant persons ○ Listening skills in order to receive feedback in a constructive way from all relevant persons ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved

	<ul style="list-style-type: none"> ○ Recording skills in order to accurately record results ○ Use of auditory devices
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 surf life saving event ○ equipment ○ competitors competing at club or branch 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 officiating surf life saving at the club or branch 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 observation and judgement this unit of competency must be assessed over two (2) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating surf life saving
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 surf life saving environment with basic level 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 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 breaches of rules and regulations • Communicating ideas and information - Communicate decisions according to rules and regulations • Planning and organising activities - Assess environment, facilities and resources • Working with teams and others - Manage reactions of players and club officials • Using mathematical ideas and techniques - Use proper markings for courses • Solving problems - Use relevant information and rules to make sound and accurate decisions • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR003A	USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL
SUR	Surf life saving

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 conduct a surf life saving event at a beginner level.

ELEMENT	PERFORMANCE CRITERIA
1 Use fundamental oral communication skills	1.1 Communicate decisions to competitors and other officials through basic verbal information 1.2 Considering external influences demonstrate effective use of voice when communicating with others 1.3 Receive feedback from competitors and other officials in a positive and constructive manner 1.4 Use appropriate resources to officiate surf life saving at a beginner level
2 Use fundamental auditory devices	2.1 Consider national trends and demonstrate the use of necessary equipment to clearly convey decisions to competitors
3 Make effective use of body language	3.1 Use an open body stance and posture when interacting with others to project a positive nature 3.2 Make eye contact when communicating with others
4 Receive feedback	4.1 Discuss feedback provided by others in a rational and constructive way 4.2 Implement changes to improve the quality of officiating based on informal discussions with all relevant 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
External Influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water conditions ○ beach conditions • weather conditions • public • spectators • media
Feedback	[all categories] <ul style="list-style-type: none"> • informal • individual and group performances
Information	[all categories] <ul style="list-style-type: none"> • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events • level of carnival being conducted, eg, club/branch • type of event/discipline • scoring/recording • participants reactions

National trends	<p>[all categories]</p> <ul style="list-style-type: none"> • competition safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies
Necessary equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • loud hailers • radios • public address system • whistles • personal equipment, eg, uniform <ul style="list-style-type: none"> ○ white shorts or white slacks or white skirt ○ white blouse or collared shirt ○ white sweater and hat
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • referees • liaison officers • judges • scrutineers • stewards • timekeepers • marshals • results recorders • media liaison officer • announcer • emergency services coordinator • chief water safety officer for junior activity competitions • medical and first aid personnel • team managers • handlers • coaches
Positive and constructive manner	<p>[all categories]</p> <ul style="list-style-type: none"> • interact in a friendly and professional manner
Relevant persons	<p>[all categories]</p> <ul style="list-style-type: none"> • competitors • other officials • administrators • coaches • team managers • parents

Resources	[all categories] <ul style="list-style-type: none">• teams of officials• competition area• water courses<ul style="list-style-type: none">○ swimming○ boat○ skis○ boards○ multi-discipline• beach courses<ul style="list-style-type: none">○ sprint○ flags○ march past• materials<ul style="list-style-type: none">○ flags○ buoys○ anchors○ starter gun○ batons• communications equipment<ul style="list-style-type: none">○ radios○ loud hailers○ microphones○ whistles○ public address system• health and safety provisions<ul style="list-style-type: none">○ sunscreen○ ice○ medical kit○ shade○ rescue craft• sponsorship
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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 communications strategies to officiate surf life saving at a junior or beginner level • Assessment of performance should be over a period of time covering all categories of officiating 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 competitors and other officials in an effective manner ○ use fundamental auditory devices ○ convey a confident and friendly manner through body and posture ○ 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"> ○ SRSSUR002A Interpret and apply the fundamental rules of surf life saving at a beginner level ○ SRSSUR004A Assist in the prevention of emergencies in surf life saving competitions ○ SRSSUR005A Demonstrate fundamental positioning skills relevant to officiating surf life saving at a 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 surf life saving ○ Knowledge of the relevant nipper rules and regulations of surf life saving ○ Basic knowledge of relevant equipment and safety requirements ○ Knowledge of environmental hazards ○ Knowledge of presentation requirements for officials ○ Basic knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with all relevant persons ○ Listening skills in order to receive feedback in a constructive way from all relevant persons ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved

	<ul style="list-style-type: none"> ○ Recording skills in order to accurately record results ○ Use of auditory devices
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 surf life saving ○ personal safety equipment, eg, sunscreen ○ surf life saving environment ○ surf life saving 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 officiating surf life saving 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 <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as observation and judgement this unit of competency must be assessed over two (2) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with basic level 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 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	1	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 - Identify and interpret key rules, regulations, infringements and relevant signals • Communicating ideas and information - Use clear and effective voice and other auditory means of communication to communicate decisions • Planning and organising activities - Organise personal equipment • Working with teams and others - Manage reactions of players and officials • Using mathematical ideas and techniques - Develop system for reporting information on key event areas • Solving problems - Conduct informal discussions to implement officiating changes • Using technology - Develop clear directions for maintaining and using technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR004A	ASSIST IN THE PREVENTION OF EMERGENCIES IN SURF LIFE SAVING COMPETITIONS
SUR	Surf life saving

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

This unit covers the knowledge and skills required to successfully demonstrate the introductory skills involved with the prevention of emergencies in surf life saving competition.

ELEMENT	PERFORMANCE CRITERIA
1 Check and report problems which may prevent emergencies from being safely handled	1.1 Identify and document the basic type/s, principles and limitations of emergency equipment , facilities and resources located in the competition area 1.2 Identify and document the acts and conditions which could prevent emergencies from being safely handled 1.3 Identify the immediate competition area and check regularly for any external influences and acts and conditions which could lead to emergencies being safely handled 1.4 Report information and acts and conditions that could prevent an emergency to the supervisor of the competition area or other appropriate persons in accordance with the organisation's procedures 1.5 In line with national trends recommend procedures to the supervisor and other officials of the competition which could minimise or prevent emergencies from occurring
2 Report problems which may lead to emergencies	2.1 Identify and document the acts and conditions which could lead to emergencies 2.2 Check the immediate competition area regularly for any acts and conditions which could lead to emergencies 2.3 Correct hazards and other acts and conditions that could lead to an emergency or report to the supervisor of the competition area or other appropriate person in accordance with the organisation's procedures, 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
Acts and conditions	<p>[all categories]</p> <ul style="list-style-type: none"> • size of surf • rips/currents • sharks • debris • beach conditions • wind • heat • conduct of events <ul style="list-style-type: none"> ○ beach ○ boats ○ craft ○ skis ○ swimming • body temperature • hydration
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental • water conditions • beach conditions • weather conditions • public • spectators • media
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant Surf Life Saving Australia rules and regulations • national junior activity resource guide • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times

	<ul style="list-style-type: none"> • reporting • marshalling • teams events • level of carnival being conducted (club/branch) • type of event/discipline • scoring/recording • participant's reactions
Hazards	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental • weather conditions • water conditions • beach conditions • gear and equipment • public • spectators • competitors body temperature, level of hydration and glucose
National trends	<p>[all categories]</p> <ul style="list-style-type: none"> • competition safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • referees • liaison officers • judges • scrutineers • stewards • timekeepers • marshals • results recorders • media liaison officer • announcer • emergency services coordinator • chief water safety officer for junior activity competitions • medical and first aid personnel • team managers • handlers • coaches
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • teams of officials • competition area • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis

	<ul style="list-style-type: none"> ○ boards ○ multi - discipline ● beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past ● materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons ● communications equipment <ul style="list-style-type: none"> ○ radios ○ loud hailers ○ microphones ○ whistles ○ public address system ● health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ ice ○ medical kit ○ shade ○ rescue craft ● sponsorship
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> ● current edition of the Surf Life Saving Australia competition manual ● Surf Life Saving Australia supplementary regulations ● competition bulletins

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 assisting in the prevention of emergencies at a surf life saving competition • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ ensure safety at surf life saving competitions ○ take appropriate action to detect and report potential emergency situations ○ take appropriate action to prevent potential emergency situations
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"> ○ SRSSUR002A Interpret and apply the fundamental rules of surf life saving at a beginner level ○ SRSSUR003A Use fundamental communication strategies to officiate surf life saving at a beginner level ○ SRSSUR005A Demonstrate fundamental positioning skills relevant to officiate of surf life saving at a 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 surf life saving ○ Knowledge of safety and emergency procedures ○ Knowledge of the relevant nipper rules and regulations of surf life saving ○ Knowledge of environmental hazards and potential dangerous conditions ○ Basic knowledge of the role of other officials ○ Knowledge of the presentation requirements for officials • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with all relevant persons ○ Listening skills in order to receive feedback in a constructive way from all relevant persons ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices

Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ a surf life saving event ○ equipment ○ participants competing at a club or branch level of 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 surf life saving 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 observation and judgement this unit of competency must be assessed over two (2) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with basic level 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 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	-
<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 recommend emergency procedures • Communicating ideas and information - Detect and clearly communicate potential hazards • Planning and organising activities - Not applicable • Working with teams and others - Identify and plan roles of officials in emergency situations • Using mathematical ideas and techniques - Not applicable • Solving problems - Take appropriate action to prevent emergency situations • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR005A	DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATING SURF LIFE SAVING AT A BEGINNER LEVEL
SUR	Surf life saving

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 fundamental positioning skills required to manage surf life saving events at an introductory level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position to marshal events	1.1 Identify and document the appropriate <i>positioning information</i> within rules and regulations required for <i>communication</i> to marshal surf life saving events 1.2 Identify and apply the appropriate <i>positioning</i> along with <i>other officials</i> required to marshal surf life saving events
2 Adopt appropriate position to start events	2.1 Identify and document the appropriate <i>positioning information</i> required to start surf life saving events 2.2 Identify and apply the appropriate <i>positioning</i> required to start surf life saving events 2.3 Use appropriate <i>equipment</i> and <i>resources</i> to start events
3 Adopt appropriate position to judge events	3.1 Identify and document the appropriate <i>positioning information</i> to judge surf life saving events at the <i>introductory level</i> 3.2 Identify and apply the appropriate position to judge surf life saving events at the <i>introductory level</i>
4 Adopt appropriate position to record event results	4.1 Identify and document the appropriate <i>positioning information</i> to record surf life saving events 4.2 Identify and apply the appropriate position to record surf life saving events in line with <i>national trends</i> 4.3 Use appropriate <i>equipment</i> and <i>resources</i> to record event results
5 Adjust position to ensure optimal position is achieved throughout the event	5.1 Identify and document the <i>external influences</i> and conditions for adjusting position when starting or judging events 5.2 Adjust position as required to achieve the optimal position during an event to assist with decision making

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 writing • verbally
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment • loud hailers • radios • public address system • whistles • personal equipment, eg, uniform <ul style="list-style-type: none"> ○ white shorts or white slacks or white skirt ○ white blouse or collared shirt ○ white sweater and hat
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water conditions ○ beach conditions • weather conditions • public • spectators • media
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • organising competitors • competitors readiness for a start • deciding and evaluating place getters • relevant Surf Life Saving Australia rules and regulations • national junior activity resource guide • section 2 of Surf Life Saving Australia competition manual pages 2.1 - 2.18 <ul style="list-style-type: none"> ○ competition categories ○ disabled competitors ○ competition area ○ competition sections ○ beach positions ○ setting of competition courses ○ competitor limitations

	<ul style="list-style-type: none"> ○ starting times ○ teams events ● level of carnival being conducted, eg, club/branch ● type of event/discipline ● scoring/recording ● participants reactions ● infringements ● competitive positioning ● participant reactions
Introductory level	<p>[all categories]</p> <ul style="list-style-type: none"> ● participants with or without experience in surf life saving officiating ● participants must be over 16 years of age ● participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition ● participants with adequate health status ● competitors at nippers or club/branch level
National trends	<p>[all categories]</p> <ul style="list-style-type: none"> ● competition safety ● event safety ● sportsmanship ● code of conduct ● Surf Life Saving Australia policies
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> ● referees ● liaison officers ● judges ● scrutineers ● stewards ● timekeepers ● marshals ● results recorders ● media liaison officer ● announcer ● emergency services coordinator ● chief water safety officer for junior activity competitions ● medical and first aid personnel ● team managers ● handlers ● coaches
Positioning	<p>[all categories]</p> <ul style="list-style-type: none"> ● swimming events <ul style="list-style-type: none"> ○ belt race ○ surf race ○ surf teams ○ run-swim-run ● surf boat

	<ul style="list-style-type: none"> • board • ski • surfboard riding • rescue and resuscitation/march past • beach events <ul style="list-style-type: none"> ○ beach sprint and relay ○ beach flags • officials working as a team
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • competition area • courses <ul style="list-style-type: none"> ○ water ○ beach • competitor equipment <ul style="list-style-type: none"> ○ boats ○ reels ○ skis ○ boards • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ first aid kit ○ ice ○ ambulance • outdoor facilities <ul style="list-style-type: none"> ○ shade • equipped patrol • rescue craft • communications equipment • administration equipment • bell or siren for stand by alarm
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Surf Life Saving Australia manual • Surf Life Saving Australia supplementary regulations • competition bulletins

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 fundamental positioning skills relevant to officiate surf life saving at beginner level • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ position appropriately to marshal events ○ position appropriately to start events ○ position appropriately to judge events ○ position appropriately to record events ○ adjust position appropriately to achieve optimal position throughout 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"> ○ SRSSUR002A Use fundamental communication strategies to officiate surf life saving at a beginner level ○ SRSSUR003A Use fundamental communication strategies to officiate surf life saving at a beginner level ○ SRSSUR004A Assist in the prevention of emergencies in surf life saving competitions • 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"> ○ Knowledge of the fundamental rules and regulations of surf life saving ○ Knowledge of nipper rules and regulations of surf life saving ○ Knowledge of safety and emergency procedures ○ Knowledge of environmental hazards ○ Knowledge of presentation requirements for officials ○ Basic knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials ○ Communication skills in order to communicate effectively with other officials ○ Listening skills in order to receive feedback from other officials and act accordingly

	<ul style="list-style-type: none"> ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices
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 surf life saving ○ personal safety equipment eg sunscreen ○ surf life saving environment ○ surf life saving 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 officiating surf life saving 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 <i>Standards for Registered Training Organisations</i>
Consistency in performance	<ul style="list-style-type: none"> ● Due to the issues such as observation and judgement this unit of competency must be assessed over two (2) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with basic level 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 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	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 - Compile basic list of key positions for marshalling, starting, and judging surf life saving event • Communicating ideas and information - Use suitable communication styles and language for any given situation • Planning and organising activities - Organise participants and support personnel • Working with teams and others - Develop strategy to work with team of officials in cooperative and efficient manner • Using mathematical ideas and techniques - Assess position to ensure personal and participant safety • Solving problems - Modify position to achieve optimal position • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR006A	TEACH AND DEVELOP THE INTERMEDIATE SKILLS OF SURF LIFE SAVING
SUR	Surf life saving

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 surf life saving.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an <i>intermediate</i> skill	1.1 Identify biomechanical principles in the context of intermediate surf life saving skills 1.2 Identify intermediate 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 <i>teaching methods</i> and <i>coaching styles</i> to develop the <i>intermediate skills</i>	2.1 Identify and explain teaching methods and coaching styles in the context of specific skills 2.2 Use feedback in the coaching process 2.3 Use appropriate demonstrations in the coaching process in line with endorsed standards and ethical considerations 2.4 Use different types of questioning in the coaching process 2.5 Use a variety 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 surf life saving environment
3 Assess participants <i>readiness to acquire</i> and perform the <i>intermediate skills</i>	3.1 Identify the intermediate skills to be developed 3.2 Identify factors which affect the acquisition of the intermediate skills of surf life saving and describe in relation to skill acquisition of athletes 3.3 Assess participants 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 Assess conditions in <i>readiness to acquire</i> and perform the <i>intermediate skills</i>	4.1 Assess environment , conditions, equipment and resources to ensure they satisfy the organisations rules and regulations for safe conduct of surf life saving activities
5 Conduct <i>drills, activities and/or games</i> to teach or develop the <i>intermediate skills</i>	5.1 Select teaching methods and coaching styles to match the participants readiness, the environment , the intermediate skill/s and the equipment available 5.2 Allocate sufficient space and resources for the drill, activity and/or game 5.3 Use space and training equipment effectively to conduct the training session 5.4 Deliver relevant information , explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for surf life saving 5.5 Use technological aids to supplement presentations 5.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis 5.7 Observe participants to see that the drills, activities and/or games are conducted to enhance the policies, rules and regulations of surf life saving 5.8 Observe participants skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 5.9 Observe with minimal disruption to the drill, activity or game

	<p>5.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess accordingly</p> <p>5.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p>
<p>6 Review and adapt the teaching of an <i>intermediate</i> skill in response to feedback</p>	<p>6.1 Make relevant points of emphasis before, during and/or after coaching sessions</p> <p>6.2 Detect faults/errors and use <i>correctional techniques</i> in the coaching process</p> <p>6.3 Adapt coaching methods and procedures to the current needs of participants</p> <p>6.4 Provide participants with the opportunity to have input to the coaching sessions</p> <p>6.5 Modify the planned program to accommodate participants actual progress</p> <p>6.6 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"> • efficient swim technique • efficient ski board technique • effective body surfing technique • efficient beach sprint leg and arm action • balance and centre of gravity • use of levers to produce force • injury prevention • examining models of elite surf life saving athletes
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 • 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	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the surf life saving community with <ul style="list-style-type: none"> ○ coach, participant 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 ○ the Surf Life Saving Australia coaches code of conduct policy ○ the culture of the surf life saving • type of athlete <ul style="list-style-type: none"> ○ age ○ sensory or intellectual impairment, eg, sight/hearing loss ○ physical disability ○ size of group
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 intermediate skills of surf life saving as described in Surf Life Saving Australia Coaching Course • type of activities include <ul style="list-style-type: none"> ○ beach sprint and flag activities ○ surf and pool swimming activities ○ board paddling activities ○ ski paddling activities ○ IRB activities ○ reel and rescue activities ○ surf boat rowing activities
Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission Harassment-free Sport policy
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • beach area • surf life saving club house facilities • spectators must behave in a manor which reflects the intention of the spectators code of conduct as prescribed by the Surf Life Saving Australia • environment is appropriate and safe for competition and/or training <ul style="list-style-type: none"> ○ rips and all other hazardous surf conditions

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to rules of surf life saving • 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 • may include <ul style="list-style-type: none"> ○ surf boards ○ surf skis and paddles ○ flags ○ inflatable rescue boat (IRB) ○ reel and rescue equipment ○ marker buoys
Ethical considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • effectively represents surf life saving in a positive manner to the broader community
Intermediate	<p>[all categories]</p> <ul style="list-style-type: none"> • skill level for athlete at regional or competition level
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • beach sprints <ul style="list-style-type: none"> ○ flags • surf board paddling <ul style="list-style-type: none"> ○ kneeling position ○ lying position ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ bunny hopping ▪ negotiating the surf ▪ popping a wave ▪ getting out to the buoys ▪ turning buoys ▪ coming in ▪ catching a wave ▪ finish • surf boat rowing <ul style="list-style-type: none"> ○ competition technique • inflatable rescue boat (IRB) <ul style="list-style-type: none"> ○ competition technique • reel and rescue <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ body carriage ▪ arm action ▪ leg action ▪ timing and length of pace ▪ wheeling

	<ul style="list-style-type: none"> • surf ski paddling <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ heading out through the surf ▪ turning the buoys ▪ catching a wave ▪ finishing • surf swimming <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ wadding ▪ porpoising ▪ catching a green wave ▪ catching a broken wave ▪ directional strategies ▪ race plan
Organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ appropriate apparel • sunscreen • hydration • surf craft meet safety standards
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 ○ flexibility • motor performance factors <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the training and competition 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, eg, life guard • appropriate beach and surf conditions • designated beach and surf area • equipment

Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of surf life saving • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Surf Life Saving Australia Code of Ethics ○ Surf Life Saving Australia anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable
Space	<p>[all categories]</p> <ul style="list-style-type: none"> • beach • surf • club house
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 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
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video camera and recorder • white board

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 intermediate level surf life saving skills • 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 surf life saving ○ identify appropriate teaching methods and coaching styles to develop the advanced skills of surf life saving ○ conduct drills, activities and/or games to teach or develop the intermediate skills of surf life saving ○ 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"> ○ 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 the intermediate skills of surf life saving to ensure instruction for skills acquisition ○ Knowledge of biomechanics of the intermediate skills of surf life saving ○ 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

	<ul style="list-style-type: none"> ○ 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 surf life saving ○ Knowledge of the rules of tennis related to teaching the intermediate skills of surf life saving ○ Knowledge of faults and errors to assist skill acquisition and correction ○ 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 in a surf life saving environment ● Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the intermediate skills of surf life saving ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of surf life saving in order to coach the intermediate skills ○ Ability to provide demonstrations of intermediate surf life saving 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 athletes ○ 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 surf life saving ○ personal safety equipment eg sunscreen ○ surf life saving environment ○ surf life saving 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 surf life saving 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 <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 surf life saving
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 surf life saving environment with intermediate level 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 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	-
<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 biomechanical principles for intermediate skills • Communicating ideas and information - Use appropriate verbal, nonverbal, and written forms of communication in any given situation • Planning and organising activities - Develop and plan intermediate drills and activities • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Not applicable • Solving problems - Identify faults in intermediate skill acquisition • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR007A	INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN INTERMEDIATE LEVEL
SUR	Surf life saving

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 surf life saving event or carnival at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a surf life saving event or carnival	1.1 Assess participant's status and condition as suitable for an event or carnival and document 1.2 Assess the environment, facilities and equipment and resources to ensure they are in accordance with requirements for the event or carnival 1.3 Assess external influences , safety and other risks as within acceptable levels prior to commencement of the event or carnival 1.4 Act appropriately based on an assessment of the conditions
2 Observe a surf life saving competition and identify information on which to base decisions	2.1 Observe competitors to see that the competition is conducted in accordance with the rules and regulations of the organisation 2.2 Observe with minimal disruption to the competition 2.3 Recognise and document breaches of rules and regulations 2.4 Act appropriately to address breaches of rules and regulations
3 Interpret and apply rules and regulations in accord with the spirit of the competition	3.1 Make decisions using relevant information 3.2 Interpret the rules and regulations consistently with national trends of surf life saving 3.3 Make accurate and consistent decisions, based on fairness, equity, support and participant safety 3.4 Make decisions in a decisive manner 3.5 Apply decisions in an appropriate manner for the smooth conduct of the competition
4 Communicate decisions and manage the outcomes of decision making while officiating	4.1 Communicate decisions with competitors and other officials in accordance with the prescribed procedures for surf life saving at an intermediate level of competition 4.2 Manage the reactions of participants in accordance with the rules and regulations of the organisation

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
Communicate	[all categories] <ul style="list-style-type: none"> • in writing • verbally • aurally
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ loud hailers ○ radios ○ whistles • personal equipment <ul style="list-style-type: none"> ○ uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat • equipment for visual aids (video finishes)
External influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water conditions ○ beach conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ lightning ○ storms • spectators • other facility users • television/promotional schedules • television equipment
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • infringements • scoring/recording • competitive positioning • participant reactions • Surf Life Saving Australia competition manual/competition bulletins • level of carnival being conducted (club/branch) • type of event or discipline • competition qualification policy • competition categories • disabled competitors

	<ul style="list-style-type: none"> • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events
<p>Intermediate level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level one experience in surf life saving officiating • participants must be over 16 years of age • participants in officiating roles except referees and sectional referees • participants with 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 • competitors at regional level of competition
<p>National trends</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • competition safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies
<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • referee • deputy referee/s • sectional referee/s • liaison officers • judges • scrutineers • referee steward • timekeepers • starters • marshals • check marshals • results recorder • results stewards • media liaison officer • announcers • presentation steward

	<ul style="list-style-type: none"> • emergency services coordinator • gear stewards • video operators • chief water safety officer for junior activity competitions • medical/first aid officer for endurance competitions • coaches • team manager(s) • handlers (for craft/iron person events)
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • teams of officials • competition area • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards • beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons • communications equipment <ul style="list-style-type: none"> ○ radios ○ loud hailers ○ microphones ○ whistles ○ public address system • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ ice ○ medical kit ○ shade ○ rescue craft • sponsorship
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary regulations • competition bulletins

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 surf life saving at a regional level • Assessment of performance should be over a period of time covering all categories of officiating 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 competition ○ observe surf life saving competition and recognise when breaches of rules and regulations occur ○ make a correct decision in a decisive manner ○ communicate that decision to competitors, club officials, public, 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"> ○ SRSSUR008A Manage the format and results of surf life saving competitions at an intermediate level ○ SRSSUR009A Use communication strategies to officiate surf life saving at an intermediate level ○ SRSSUR010A Demonstrate positioning skills relevant to officiate surf life saving 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 surf life saving ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of the legal responsibilities of officials ○ Knowledge of the presentation requirements for officials ○ Knowledge of the role of other officials ○ Knowledge of emergency procedures • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials

	<ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with other officials ○ Listening skills in order to receive feedback from other officials and act accordingly ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices
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 regional surf life saving ○ personal safety equipment eg sunscreen ○ surf life saving environment ○ surf life saving 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 officiating surf life saving at the regional 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 observation and judgement this unit of competency must be assessed over four (4) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with regional level 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 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 and interpret breach of rules and regulations • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Effectively organise referee activities • Working with teams and others - Demonstrate interpersonal skills to develop rapport • Using mathematical ideas and techniques - Identify suitability of facility and other conditions for safe play • Solving problems - Use conflict resolution skills to manage situation • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR008A	MANAGE THE FORMAT AND RESULTS OF SURF LIFE SAVING COMPETITIONS AT AN INTERMEDIATE LEVEL
SUR	Surf life saving

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

This unit covers the knowledge and skills required to successfully demonstrate the skills required to manage the format and results of an intermediate surf life saving competition or event.

ELEMENT	PERFORMANCE CRITERIA
1 Establish criteria for participation in a surf life saving event/competition	1.1 Determine eligibility according to the organisation's competition manual 1.2 Establish <i>intermediate level</i> selection and entry criteria and follow according to established procedures and <i>national trends</i> 1.3 Advise participants accordingly
2 Plan and implement the format of a surf life saving competition/ event	2.1 Identify alternative competition formats and explain in terms of suitability for the specified competition 2.2 Select a competition format, timetable, <i>equipment, resources</i> and team of officials that meets the objectives of the competition and the requirements of the organisation 2.3 Prepare a timetable and distribute to all competitors and <i>other officials</i> 2.4 Considering <i>external influences</i> establish a process for modifying the timetable and distribute to all participants 2.5 Modify the timetable, document amendments and distribute to <i>all individuals</i> 2.6 Implement the <i>modified timetable</i> as documented
3 Coordinate the recording and processing of the results of a surf life saving competition/ event	3.1 Interpret result notifications and document the results as directed by the organising body 3.2 Record decisions received about disqualification's and penalties and <i>communicate</i> to participants affected by the decisions, according to the requirements, <i>rules and regulations</i> of the organising body 3.3 Process results as directed by the organising body 3.4 <i>Communicate information</i> and results to all individuals within the timeframe specified by the organising body using the necessary devices, <i>equipment</i> and <i>resources</i> 3.5 Maintain competition format according to results

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
Communicate	<p>[all categories]</p> <ul style="list-style-type: none"> • in writing • verbally • orally
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ loud hailers ○ radios ○ whistles • personal equipment - uniform <ul style="list-style-type: none"> ○ white shorts or white slacks or white skirt ○ white blouse or collared shirt ○ white sweater and hat • equipment for visual aids - video finishes
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental • water conditions • beach conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ lightning ○ storms • spectators • other facility users • television/promotional schedules • television equipment

<p>Information</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • competition manuals • entries • television schedules • carnival program • weather/tidal information • level of carnival being conducted (branch, state) • type of event or discipline • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling <ul style="list-style-type: none"> ○ teams events • scoring/recording • participant reactions
<p>Intermediate level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level one experience in surf life saving officiating • participants must be over the age of 16 • participants with adequate health status • participants in officiating roles except referees and sectional referees • competitors at regional 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
<p>Modified timetable</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • withdrawals and late entries • cancellations • postponements • venue changes • television • presentations

National trends	<p>[all categories]</p> <ul style="list-style-type: none"> • competition safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • referee • deputy referee/s • sectional referee/s • liaison officers • judges • scrutineers • referee steward • timekeepers • starters • marshals • check marshals • results recorder • results stewards • media liaison officer • announcers • presentation steward • emergency services coordinator • gear stewards • video operators • chief water safety officer for junior activity competitions • medical/first aid officer for endurance competitions • coaches • team manager(s) • handlers (for craft/iron person events)
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • teams of officials • competition area • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards • beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons

	<ul style="list-style-type: none"> • communications equipment <ul style="list-style-type: none"> ○ radios ○ loud hailers ○ microphones ○ whistles ○ public address system • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ ice ○ medical kit ○ shade ○ rescue craft • sponsorship
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary regulations • competition bulletins

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 managing the format and results of an intermediate level surf life saving event • Assessment of performance should be over a period of time covering all categories of officiating from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ plan and conduct a surf life saving event/competition ○ use and interpret results of competition events ○ use technical and communication devices ○ operate effectively as a team player and leader
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"> ○ SRSSUR007A Interpret and apply the rules of surf life saving at an intermediate level ○ SRSSUR009A Use communication strategies to officiate surf life saving at an intermediate level ○ SRSSUR010A Demonstrate positioning skills relevant to officiate surf life saving 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 Surf Life Saving Australia competition manual and bulletins ○ Knowledge of the rules and regulations of surf life saving ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of the appeals process ○ Knowledge of the presentation requirements for officials ○ Knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials ○ Communication skills in order to communicate effectively with other officials

	<ul style="list-style-type: none"> ○ Listening skills in order to receive feedback from other officials and act accordingly ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices
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 regional surf life saving ○ personal safety equipment eg sunscreen ○ surf life saving environment ○ surf life saving 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 officiating surf life saving at the regional 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 observation and judgement this unit of competency must be assessed over four (4) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with regional level 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 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	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 database of participants who meet selection and entry criteria • Communicating ideas and information - Communicate effectively and clearly with participants and support personnel • Planning and organising activities - Plan and conduct event • Working with teams and others - Operate effectively as a team player and leader • Using mathematical ideas and techniques - Use and interpret results of competitive events • Solving problems - Modify timetable due to various requirements • Using technology - Use technical and communication devices properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR009A	USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL
SUR	Surf life saving

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 a surf life saving event or carnival at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to participants and other relevant persons 1.2 Considering external influences demonstrate effective use of voice when communicating with others 1.3 Receive information and feedback from participants and other officials in a positive and constructive manner 1.4 Conduct interactions with all persons in a friendly and professional manner
2 Receive and provide feedback	2.1 Identify and document aspects of competitors' and officials' behaviour that require comment upon 2.2 Provide feedback to competitors at an intermediate level and other officials in a positive and constructive manner 2.3 Receive feedback from others both formally and informally
3 Use auditory devices	3.1 Identify and document the procedures for the use of auditory devices 3.2 Demonstrate the use of auditory devices, equipment and resources to convey decisions and instructions to competitors and officials
4 Make effective use of body language	4.1 Demonstrate an open body stance and posture when interacting with others 4.2 Use firm, confident signals and movements when officiating

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 • loud hailers • public address system • radios
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment, eg, loud hailers, radios, whistles • personal equipment, eg, uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat • equipment for visual aids - video finishes
External influences	[all categories] <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water condition ○ sand condition • weather conditions <ul style="list-style-type: none"> ○ heat/cold ○ wind ○ humidity ○ lightning ○ dehydration • spectators • media
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • infringements • scoring/recording • competitive positioning • participant reactions • Surf Life Saving Australia competition manual/competition bulletins • level of carnival being conducted (branch, state) • type of event or discipline • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering

	<ul style="list-style-type: none"> • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events • participant reactions • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ aurally
<p>Intermediate level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level one experience in surf life saving officiating • participants must be over 16 years of age • competitors up to regional level • participants with 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
<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • referees • judges • scrutineers • stewards • starters • marshals • recorders • timekeepers • recorders • media liaison officer • the announcer • the medical officer • the emergency services coordinator • the chief water safety officer • team managers • sports administrators • coaches • first aid personnel

Resources	<p>[all categories]</p> <ul style="list-style-type: none">• competition area• water courses<ul style="list-style-type: none">○ swimming○ boat○ skis○ boards• beach courses<ul style="list-style-type: none">○ sprint○ flags○ march past○ rescue and resuscitation• materials<ul style="list-style-type: none">○ flags○ buoys○ anchors○ starter gun○ batons• health and safety provisions<ul style="list-style-type: none">○ sunscreen○ medical kit○ ice○ rescue craft○ shade• grants and sponsorship
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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 officiate surf life saving at an intermediate level • Assessment of performance should be over a period of time covering all categories of officiating 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 competitors and other officials in an effective manner ○ communicate orally with competitors and other officials in an effective manner ○ provide and receive feedback ○ be decisive and make effective judgements ○ 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"> ○ SRSSUR007A Interpret and apply the rules of surf life saving at an intermediate level ○ SRSSUR008A Demonstrate positioning skills relevant to officiate surf life saving at an intermediate level ○ SRSSUR010A Demonstrate positioning skills relevant to officiating surf life saving 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 rules and regulations of Surf Life Saving Australia ○ Knowledge of signals and equipment for officiating in Surf Life Saving Australia ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of presentation requirements for officials ○ Knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf live saving competitions working in a team of officials

	<ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with other officials ○ Listening skills in order to receive feedback from other officials and act accordingly ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices ○ Recording skills in order to accurately record the results of a surf life saving competition or event ○ Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event ○ Delegation skills in order to ensure all activities necessary are completed ○ Supervision skills in order to ensure all delegated work is completed effectively and efficiently
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 surf life saving carnival ○ equipment ○ participants competing at a regional level of 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 surf life saving at the regional 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 observation and judgement this unit of competency must be assessed over four (4) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with regional level 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 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	3	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 - Identify and interpret rules, regulations, and infringements • Communicating ideas and information - Use and adapt appropriate technologies to enhance communication • Planning and organising activities - Develop checklist of key information for event • Working with teams and others - Coordinate and direct officials, participants, and other key support personnel to appropriate duties • Using mathematical ideas and techniques - Monitor conditions to ensure safe environment • Solving problems - Manage and resolve conflict between participants and officials in a professional manner • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR010A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATING SURF LIFE SAVING AT AN INTERMEDIATE LEVEL
SUR	Surf life saving

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 surf life saving event at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position to act as an official at beach events	1.1 Identify and document the appropriate positioning <i>information</i> within <i>rules and regulations</i> required to act as a beach event official 1.2 Undertake the positioning and <i>positioning considerations</i> required for <i>beach event officials</i> at an <i>intermediate level</i> 1.3 Use appropriate <i>equipment</i> and <i>resources</i> to record event results 1.4 Identify and document <i>external influences</i> and conditions for adjusting position when officiating at a beach event
2 Adopt appropriate positions to act as an official at water events	2.1 Identify and document the appropriate positioning information within <i>rules and regulations</i> required to act as a water event official 2.2 Undertake the positioning and <i>positioning considerations</i> required for <i>water event officials</i> at an <i>intermediate level</i> 2.3 Use appropriate <i>equipment</i> and <i>resources</i> to record event results 2.4 Identify and document <i>external influences</i> and conditions for adjusting position when officiating at a water event

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
Beach event officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scrutineers • stewards • starters • marshals • recorders • timekeepers • recorders • isolation official
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ loud hailers ○ radios ○ whistles • personal equipment - uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat • equipment for visual aids
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water conditions ○ beach conditions • weather conditions <ul style="list-style-type: none"> ○ wind ○ rain ○ lightning ○ heat/cold ○ humidity ○ dehydration • public • spectators • media
Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations • infringements • scoring/recording • competitive positioning • participant reactions • Surf Life Saving Australia competition manual/competition bulletins

	<ul style="list-style-type: none"> • level of carnival being conducted (branch, state) • type of event or discipline • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events • participant reactions • other officials – sectional referee ; carnival referee • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ audibly
<p>Intermediate level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with level one experience in surf life saving officiating • participants with adequate health status • participants must be over 16 years of age • competitors up to regional level • participants may have special needs <ul style="list-style-type: none"> ○ gender ○ social disadvantage ○ minority ethnic and cultural groups ○ disability ○ medical condition
<p>Positioning considerations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • beach events <ul style="list-style-type: none"> ○ beach sprint and relay ○ beach flags ○ march past ○ rescue and resuscitation ○ first aid competition • water events <ul style="list-style-type: none"> ○ belt race ○ surf race ○ surf teams ○ run - swim - run ○ boat race ○ board race ○ ski race

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • competition area • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards • beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past • groups/teams of officials • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ medical kit ○ ice ○ shade ○ rescue craft • sponsorship arrangements are met
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Surf Life Saving Australia competition manual • Surf Life Saving Australia supplementary bulletins • competition bulletins
Water event officials	<p>[all categories]</p> <ul style="list-style-type: none"> • marshals • check starter • emergency services coordinator • radio and communications coordinator • motor and equipment scrutineers • referee stewards and recorders • announcer • patients coordinator • duty boat crews • course judges • gear steward • video operators • competitors liaison officer • code of ethics committee • disputes committee convenor and panel

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 officiate surf life saving at an intermediate level • Assessment of performance should be over a period of time covering all categories of officiating 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 officiate beach events ○ position effectively to officiate water events
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"> ○ SRSSUR007A Interpret and apply the rules of surf life saving at an intermediate level ○ SRSSUR008A Manage the format and results of surf life saving competitions at an intermediate level ○ SRSSUR009A Use communication strategies to officiate surf life saving 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 rules and regulations of surf life saving ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of safety and emergency procedures ○ Knowledge of the role of other officials ○ Knowledge of the presentation requirements for officials ○ Knowledge of the environmental hazards and potential dangerous conditions ○ Knowledge of the role of other officials ○ Knowledge of the legal responsibilities of officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials ○ Communication skills in order to communicate effectively with other officials ○ Listening skills in order to receive feedback from other officials and act accordingly

	<ul style="list-style-type: none"> ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices ○ Recording skills in order to accurately record the results of a surf life saving competition or event ○ Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event ○ Delegation skills in order to ensure all activities necessary are completed ○ Supervision skills in order to ensure all delegated work is completed effectively and efficiently
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"> ○ surf life saving carnival ○ equipment ○ participants competing at a regional level of 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 surf life saving at the regional 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 observation and judgement this unit of competency must be assessed over four (4) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with regional level 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 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	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 - Identify required positioning for beach and water event officials • Communicating ideas and information - Use and adapt appropriate technologies to enhance communication • Planning and organising activities - Organise positioning priorities • Working with teams and others - Demonstrate strategies to enhance cooperation among officials • Using mathematical ideas and techniques - Incorporate spatial awareness in judging best positioning practices • Solving problems - Adjust position accordingly • Using technology - Ensure technical equipment is in safe working condition <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR011A	TEACH AND DEVELOP THE ADVANCED SKILLS OF SURF LIFE SAVING
SUR	Surf life saving

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 advanced skills of surf life saving.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse an advanced skill	1.1 Identify biomechanical principles in the context of advanced surf lifesaving skills 1.2 Identify advanced skills are identified and broken 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 advanced skills	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 appropriate demonstrations in the coaching process in line with endorsed standards and ethical considerations 2.4 Use different types of questioning in the coaching process 2.5 Use a variety 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 surf life saving environment
3 Assess participants readiness to acquire and perform the advanced skills	3.1 Identify the advanced skills to be developed 3.2 Identify factors which affect the acquisition of the advanced skills of surf life saving are and describe in relation to skill acquisition of participants 3.3 Assess participants 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 Assess conditions in readiness to acquire and perform the advanced skills	4.1 Assess environment , conditions and equipment to ensure they satisfy the organisations rules and regulations for safe conduct of surf life saving activities
5 Conduct drills, activities and/or games to teach or develop the advanced skills	5.1 Select teaching methods and coaching styles are selected to match the players readiness, the environment , the advanced skill/s and the equipment available 5.2 Allocate sufficient space and resources for the drill, activity and/or game 5.3 Use space and training equipment effectively to conduct the training session 5.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for surf life saving 5.5 Use technological aids to supplement presentations 5.6 Place emphasis on practical involvement while adjusting or refining skills on an individual basis 5.7 Observe participants to see that the drills, activities and/or games are conducted to enhance the policies, rules and regulations of surf life saving 5.8 Observe participants skill execution and apply correction techniques applied to improve skill execution on an individualised and/or group basis 5.9 Observe with minimal disruption to the drill, activity or game

	<p>5.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess accordingly</p> <p>5.11 Maintain group control to ensure the safety and enjoyment of the individual and group</p>
<p>6 Review and adapt the teaching of an advanced skill in response to feedback</p>	<p>6.1 Make relevant points of emphasis before, during and/or after coaching sessions</p> <p>6.2 Default faults/errors and use correctional techniques in the coaching process</p> <p>6.3 Adapt coaching methods and procedures to the current needs of athletes</p> <p>6.4 Provide participants with the opportunity to have input to the coaching sessions</p> <p>6.5 Modify the planned program to accommodate participants actual progress</p> <p>6.6 Adapt coaching methods and instructional techniques are adapted 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
Advanced	[all categories] <ul style="list-style-type: none"> • skill level for athlete at national competition level
Advanced Skills	[all categories] <ul style="list-style-type: none"> • beach sprints <ul style="list-style-type: none"> ○ flags • surf board paddling <ul style="list-style-type: none"> ○ kneeling position ○ lying position ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ bunny hopping ▪ negotiating the surf ▪ popping a wave ▪ getting out to the buoys ▪ turning buoys ▪ coming in ▪ catching a wave ▪ finish • surf boat rowing <ul style="list-style-type: none"> ○ competition technique • inflatable rescue boat (IRB) <ul style="list-style-type: none"> ○ competition technique • reel and rescue <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ body carriage ▪ arm action ▪ leg action ▪ timing and length of pace ▪ wheeling • surf ski paddling <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ heading out through the surf ▪ turning the buoys ▪ catching a wave ▪ finishing • surf swimming <ul style="list-style-type: none"> ○ competition technique <ul style="list-style-type: none"> ▪ starting ▪ wadding ▪ porpoising ▪ catching a green wave ▪ catching a broken wave

	<ul style="list-style-type: none"> ▪ directional strategies ▪ race plan
Biomechanical principles	<p>[all categories]</p> <ul style="list-style-type: none"> • efficient swim technique • efficient ski board technique • effective body surfing technique • efficient beach sprint leg and arm action • balance and centre of gravity • use of levers to produce force • injury prevention • examining models of other elite surf life saving athletes
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 • 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	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the surf life saving community with <ul style="list-style-type: none"> ○ coach, participant 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 ○ the Surf life Saving Australia coaches code of conduct policy ○ the culture of the surf life saving • type of athlete <ul style="list-style-type: none"> ○ age ○ sensory or intellectual impairment, eg, sight/hearing loss ○ physical disability ○ size of group
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 intermediate skills of surf life saving as described in Surf Life Saving Australia Coaching Course • types of activities include <ul style="list-style-type: none"> ○ beach sprint and flag activities ○ surf and pool swimming activities ○ board paddling activities ○ ski paddling activities ○ inflatable rescue boat activities ○ reel and rescue activities ○ surf boat rowing activities
Endorsed standards	<p>[all categories]</p> <ul style="list-style-type: none"> • Surf Life Saving Australia Code of Conduct policy • culture of surf life saving • local council by-laws and regulations • Australian Sports Commission harassment free sport policy
Environment	<p>[all categories]</p> <ul style="list-style-type: none"> • weather conditions • beach area • surf life saving club house facilities • spectators must behave in a manor which reflects the intention of the spectators code of conduct as prescribed by the Surf Life Saving Australia • environment is appropriate and safe for competition and/or training <ul style="list-style-type: none"> ○ rips and all other hazardous surf conditions
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition confirms to rules of surf life saving • technical equipment is appropriate and safe for the activities undertaken • personal equipment is appropriate and safe for the activities undertake 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"> ○ surf boards ○ surf skis and paddles ○ flags ○ IRB craft ○ reel and rescue equipment ○ marker buoys
Ethical considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • effectively represents surf life saving in a positive manner to the broader community

Organisation's health and safety requirements, safe and appropriate dress equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • personal equipment <ul style="list-style-type: none"> ○ appropriate apparel • sunscreen • hydration • surf craft meet safety standards
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 ○ flexibility • motor <ul style="list-style-type: none"> ○ agility ○ speed ○ coordination • social, compatibility between players in the training and competition situations • psychological, level of arousal which will enhance performance • emotional, stable and positive approach to enjoyment and performance
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of surf life saving • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Surf Life Saving Australia Code of Ethics ○ Surf Life Saving Australia anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable
Space	<p>[all categories]</p> <ul style="list-style-type: none"> • beach • surf • club house
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • instructional or coaching approaches 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 approaches ○ shaping approaches ○ modelling approaches ○ command and response approaches ○ directive approaches through specific set tasks ○ reciprocal or peer tutoring approaches ○ feedback and refinement approaches

	<ul style="list-style-type: none"> ○ guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or ○ experimental or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video camera and recorder • white board

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 and develop advanced level surf life saving skills • 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 skills of surf life saving ○ identify appropriate teaching methods and coaching styles to develop the advanced skills of surf life saving ○ conduct drills, activities and/or games to teach or develop the advanced skills of surf life saving ○ review and adapt the teaching of an advanced skills in response to feedback
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"> ○ 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 surf life saving to ensure instruction for skills acquisition ○ Knowledge of biomechanics of the advanced skills of surf life saving ○ Knowledge of coaching principles to teach and develop skills acquisition ○ Knowledge of human growth and development to ensure appropriate instruction for skills acquisition for different athletes

	<ul style="list-style-type: none"> ○ Knowledge of range of physical abilities, fitness and motor performance to ensure readiness of learner ○ Knowledge of drills, activities and games to teach the advanced skills of surf life saving ○ Knowledge of the rules of surf life saving related to teaching the advanced skills of surf life saving ○ Knowledge of faults and errors to assist skill acquisition and correction ○ 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 in surf life saving environment ● Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the advanced skills of surf life saving ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of surf life saving in order to coach the advanced skills ○ Ability to provide demonstrations of advanced surf life saving 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 athletes ○ 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 the advanced level surf life saving ○ personal safety equipment eg, sunscreen ○ surf life saving environment ○ surf life saving 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 officiating surf life saving 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 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 surf life saving
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 surf life saving environment with advanced level 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 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	-
<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 - Lead a class • Using mathematical ideas and techniques - Not applicable • Solving problems - Observe and modify advanced skill faults • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR012A	INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN ADVANCED LEVEL
SUR	Surf life saving

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 surf life saving carnival at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a surf carnival	1.1 Assess the environment, facilities and equipment and resources to ensure they are in accordance with requirements for a surf carnival 1.2 Assess external influences , safety and other risks and confirm as being within acceptable levels prior to commencement of the surf carnival 1.3 Act appropriately based on an assessment of the conditions
2 Observe a surf carnival and identify information on which to base decisions	2.1 Participants are observed to see that the surf carnival is conducted in accordance with the rules and regulations of surf life saving 2.2 Monitor officials to ensure that the surf carnival is conducted in accordance with the rules and regulations of surf life saving 2.3 Observe with minimal disruption to the performance of the surf carnival 2.4 Document breaches of rules and regulations
3 Interpret and apply rules and regulations in accord with the spirit of the surf carnival	3.1 Make decisions using relevant information 3.2 Interpretation of rules or regulations consistently with national trends of surf life saving 3.3 Make accurate and consistent decisions, based on fairness and participant safety
4 Communicate decisions and manage the outcomes of decision making	4.1 Communicate decisions with participants and other officials in accordance with the prescribed procedures for surf life saving at the advanced level of competition 4.2 Manage reactions of participants in accordance with the advanced rules and regulations of surf life saving 4.3 Manage the reactions of officials in an appropriate 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
Advanced level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level two experience in surf life saving officiating • carnival and sectional referees • competitors at state/national level of competition • participants with 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
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ loud hailers ○ whistles ○ radios ○ computers ○ videos • personal equipment - uniform, white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat • equipment for visual aids
External influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water condition ○ sand condition • weather conditions <ul style="list-style-type: none"> ○ heat/cold ○ humidity ○ dehydration ○ lightning ○ wind • public • spectators • media • club officials barracking/intimidation • adherence to program schedule

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations <ul style="list-style-type: none"> ○ area allocation ○ carnival marshalling areas ○ laying of buoys ○ duty boats • equipment scrutineering • infringements • competitive positioning • participant reactions • Surf Life Saving Australia competition manual/competition bulletins • level of carnival being conducted (branch/state/national) • type of event or discipline • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events • scoring/recording • safety and judicial procedures • protests, disputes, discipline • other officials <ul style="list-style-type: none"> ○ deputy referee/s ○ sectional referee/ • information is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ orally
National trends	<p>[all categories]</p> <ul style="list-style-type: none"> • competitors safety • event safety • sportsmanship • code of conduct • Surf Life Saving Australia policies

Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • judges • scrutineers • stewards • referee • results • presentation • gear • starters • marshals • check marshals • recorders • timekeepers • recorders • media liaison officer • the announcer • the medical officer • the emergency services coordinator • the chief water safety officer • team managers • coaches • first aid personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • clubhouse • media centre • competition area • trophies • official program • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards • beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons ○ wetsuits • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ medical kit ○ ice ○ rescue craft ○ shade • grants and sponsorship

Rules and regulations	[all categories] <ul style="list-style-type: none">• current edition of the Surf Life Saving Australia competition manual• Surf Life Saving Australia supplementary regulations• competition bulletins
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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 rules surf life saving at an advanced level • Assessment of performance should be over a period of time covering all categories of officiating 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 surf carnival ○ observe a surf carnival and recognise when breaches of rules and regulations occur ○ make a correct decision ○ communicate that decision to the competitors, clubs, spectators and other officials
<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"> ○ SRSSUR013A Use communication strategies to officiate surf life saving 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"> ○ Comprehensive knowledge of the rules and regulations of surf life saving ○ Knowledge of the relevant modified rules and regulations of surf life saving ○ Comprehensive knowledge of relevant equipment and safety requirements ○ Detailed knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of presentation requirements for officials ○ Detailed knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials

	<ul style="list-style-type: none"> ○ Communication skills in order to communicate effectively with other officials ○ Listening skills in order to receive feedback from other officials and act accordingly ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices ○ Recording skills in order to accurately record the results of a surf life saving competition or event ○ Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event ○ Delegation skills in order to ensure all activities necessary are completed ○ Supervision skills in order to ensure all delegated work is completed effectively and efficiently ○ Negotiation skills in order to achieve agreed outcomes ○ Conflict resolution strategies in order to achieve agreed outcomes
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"> ○ surf life saving carnival ○ equipment ○ participants competing at a state or national level of 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 surf life saving at the 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 observation and judgement this unit of competency must be assessed over five (5) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with state or national level 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 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	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 breaches of rules and regulations at a surf carnival • Communicating ideas and information - Communicate decisions according to rules and regulations • Planning and organising activities - Plan personal and technical equipment • Working with teams and others - Manage reactions of players and club officials • Using mathematical ideas and techniques - Identify suitability of facility and other conditions for safe event • Solving problems - Use relevant information and rules to make sound and accurate decisions • Using technology - Use technical equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSUR013A	USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN ADVANCED LEVEL
SUR	Surf life saving

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 a surf life saving carnival at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to competitors, club officials, spectators and other officials 1.2 Provide information to competitors, club officials, other officials and spectators 1.3 Considering external influences demonstrate effective use of the voice when communicating 1.4 Facilitate and document discussion between competitors, club officials and other officials 1.5 Conduct interaction with all persons in a friendly and professional manner
2 Use signals to communicate recognised surf life saving instructions	2.1 Use signals within rules and regulations associated with surf life saving to convey an explanation of decisions to competitors at the advanced level , club officials, spectators, other officials and media 2.2 Interpret and document signals from other officials
3 Use auditory devices	3.1 Demonstrate the effective use of technical equipment and resources to communicate with competitors, club officials, spectators and other officials
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 in the officiating role

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 two experience in surf life saving officiating • carnival or sectional referees • competitors at state or national 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
Auditory devices	<p>[all categories]</p> <ul style="list-style-type: none"> • whistles • horns
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ loud hailers ○ whistles ○ radios ○ computers ○ videos • personal equipment - uniform, white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat • equipment for visual aids

<p>External influences</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental <ul style="list-style-type: none"> ○ water condition ○ sand condition • weather conditions <ul style="list-style-type: none"> ○ heat/cold ○ humidity ○ dehydration ○ lightning ○ wind • public • spectators • media • club officials barracking/intimidation • adherence to program schedule
<p>Information</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • relevant rules and regulations <ul style="list-style-type: none"> ○ area allocation ○ carnival marshalling areas ○ laying of buoys ○ duty boats ○ equipment scrutineering • infringements • competitive positioning • participant reactions • Surf Life Saving Australia competition manual/competition bulletins • level of carnival being conducted (branch/state/national) • type of event or discipline • competition qualification policy • competition categories • disabled competitors • dress of competitors • sponsor identification • gear specifications • scrutineering • competition area • competition sections • beach positions • setting of competition courses • competitor limitations • starting times • reporting • marshalling • teams events • scoring/recording • safety and judicial procedures • protests, disputes, discipline • other officials • deputy referee/s <ul style="list-style-type: none"> ○ sectional referee/s • relevant rules and regulations • infringements

	<ul style="list-style-type: none"> • competitive positioning • participant reactions • other officials • information is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally
<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • judges • scrutineers • stewards • referee • results • presentation • gear • starters • marshals • check marshals • recorders • timekeepers • recorders • media liaison officer • the announcer • the medical officer • the emergency services coordinator • the chief water safety officer • team managers • coaches • handlers
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • clubhouse • media centre • public address system • competition area • trophies • official program • water courses <ul style="list-style-type: none"> ○ swimming ○ boat ○ skis ○ boards • beach courses <ul style="list-style-type: none"> ○ sprint ○ flags ○ march past • materials <ul style="list-style-type: none"> ○ flags ○ buoys ○ anchors ○ starter gun ○ batons ○ wetsuits

	<ul style="list-style-type: none"> • health and safety provisions <ul style="list-style-type: none"> ○ sunscreen ○ medical kit ○ ice ○ rescue craft ○ shade • grants and sponsorship • human/physical • equipment • materials • health and safety provisions • indoor/outdoor facilities • grants and sponsorship
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the Surf Life Saving Australia competition manual • Surf Life Saving Australia supplement bulletin • competition bulletins

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 officiate surf life saving at an advanced level • Assessment of performance should be over a period of time covering all categories of officiating 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 elite competitors, the public 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"> ○ SRSSUR012A Interpret and apply the rules of surf life saving 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"> ○ Comprehensive knowledge of the rules and regulations of surf life saving ○ Knowledge of the relevant modified rules and regulations of surf life saving ○ Comprehensive knowledge of relevant equipment and safety requirements ○ Detailed knowledge of environmental hazards and potential dangerous conditions ○ Knowledge of presentation requirements for officials ○ Detailed knowledge of the role of other officials • Required skills <ul style="list-style-type: none"> ○ Positioning skills in order to officiate at surf life saving ○ Observation skills in order to observe and adjust officiating position as required ○ Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials ○ Communication skills in order to communicate effectively with other officials

	<ul style="list-style-type: none"> ○ Listening skills in order to receive feedback from other officials and act accordingly ○ Decision making skills in order to make the decisions that allow agreed outcomes to be achieved ○ Use of auditory devices ○ Recording skills in order to accurately record the results of a surf life saving competition or event ○ Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event ○ Delegation skills in order to ensure all activities necessary are completed ○ Supervision skills in order to ensure all delegated work is completed effectively and efficiently ○ Negotiation skills in order to achieve agreed outcomes ○ Conflict resolution strategies in order to achieve agreed outcomes
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 surf life saving carnival ○ equipment ○ participants competing at state or national level of 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 surf life saving at the 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 observation and judgement this unit of competency must be assessed over five (5) carnivals in order to ensure consistency in performance over the Range Statements and contexts applicable to officiating in surf life saving
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 surf life saving environment with regional level 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 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 - Identify and interpret rules, regulations, and infringements • Communicating ideas and information - Demonstrate effective use of voice for information and instruction • Planning and organising activities - Develop checklist of key information for a surf carnival • Working with teams and others - Demonstrate interpersonal and coping skills to develop rapport with participants and support personnel • Using mathematical ideas and techniques - Monitor conditions to ensure safe environment • Solving problems - Manage situation using conflict resolution skills • Using technology - Select and use appropriate auditory devices <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SWIMMING

SWM

Contents

SRSSWM001A Apply the principles of movement in water	1
SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices	9
SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry	19
SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry	27
SRSSWM005A Teach or develop the competitive strokes of swimming	33
SRSSWM006A Plan and prepare a program for a competitive swimmer.....	43
SRSSWM007A Teach or develop the advanced skills of competitive swimming	55
SRSSWM008A Prepare and customise planning for a high performance swimmer	67
SRSSWM009A Design a long-term training program for a high performance swimmer	77

SRSSWM001A	APPLY THE PRINCIPLES OF MOVEMENT IN WATER
SWM	Swimming

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

This unit covers the knowledge and skills required to apply the principles of movement in water to enable participants to achieve efficient swimming movements.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the <i>principles of movement in water</i>	1.1 Identify the <i>best practice principles of movement in water</i> , break into components and document
2 Identify the effect of the <i>principles of movement in water</i> on swimming movements	2.1 Identify the <i>factors effecting the movement of a body in water</i> 2.2 Identify and document the methods of increasing the speed of movement through water 2.3 Identify factors which affect skill acquisition for efficient swimming movements
3 Apply the <i>principles of movement in water</i> to achieve more efficient swimming movements	3.1 Deliver relevant information, explanations and demonstrations to conduct efficient swimming movements concisely and precisely within the <i>work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, and equipment</i> 3.2 Observe participant's movement through water and give <i>feedback</i> to improve swimming movements on an individualised and/or group basis 3.3 Use <i>technological aids</i> to supplement presentations, where appropriate 3.4 Monitor the skill being taught and assess the <i>coaching style</i> and <i>teaching methods</i> during instruction and following instruction 3.5 Give participants the opportunity to comment and/or ask questions 3.6 Identify aspects needing further emphasis and/or attention for intervention in future sessions 3.7 Allocate space and resources to apply the <i>principles of movement in water</i> 3.8 Observe participants to see that movements are made in accordance with the <i>rules, policies and regulations</i> of swimming

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 movement in water	[all categories] <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines or similar • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures, eg, Australian Swimming Incorporated Membership Protection Policy
Coaching styles	[all categories] <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 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 clients
Factors effecting the movement of a body in water	[all categories] <ul style="list-style-type: none"> • body alignment <ul style="list-style-type: none"> ○ long and short axis ○ smooth tapered shapes • balance <ul style="list-style-type: none"> ○ head alignment and movement ○ balance of limbs in movement • core power <ul style="list-style-type: none"> ○ hip rotation to create torque/twisting forces

Factors which affect skill acquisition	<p>[all categories]</p> <ul style="list-style-type: none"> • stage of development • emotional status • general self-esteem • psychological status • injury status • level of competition/performance • fitness level
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between client 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
Principles of movement in water	<p>[all categories]</p> <ul style="list-style-type: none"> • buoyancy • flotation • hydrostatic pressure • propulsion • lift • drag • acceleration • resistance
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies of employer organisations, eg, Australian Swimming Incorporated anti doping policy, Membership Protection Policy • Australian Sports Commission's Harassment-free Sport policy

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 cameras • videos of other swimmers/teams • sports science testing equipment
Work environment, organisation's Occupational Health and Safety requirements; safe and appropriate dress; and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that complies with La Federation Internationale de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch ○ whiteboard ○ clipboards • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ 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 ○ officials 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 the principles of movement in water to enable participants to achieve efficient swimming movements • 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"> ○ identify and explain the principles of movement in water ○ evaluate the efficiency of a participants movement through water and recognise when and how intervention should take place to improve individual 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"> ○ SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices ○ SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry ○ SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry ○ SRSSWM005A Teach or develop the competitive strokes of swimming • 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 principles of movement in water ○ Knowledge of the effect of the principles of movement in water on swimming movements ○ Knowledge of intervention strategies to achieve more efficient swimming movements in water

	<ul style="list-style-type: none"> ○ Knowledge of the La Federation Internationale de Natation rules ○ Knowledge of relevant equipment and safety requirements including Occupational Health and Safety and legislative requirements ○ Knowledge of drills, activities and games used to teach swimming ● Required skills <ul style="list-style-type: none"> ○ Skills used to teach the skills of swimming, eg, movement, voice, use of technical aids ○ Ability to provide explanations and demonstrations, ie, self, other athletes as models, videos ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants
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 participants at a basic swimming level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids, eg, kickboards, other aids ● 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 swimming 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 <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 swimming
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 swimming facility with basic level swimmers. 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 the principles of movement in water • Communicating ideas and information - Provide clear and concise instruction and receive feedback • Planning and organising activities - Plan basic drills and activities to assist swimming movements • Working with teams and others - Interact with all participants and officials • Using mathematical ideas and techniques - Apply numeracy skills as appropriate • Solving problems - Identify basic faults in skill acquisition • Using technology - Use technical aids to assist movement in water <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM002A	OPERATE IN ACCORD WITH ACCEPTED AQUATICS INDUSTRY HEALTH AND SAFETY PRACTICES
SWM	Swimming

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

This unit covers the knowledge and skills required to analyse the principles of aquatic health and safety and their application to the aquatic teaching/coaching environment.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the principles of aquatic health and safety	1.1 Identify and document the <i>principles of aquatic health and safety</i>
2 Apply the principles of health and safety to prepare the aquatic teaching/coaching environment	2.1 Assess venue and equipment to ensure they satisfy health and safety requirements 2.2 Assess safety and other risks in the work environment and confirm as within acceptable levels of the activity prior to commencing participation 2.3 Act appropriately based on an assessment of the <i>conditions and external influences</i>
3 Apply the principles of health and safety to prepare the participants for the aquatic teaching/coaching session	3.1 Complete relevant medical clearance forms and check prior to participation 3.2 Explain safety and hygiene <i>rules, policies and regulations</i> to the participants 3.3 Explain clearly the value and reasons for 'warm up' to participants and undertake warm up activities 3.4 Inform participants of and encourage them to comply with relevant rules, codes, <i>work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</i> and the need to minimise damage to the environment
4 Apply the principles of health and safety to conduct an aquatic teaching/coaching session	4.1 Allocate <i>resources</i> and/or space to clients according to existing recognised procedures 4.2 Provide safety instructions before commencement of particular activities 4.3 Use relevant <i>coaching/instructional styles, communication aids and safety instructions</i> appropriately and effectively 4.4 Undertake <i>supervision, monitoring and intervention</i> of activities and participants to ensure the physical and emotional safety of the participants 4.5 Modify activities and <i>teaching methods</i> as required for safety reasons 4.6 Maintain group control to ensure the safety and enjoyment if the individual and group, and a satisfactory outcome to the experience 4.7 Make interventions to prevent hazards occurring and ensure client safety 4.8 Follow recognised procedures the case of emergencies, calmly, correctly and with speed 4.9 <i>Communication in a style appropriate to the participants</i>
5 Apply the principles of health and safety to deal with an emergency situation	5.1 Identify indicators of participants who may be in difficulty 5.2 Assess the factors involved in conducting a rescue and formulate a rescue plan 5.3 Determine the type of rescue required, and what equipment/personnel are needed 5.4 Perform a water rescue calmly, correctly and with speed 5.5 Carry out cardiopulmonary resuscitation (CPR), where required, on the rescued person

6 Apply the principles of health and safety to conclude the teaching/coaching session	<ul style="list-style-type: none">6.1 Provide feedback and explain clearly the value and reasons for 'cooling down' to clients and undertake cool down activities6.2 Make checks to ensure minimal environmental impact has been made to areas/facilities, and that these are left in original or improved conditions6.3 Collect and check equipment and resources6.4 Report damage of non-functioning equipment which the coach/instructor is unable to deal with personally, to the appropriate authority6.5 Carry out arrangements for security of equipment and/or the site correctly6.6 Supervise clients departure in a manner appropriate to the situation
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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
Principles of aquatic health and safety	[all categories] <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • Coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines or similar • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures, eg, Australian Swimming Incorporated Membership Protection Policy • the culture of swimming • 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 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 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 clients
Communication aids and safety instructions	[all categories] <ul style="list-style-type: none"> • use of microphones, whistles and other aids to gain participants attention • instructions regarding the safe conduct of an activity, including prohibited behaviour

Communicate in a style appropriate to the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • age • preferred language • sensory or intellectual impairment, eg, sight loss or hearing loss • the Australian Swimming Incorporated Coaches Code of Conduct policy
Competitive strokes of swimming	<p>[all categories]</p> <ul style="list-style-type: none"> • freestyle • breast stroke • backstroke • butterfly
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • removal of any unsafe objects, activities or persons • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between client 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
Principles of aquatic health and safety	<p>[all categories]</p> <ul style="list-style-type: none"> • pool safety requirements • emergency action plans • rescue skills • cardiopulmonary resuscitation skills • basic first aid <ul style="list-style-type: none"> ○ cuts ○ abrasions • diving dangers in shallow water • proper use of flotation devices • supervision requirements around water • accident records and reporting • medical conditions and clearances • infectious diseases and hygiene requirements • pool safety for meets/large groups

Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies of employer organisations, eg, Australian Swimming Incorporated anti doping policy, Membership Protection Policy • Australian Sports Commission's Harassment-free Sport policy
Supervision, monitoring and intervention	<p>[all categories]</p> <ul style="list-style-type: none"> • constant surveillance of participants to ensure their physical well being • staying within close vicinity of participants at all time • taking action in the event of a situation or potential situation that endangers the safety of participants
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), and/or ○ experiential or problem solving approaches

<p>Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that complies with La Federation Internationale de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch ○ whiteboard ○ clipboards • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment
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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 aquatic health and safety and their application to teaching/coaching swimming • 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"> ○ prepare a safe environment ○ prepare participants for a safe session ○ conduct a safe session ○ deal with an emergency situation, including performing a rescue ○ safely conclude a 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"> ○ Nil • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSSWM001A Apply the principles of movement in water ○ SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry ○ SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry ○ SRSSWM005A Teach or develop the competitive strokes of swimming • 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 aquatics health and safety principles in order to apply these to a swimming class ○ Knowledge of rescue procedures in order to apply these in a water emergency ○ Knowledge of safety and hygiene rules and requirements as they apply to an aquatics environment • Required skills <ul style="list-style-type: none"> ○ Use of relevant communication aids such as whistles or microphones to communicate with participants in the water ○ Supervision and monitoring skills in order to manage a class of participants and to adjust training to improve skills ○ Group control skills in order to manage a class of participants effectively ○ Water rescue skills in order to respond to a water emergency ○ Cardiopulmonary resuscitation 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 participants at a basic swimming level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids eg kickboards, other aids • 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 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 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 swimming
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 swimming facility with basic level swimmers. 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	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 - Create database of potential health and safety hazards • Communicating ideas and information - Identify, select and use appropriate communication aids effectively • Planning and organising activities - Assess factors to formulate rescue plan • Working with teams and others - Maintain group control to ensure safety and enjoyment • Using mathematical ideas and techniques - Identify key health and safety principles • Solving problems - Assess and ensure venue and equipment meet health and safety requirements • Using technology - Use relevant technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM003A	OPERATE IN ACCORD WITH THE LEGAL RESPONSIBILITIES AND RISK MANAGEMENT PRINCIPLES OF THE AQUATICS INDUSTRY
SWM	Swimming

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

This unit covers the knowledge and skills required to describe the principles of aquatic law and risk management, and their application to the aquatic teaching/coaching environment.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the principles of aquatics law	1.1 Identify and document the <i>best practice principles of aquatics law</i> within considering the <i>work environment, organisational Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements and venue and equipment</i> 1.2 Apply the <i>legal responsibilities of the coach and/or teacher</i> to the specific coaching situation, environment and client group 1.3 Describe and explain the <i>principles of natural justice</i>
2 Analyse the principles of risk management in relation to aquatics teaching and coaching	2.1 Identify and document the <i>principles of risk management</i> for teaching and coaching 2.2 Develop a <i>risk management plan</i> for the specific teaching or coaching situation, environment and client group
3 Apply the principles of aquatics law and risk management to the teaching/coaching environment	3.1 Use <i>communication aids and safety instructions</i> to implement the <i>risk management plan</i> for the specific teaching or coaching situation, environment and client group 3.2 Develop an <i>emergency action plan</i> and convey to the client group 3.3 Act appropriately based on assessment of <i>conditions and external influences</i> 3.4 Inform participants of and encourage them to comply with relevant <i>rules, policies and regulations</i> 3.5 Undertake <i>supervision, monitoring and intervention</i> to ensure legal responsibilities are met

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 law	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • Coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures, eg, Australian Swimming Incorporated Membership Protection Policy or similar • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
Communication aids and safety instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • use of microphones, whistles and other aids to gain participants attention • instructions regarding the safe conduct of an activity, including prohibited behaviour
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Emergency action plan	<p>[all categories]</p> <ul style="list-style-type: none"> • signals • equipment • assembly areas • personnel • response in line with set procedures • instructions • reporting • drills/training

<p>Legal responsibilities of the coach and/or teacher</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • duty of care • negligence • ethical behaviour • confidentiality
<p>Principles of aquatics law</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • duty of care • negligence • waivers and exclusion clauses • insurance • pool safety and Occupational Health and Safety requirements • sporting tribunals and natural justice • contract negotiations • restraint of trade • supervision requirements around water • record keeping and reporting requirements
<p>Principles of natural justice</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • notice of charges • right to be heard in answer to those charges, ie, state your case • right to an unbiased tribunal • right to appeal
<p>Principles of risk management</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • risk identification • water safety requirements including safety equipment • injury prevention • hygiene requirements • first aid requirements including cardio-pulmonary resuscitation and life saving skills • medical conditions • accident records and reporting • safety requirements for spectators and competition • risk assessment <ul style="list-style-type: none"> ○ medical clearances ○ supervision ratios for groups and individuals ○ manageable risks
<p>Risk management plan</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • risk identification • risk assessment • designing and implementing a plan • evaluating and modifying the plan

Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies of employer organisations, eg, Australian Swimming Incorporated anti doping policy, Membership Protection Policy • Australian Sports Commission's Harassment-free Sport policy
Supervision, monitoring and intervention	<p>[all categories]</p> <ul style="list-style-type: none"> • constant surveillance of participants to ensure their physical well being • staying within close vicinity of participants at all time • taking action in the event of a situation or potential situation that endangers the safety of participants
Work environment, organisational Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements and venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that comply with La Federation Internationale de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch ○ whiteboard and markers ○ clipboards and pens • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment ○ health status of swimmers prior to pool use

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 aquatic law and risk management and their application to teaching/coaching swimming • 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"> ○ identify the principles of aquatics law ○ identify the principles of risk management in relation to aquatics teaching and coaching ○ apply the principles of aquatic law and risk management to the teaching/coaching 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"> ○ SRSSWM001A Apply the principles of movement in water ○ SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices ○ SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry ○ SRSSWM005A Teach or develop the competitive strokes of swimming • 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 principles of aquatics law ○ Knowledge of the principles of risk management in relation to the aquatics teaching/coaching environment • Required skills <ul style="list-style-type: none"> ○ Ability to prepare and implement a risk management plan for the particular teaching or coaching environment ○ Use of relevant communication aids such as whistles or microphones to communicate with participants in the water ○ Supervision and monitoring skills in order to manage a class of participants and to adjust training to improve skills ○ Group control skills in order to manage a class of participants effectively ○ Water rescue skills in order to respond to a water emergency ○ Cardio-pulmonary resuscitation 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 participants at a basic swimming level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids, eg, kickboards, other aids • 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 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 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 swimming
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 swimming facility with basic level swimmers. 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 - Document and analyse the principles of aquatics law • Communicating ideas and information - Convey process of emergency action plan in clear direct language • Planning and organising activities - Create emergency action plan • Working with teams and others - Involve support personnel to develop emergency action plan • Using mathematical ideas and techniques - Extract data from risk management reports • Solving problems - Create in-service activity to role play emergency action plan • Using technology - Use appropriate technical equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM004A	COLLECT INFORMATION ON THE PHILOSOPHY AND STRUCTURE OF THE AUSTRALIAN SWIMMING AND AQUATICS INDUSTRY
SWM	Swimming

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

This unit covers the knowledge and skills required to collect information on the philosophy and structure of the Australian swimming and aquatics industry, particularly in relation to planning a career path and the role of the coach/teacher.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the philosophy of the swimming coach/teacher	1.1 Identify and document the <i>best practice principles of swimming and/or aquatics activities</i> importance of <i>swimming as a life skill</i> 1.2 Identify and document the role and place of <i>competitive swimming</i> 1.3 Identify and document swimming activities appropriate to the various <i>developmental stages</i> 1.4 Identify and document the code of conduct for swimming coaches and teachers
2 Identify the structure of swimming in Australia	2.1 Identify the role and structure of <i>peak swimming bodies in Australia</i> 2.2 Identify and document the role and structure of swimming internationally 2.3 Identify and document the <i>rules, policies and regulations</i> of the swimming awards systems 2.4 Considering the <i>work environment, organisational Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment</i> , identify and document structures for developing young swimmers
3 Identify the role of the coach/teacher in the structure of swimming in Australia	3.1 Identify and document the role of the swimming teacher 3.2 Identify and document the role of the swimming coach 3.3 Identify and document career pathways for swim coaches and teachers 3.4 Identify and document development pathways for swim coaches and teachers 3.5 Identify <i>resources</i> that will impact information within the aquatics industry

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 swimming and/or aquatics activities	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • Coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines or similar • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures, eg, Australian Swimming Incorporated Membership Protection Policy or similar • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
Competitive swimming	<p>[all categories]</p> <ul style="list-style-type: none"> • swimming activities that are organised for the purposes of competition at a range of levels <ul style="list-style-type: none"> ○ local ○ regional ○ state ○ national ○ international • involves a training regime for the athlete and coach in preparation for these events
Developmental stages	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • social • psychological, and/or • emotional
Factors which affect skill acquisition	<p>[all categories]</p> <ul style="list-style-type: none"> • stage of development • emotional status • general self-esteem • psychological status • injury status • level of competition/performance • fitness level

Peak swimming bodies in Australia	<p>[all categories]</p> <ul style="list-style-type: none"> • Australian Swimming Incorporated • Australian Swimming Coaches and Teachers Association • AUSTSWIM
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies employer organisations, eg, Australian Swimming Incorporated anti doping policy, Membership Protection Policy or similar • Australian Sports Commission's Harassment-free Sport policy
Swimming as a life skill	<p>[all categories]</p> <ul style="list-style-type: none"> • the aim for all Australians to gain basic swimming skills in order to operate safely in aquatic situations
Work environment, organisational Occupational health and safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that comply with La Federation Internationale de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch ○ whiteboard and markers ○ clipboards and pens • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment ○ health status of swimmers evaluated prior to pool use

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 philosophy and structure of swimming in Australia and the role of the coach/teacher • 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"> ○ identify the structure and roles of the peak swimming bodies ○ describe the rules and regulations of the La Federation Internationale de Natation ○ describe the swimming awards systems ○ identify the stages of growth and development ○ describe the codes of conduct for swimming coaches and teachers ○ describe the development pathways for swimmers, and teachers and coaches
<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"> ○ SRSSWM001A Apply the principles of movement in water ○ SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices ○ SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry ○ SRSSWM005A Teach or develop the competitive strokes of swimming • 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 structure and roles of the peak swimming bodies ○ Knowledge of the rules and regulations of the La Federation Internationale de Natation ○ Knowledge of swimming awards systems ○ Knowledge of growth and development principles ○ Knowledge of codes of conduct for swimming coaches and teachers ○ Knowledge of development pathways for swimmers ○ Knowledge of development pathways for teachers and coaches • Required skills <ul style="list-style-type: none"> ○ Research skills in order to collect relevant information ○ Analytical skills in order to decide what information is relevant ○ Use of technology skills in order to use necessary technology to collect identified information ○ Communication (written and verbal) skills in order to develop rapport with relevant persons and to document that information
<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 participants at a basic swimming level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids, eg, kickboards, other aids • 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 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>
<p>Consistency in performance</p>	<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 swimming
<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 sporting activity should be conducted at a swimming facility with basic level swimmers. 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	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 - Establish a flow chart of career pathways for swim coaches and teachers • Communicating ideas and information - Clearly identify and define roles, structures and award systems • Planning and organising activities - Not applicable • Working with teams and others - Highlight key codes of conduct for coaches and teachers • Using mathematical ideas and techniques - Not applicable • Solving problems - Determine best practice policies for employees • Using technology - Identify key safety guidelines for technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM005A	TEACH OR DEVELOP THE COMPETITIVE STROKES OF SWIMMING
SWM	Swimming

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

This unit covers the knowledge and skills required to use drills, activities and games to teach or develop competitive swimming strokes, starts, turns and finishes.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the competitive strokes and starts, turns and finishes	1.1 Identify the basic biomechanical principles of the competitive strokes and starts, turns and finishes of swimming and break each part into its components 1.2 Identify observable body movements for each stage of the skill in priority of importance to performance of the skill 1.3 Identify and document a technique checklist
2 Identify preferred teaching/coaching methods and styles to develop the competitive strokes and starts turns and finishes	2.1 Identify and explain the best practice principles of swimming and/or aquatics activities and teaching methods in the context of specific skills 2.2 Establish the types and use of feedback when coaching/teaching considering the work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment 2.3 Establish the use of demonstrations when coaching/teaching 2.4 Establish the types and use of questioning when coaching/teaching process 2.5 Establish the types and use of coaching/instructional styles in relation to a range different coaching/teaching situations
3 Assess participants readiness to acquire and perform the competitive strokes and starts turns and finishes	3.1 Identify and document competitive strokes and starts, turns and finishes of swimming to be developed 3.2 Identify and document factors which affect skill acquisition of the competitive strokes of swimming and starts turns and finishes in relation to skill acquisition of participants 3.3 Assess participants readiness with regard to acquiring the competitive stroke , or start, turn or finish being taught or developed
4 Conduct drills, activities and/or games to teach or develop the starts, turns and finishes and competitive strokes	4.1 Select teaching methods and coaching/instructional styles to match participant readiness , the environment, the activity, the equipment available and the conditions and external influences 4.2 Allocate sufficient space and resources for the drill, activity and/or game 4.3 Deliver relevant information, explanations and demonstrations for drills, activities and/or games concisely and precisely 4.4 Use, where appropriate, technological aids to supplement presentations. 4.5 Place emphasis on practical involvement while adjusting or refining skills on an individualised basis 4.6 Observe participants to see that the drills, activities and/or games are conducted in accord with the rules, policies and regulations and accepted best practice of swimming 4.7 Observe participants skill execution and apply correction techniques to improve stroke technique or starts, turns and finishes on an individualised and/or group basis 4.8 Observe with minimal disruption to the flow of the drill, activity or game 4.9 Make modifications to the activity when necessary 4.10 Monitor the skill being taught, the teaching method and coaching/instructional style during the instruction and assessed following the instruction

	<p>4.11 Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p> <p>4.12 Communicate in a style appropriate to the participants</p>
<p>5 Review and adapt the teaching of the competitive strokes and starts turns and finishes in response to feedback</p>	<p>5.1 Make relevant points of emphasis before, during and/or after presentation/s</p> <p>5.2 Implement modifications to the teaching methods and coaching/instructional styles in response to results of the monitoring</p> <p>5.3 Give participants 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
Best practice principles of swimming and/or aquatics activities	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • national activity organisation regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
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 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
Communicate in a style appropriate to the participants	<p>[all categories]</p> <ul style="list-style-type: none"> • age • preferred language • sensory or intellectual impairment, eg, sight loss or hearing loss • the Swimming Coaches Code of Conduct policy

Competitive strokes	<p>[all categories]</p> <ul style="list-style-type: none"> • freestyle • breast stroke • backstroke • butterfly
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Drills, activities and games to teach or develop the starts, turns and finishes	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to develop the starts, turns and finishes of swimming • such as those described in National Activity Organisation Level 2 Coaching Manual • should include <ul style="list-style-type: none"> ○ intermediate start, turns and finishing drills ○ relevant modified games
Factors which affect skill acquisition	<p>[all categories]</p> <ul style="list-style-type: none"> • stage of development • emotional status • general self-esteem • psychological status • injury status • level of competition/performance • fitness level
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between coach and athlete regarding progress and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments

Participant readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • social • psychological • emotional
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Activity Organisation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies of employer organisations, eg, anti-doping policy • Australian Sports Commission's Harassment-free Sport policy
Starts, turns and finishes of swimming	<p>[all categories]</p> <ul style="list-style-type: none"> • general starting skills • stroke specific starting skills • relay starts • general turning skills, eg, tumble and twist turn • stroke specific turning skills • medley turns • safety considerations in teaching starts and turns • general finishing skills • stroke specific finishing skills

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), and/or ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • videos of other swimmers/teams • sports science testing equipment
Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch ○ whiteboard ○ clipboards • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/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 competitive swimming strokes, starts, turns and finishes in the work 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 session ○ teach all competitive strokes, starts, turns and finishes ○ observe participants and recognise when and how intervention should take place to improve individual skill performance ○ conduct drills, activities and games to teach or develop the competitive strokes, starts, turns and finishes ○ modify teaching methods and activities on an individualised and/or group basis to improve skill performance
<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"> ○ SRSSWM001A Apply the principles of movement in water ○ SRSSWM002A Operate in accord with accepted aquatics industry health and safety practices ○ SRSSWM003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry ○ SRSSWM004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry • 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 competitive strokes of swimming ○ Knowledge of starts, turns and finishes ○ Knowledge of drills, activities and games to teach the competitive strokes of swimming ○ Knowledge of the International Activity Organisation rules ○ Knowledge of relevant equipment and safety requirements including Occupational Health and Safety and legislative requirements • Required skills <ul style="list-style-type: none"> ○ Skills used to teach the skills of swimming, eg, movement, voice, use of technical aids ○ Ability to provide explanations and demonstrations, ie, self, other athletes as models, videos ○ Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills ○ Feedback and questioning skills in order to communicate effectively with participants ○ Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching swimming
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 participants at a basic swimming level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids, eg, kickboards, other aids • 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 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 swimming

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 swimming facility with basic level swimmers. 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
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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 key biomechanical principles of competitive strokes • Communicating ideas and information - Use appropriate verbal, nonverbal, and written forms of communication in any given situation • Planning and organising activities - Develop and plan drills and activities for competitive strokes • Working with teams and others - Interact with all participants in a non-judgmental way • Using mathematical ideas and techniques - Extract key statistical data for increased skill performance • Solving problems - Identify and correct faults in competitive stroke skill acquisition • Using technology - Use audio-visual and sport testing equipment properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM006A	PLAN AND PREPARE A PROGRAM FOR A COMPETITIVE SWIMMER
SWM	Swimming

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

This unit covers the knowledge and skills required to plan and prepare a training program for a competitive swimmer in accord with accepted practices of coaching.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a long term program	1.1 Analyse and document selected activity or discipline within an activity 1.2 Develop profiles for each individual, subgroup and/or group participating in the long term program using appropriate assessment measures 1.3 Establish fixed points of the program and identify and document periodisation within the long term program 1.4 Develop objectives for the long term program, and each phase within the long term program, in consultation with the swimmers, and reflect the analysis of the activity and the swimmer's profiles 1.5 Design a process to develop identified aims and integrate all components of the long term program 1.6 Plan requirements for each session within the program 1.7 Ensure the long term program empowers the swimmers 1.8 Plan methods and scheduling of monitoring the long term program prior to implementation 1.9 Assess the work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment
2 Plan for competitive/performance situations within the long term program	2.1 Develop a competition/performance strategy which matches the swimmers and/or teams' profiles 2.2 Identify strengths and weaknesses of the opposition in activities in which information will affect the swimmers' performances 2.3 Develop athlete and/or team tactics to match the competition/performance strategy and the opposition profile where that is identified 2.4 Identify and document support needs for the competition/performance 2.5 Develop job descriptions for support personnel 2.6 Match support needs with available resources 2.7 Identify potential barriers to communication with swimmers during competition/performance, and within relevant rules, policies and regulations , develop strategies to overcome these barriers 2.8 Plan the program in accordance with best practice principles of swimming and/or aquatics activities 2.9 Consider conditions and external influences when planning for competitive situations
3 Plan rehabilitation programs	3.1 Identify and document the body's physiological responses to injury and the healing processes 3.2 Identify and document potential psychological responses to injury

4 Liaise with other coaches/ specialists of swimmers	4.1 Establish on-going liaison between coaches/instructors where coaches/instructors work with the same swimmer 4.2 Identify and document role and responsibilities of the individual coaches/instructors 4.3 Identify potential conflicts and means for conflict resolution
5 Selection procedures are identified	5.1 Establish selection policies, procedures and criteria 5.2 Critique methods of testing and assessing swimmers 5.3 Identify data required in relation to the context of selection and explain the strategy 5.4 Develop strategies for determining an individual's skills in a team environment 5.5 Design development program for non-selected swimmers 5.6 Identify process for evaluating the management of swimmers not selected

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
Analyse	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills
Assessment measures	<p>[all categories]</p> <ul style="list-style-type: none"> • field assessments of fitness components • interviews with swimmers • observation of performance • performance history • national testing protocol
Best practice principles of swimming and/or aquatics activities	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines or similar • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
Components	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills

Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • parents • officials and administrators • other coaches
Conflict resolution	<p>[all categories]</p> <ul style="list-style-type: none"> • discussion • mediation • negotiation
Context of selection	<p>[all categories]</p> <ul style="list-style-type: none"> • level of participation selected swimmers will be involved in <ul style="list-style-type: none"> ○ duration of the participation ○ duration of the selection
Development program	<p>[all categories]</p> <ul style="list-style-type: none"> • support provided • options discussed • goals identified • achievement strategy identified
Empowers	<p>[all categories]</p> <ul style="list-style-type: none"> • awareness of the underlying principles and reasons for the program • opportunities for self directed learning • training diary • input into the program • swimmer's needs and commitments outside the activity are recognised
Fixed points	<p>[all categories]</p> <ul style="list-style-type: none"> • structure and subdivision of the competition/performance • availability of facilities • rules of the activity • rules of the competition/performance • individual and/or team involvement • intended peaks • selection dates and criteria • swimmer's lifestyle and availability of support personnel

Healing processes	<p>[all categories]</p> <ul style="list-style-type: none"> • first aid treatment for injuries common to the activity • recovery and rehabilitation period and activities • return to participation
Job descriptions	<p>[all categories]</p> <ul style="list-style-type: none"> • total time • timing of position • skills • tasks and communication
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • fitness assessments • lab assessments • discussion with swimmers • training and competitive performances • training diaries
Objectives	<p>[all categories]</p> <ul style="list-style-type: none"> • swimmer enjoyment • competition/performance • physical • psychological • tactical • technical and leadership skills • selection • principles of training <ul style="list-style-type: none"> ○ specificity ○ progressive overload ○ rest and recovery ○ reversibility ○ frequency ○ intensity ○ duration ○ periodisation ○ tapering ○ peaking ○ individuality and maintenance
Periodisation	<p>[all categories]</p> <ul style="list-style-type: none"> • macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season

Potential barriers	<p>[all categories]</p> <ul style="list-style-type: none"> • background noise • time availability • stress level of coach/instructor and the swimmers • information overload
Potential conflicts	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching/instructing styles • training program • competition/performance program • discipline procedures • techniques • tactics and time commitments
Profiles	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills
Psychological responses	<p>[all categories]</p> <ul style="list-style-type: none"> • denial • despair • anger and coping strategies
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • objectives • structure • specific activities • range of activities • time • equipment and safety

Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • policies of Australian Swimming Incorporated, eg, Members Protection Policy • Australian Sports Commission's Harassment-free Sport policy
Strategy	<p>[all categories]</p> <ul style="list-style-type: none"> • weighting given to different sources of information • weighting given to different information
Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • sign language • time outs • swimmers in charge in participation/competition environment
Strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills
Support needs	<p>[all categories]</p> <ul style="list-style-type: none"> • training facilities • equipment • finance • transport • coach/instructor • management and/or specialist support
Tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • written competition/performance strategy • strategy communicated to swimmers

Testing and assessing	<p>[all categories]</p> <ul style="list-style-type: none"> • past performances • discussion with trainees • physical ability tests • trial • performances in familiar environment • performances in unfamiliar environment • where relevant to the activity • positions trialled in • subjective assessments
Work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that comply with La Federation Internationale de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ stopwatch including stroke rate function ○ whiteboard and markers ○ clipboards and pens • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment ○ swimmers health status evaluated prior to pool use

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 planning a long term training program for a competitive swimmer • 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"> ○ develop a long term program for competitive swimmer/s that improves the performance of the swimmer, while maintaining their well-being ○ plan for competitive/performance situations within the long term program ○ plan rehabilitation programs ○ liaise with other coaches/instructors of swimmers ○ establish selection procedures
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"> ○ 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 swimming specific knowledge to teach the skills being included in the training program ○ Knowledge of coaching principles to ensure effective skill acquisition ○ Knowledge of fundamental human anatomy and physiology ○ Knowledge of fundamental principles of biomechanics ○ Knowledge of fundamental structure and function of anatomical systems ○ Knowledge of principles of planning and periodisation ○ Knowledge of fundamental principles of group management

	<ul style="list-style-type: none"> ○ Knowledge of fundamental principles of growth and development and their relationship to coaching pedagogy ○ Knowledge of sources of information ○ Knowledge of legislation relevant to confidentiality ○ Knowledge of national swimming organisations' policies and procedures ○ Knowledge of employer organisations policies and procedures ○ Knowledge of policies, procedures and requirements specific to the venue/facility ○ Knowledge of drills, activities and games to teach swimming specific skills ○ Knowledge of the rules and regulations of swimming ○ Knowledge of relevant equipment and safety requirements ● Required skills <ul style="list-style-type: none"> ○ Ability to plan an individualised training program to improve skills ○ Ability to plan an individualised training program to improve physical performance ○ Ability to communicate effectively with participants in order to convey training requirements ○ Ability to convey and interpret information in order to effectively communicate with participants ○ Adequate literacy and numeracy skills in order to develop training programs ○ Ability to apply swimming specific rules and regulations ○ Ability to provide demonstrations in order to show participants what is being taught ○ Ability to analyse skills and break them into their component parts
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ group of swimmers at the competitive level ○ personal safety equipment, eg, hat, sunscreen ○ swimming pool facilities ○ swimming instructional aids, eg, kickboards, other aids ● 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 swimming at this unit 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 three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching swimming

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 swimming facility with competitive level swimmers. 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
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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 - Establish checklist of key selection policies, procedures, and criteria • Communicating ideas and information - Identify barriers to communication • Planning and organising activities - Plan requirements for each program session • Working with teams and others - Liaise with other coaches and instructors • Using mathematical ideas and techniques - Establish selection procedures • Solving problems - Identify and resolve potential conflicts • Using technology - Use appropriate technical and testing equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM007A	TEACH OR DEVELOP THE ADVANCED SKILLS OF COMPETITIVE SWIMMING
SWM	Swimming

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 swimming skills with focus on competitive swimming at a national and international level.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the advanced skills of competitive swimming	1.1 Identify the <i>biomechanics</i> of the <i>advanced skills</i> of swimming and break each part into its components 1.2 Identify observable body movements for each stage of the skill in performance priority of the skill 1.3 Identify and document a technique checklist 1.4 Review technical changes to stroke timing, hand movements, kicking, breathing for implementation and performance impact
2 Analyse the advanced skills	2.1 Analyse <i>biomechanics</i> used in each of the <i>advanced skills, starts, dives, turns and finishes</i> for performance improvement 2.2 Use <i>technology</i> to assist the assessment of technique considering the <i>work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</i>
3 Identify preferred teaching methods and coaching styles to develop the advanced skills	3.1 Identify and explain <i>teaching methods</i> in the context of specific advanced swimming skills 3.2 Use feedback in coaching/teaching process 3.3 Use appropriate demonstrations when coaching/teaching 3.4 Use a range questioning techniques in the coaching/teaching process 3.5 Use a range of <i>coaching styles</i> in relation to different of coaching/teaching situations 3.6 <i>Communicate in a style appropriate to athletes</i> and ensure the type and style of explanation and terminology is appropriate to the learner 3.7 Use coaching or teaching styles appropriate to the application of advanced swimming skills with a focus on competitive swimming 3.8 Adapt coaching/teaching method to a wide range of learning situations, eg, one-on-one, small groups, large groups, children, adults
4 Assess participants readiness to acquire and perform the advanced skills	4.1 Identify and document the <i>advanced skills</i> to be developed 4.2 Identify and document <i>factors which affect skill acquisition</i> of the <i>advanced skills</i> in relation to skills acquisition of participants 4.3 Assess <i>participants readiness</i> to acquire the <i>advanced skills</i> being taught or developed 4.4 Assess the <i>work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment</i>

<p>5 Conduct drills, activities and/or games to teach or develop the advanced skills</p>	<p>5.1 Select teaching methods and coaching styles to match the participants readiness, the environment, the activity, the equipment available and the conditions and external influences</p> <p>5.2 Allocate sufficient space and resources for the drills, activities and/or games</p> <p>5.3 Deliver relevant information, explanations and demonstrations for drills, activities and/or games concisely and precisely</p> <p>5.4 Use, where appropriate, technological aids to supplement presentations</p> <p>5.5 Place emphasis on practical involvement while adjusting or refining skills on an individual basis</p> <p>5.6 Observe athletes to see that the drills, activities and/or games are conducted in accord with the rules, policies and regulations and accepted best practice of swimming and/or aquatics activities</p> <p>5.7 Observe participants skill execution and apply correction techniques to improve advanced skills on an individualised and/or group basis</p> <p>5.8 Observe with minimal disruption to the flow of the drill, activity or game</p> <p>5.9 Observe athletes to ensure that the process of the development of skills can sustain the stresses of competitive swimming</p> <p>5.10 Make modifications to the activity when necessary</p> <p>5.11 Monitor skills being taught, the teaching methods and coaching style, during the instruction and assess following the instruction</p> <p>5.12 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 the advanced skills of swimming in response to feedback</p>	<p>6.1 Make relevant points of emphasis before, during and after presentation/s</p> <p>6.2 Implement modifications to teaching methods and coaching style in response to monitoring performance or progress</p> <p>6.3 Give participants the opportunity to comment and/or ask questions</p> <p>6.4 Identify aspects needing further emphasis and/or attention for intervention in future sessions</p>
<p>7 Conduct drills, activities and/or games to teach tactical skills and racing strategies appropriate to advanced competitive swimming</p>	<p>7.1 Deliver relevant information, explanations and demonstrations for tactical skills for pacing and race judgement</p> <p>7.2 Deliver relevant information, explanations and demonstrations as they relate to tactical skills for various races or events</p> <p>7.3 Provide relevant information, explanation and demonstration of strategies in relation to competition schedule</p> <p>7.4 Provide relevant information, explanation and demonstration of strategies in relation to competitors and race format</p> <p>7.4 Provide relevant information, explanation and demonstration of strategies in relation to relays</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	<p>[all categories]</p> <ul style="list-style-type: none"> • butterfly <ul style="list-style-type: none"> ○ breathing timing ○ hand pitch angles ○ width, depth and angle of catch ○ arm pull width and line of pull ○ kicking timing and depth • backstroke <ul style="list-style-type: none"> ○ head position ○ body rotation ○ arm pull action variations ○ stroke timing ○ breathing rhythm ○ kick timing ○ kick variations <ul style="list-style-type: none"> ▪ flutter kick ▪ underwater fly kick • breaststroke <ul style="list-style-type: none"> ○ head position ○ stroke body movement variations <ul style="list-style-type: none"> ▪ traditional ▪ wave ○ hand recovery variations <ul style="list-style-type: none"> ▪ underwater ▪ out of water ○ kick variations <ul style="list-style-type: none"> ▪ kicking depth ▪ kicking width • freestyle <ul style="list-style-type: none"> ○ head position ○ breathing timing ○ kick timing and rhythm <ul style="list-style-type: none"> ▪ sprint ▪ distance ○ arm action and pull ○ body rotation • race and competition tactics <ul style="list-style-type: none"> ○ individual medley ○ relay swimming ○ skins format

Best practice principles of swimming and/or aquatics activities	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • coaches Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Swimming Australia Incorporated regulations and guidelines • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
Biomechanics	<p>[all categories]</p> <ul style="list-style-type: none"> • forces which act on a human body and the effects which these forces produce in relation to human movement in an aquatic environment • clothing, equipment, competition apparel, eg, Cat suits, long suits • competition analysis • performance analysis
Coaching style	<p>[all categories]</p> <ul style="list-style-type: none"> • refers to the presentation style/s adopted by the coach to communicate with the athlete • depending on the situation the coach 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 swimmers and the team
Competition schedule	<p>[all categories]</p> <ul style="list-style-type: none"> • heats • semi final • finals

Communicate in a style appropriate to athletes	<p>[all categories]</p> <ul style="list-style-type: none"> • age • swimming level, ie, good swimmer or senior international level athlete • developmental level, eg, physical, emotional, sociological • preferred language • sensory or intellectual impairment, eg, sight loss or hearing loss • the Australian Swimming Incorporated Coaches Code of Conduct policy
Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • local government • pool management • parents, carers, partners of senior athletes • officials and administrators • other coaches • other (non coaching) commitments • indoor /outdoor training environments
Drills, activities and/or games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to develop the starts, dives, turns and finishes of swimming • such as those described in Swimming Australia Inc Level 3 coaching education resource pack or similar • should include <ul style="list-style-type: none"> ○ swimming drills ○ start, turns, dives and finishing drills ○ relevant modified games ○ that incorporate the effective use of teaching aids/ equipment
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • kickboard • pull buoy/band • paddles • goggles • swim caps • swimming costumes • drag suits • overspeed bands

Factors which affect skill acquisition	<p>[all categories]</p> <ul style="list-style-type: none"> • stage of development • emotional status • general self-esteem • recovery level • psychological status • injury /illness status • level of competition/performance • fitness level • intrinsic/extrinsic motivation • goals
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual • tactile • should be an information exchange between athlete and coach regarding the performance/training progress and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments
Participants readiness	<p>[all categories]</p> <ul style="list-style-type: none"> • physical, including injury/illness status • physiological • technical • social • psychological • emotional
Relays	<p>[all categories]</p> <ul style="list-style-type: none"> • racing order • change over skills • team work
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athlete that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment

Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the la Federation International de Natation rules • best practice Codes of Ethics such as those developed by the Australian Swimming Incorporated responsible for the development of teaching and coaching swimming • policies of employer organisations, eg, anti doping policy • Australian Swimming Incorporated Membership Protection Policy or similar • Australian Sports Commission's Harassment-free Sport policy
Starts, dives, turns and finishes	<p>[all categories]</p> <ul style="list-style-type: none"> • general starting skills • stroke specific starting skills • relay starts • general turning skills (tumble and twist turn) • stroke specific turning skills • medley turns • safety considerations in teaching starts, dives and turns • general finishing skills • stroke specific finishing skills
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
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • video cameras • video cassette recording machines • videos of other swimmers/teams • sports science testing equipment, eg, hear rate monitors, blood lactate monitors • video assessment and/or computer enhanced assessment systems

<p>Work environment, organisational health and safety requirements, safe and appropriate dress and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment that comply with la Federation International de Natation rules • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock located properly ○ stopwatch ○ stroke rate function ○ whiteboard and markers ○ clipboards and pens • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment ○ declared health status of swimmers
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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 advanced skills of competitive swimming • 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 session ○ teach advanced skills of competitive swimming ○ observe participants and recognise when and how intervention should take place to improve individual skill performance ○ conduct drills, activities and games to teach or develop the advanced skills of competitive swimming ○ modify teaching methods and activities on an individualised and/or group basis to improve skill performance ○ teach tactical skills for competition swimming
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"> ○ SRSSWM008A Prepare and customise planning for a high performance swimmer ○ SRSSWM009A Design a long-term training program for a high performance swimmer • 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 the advanced competitive strokes of swimming ○ Knowledge of biomechanics as applied to advanced competitive strokes of swimming ○ Knowledge of exercise physiology and human movement as applied to advanced competitive strokes of swimming ○ Knowledge of starts, turns and finishes as applied to advanced competitive strokes of swimming ○ Knowledge of drills, activities and games to teach the advanced competitive strokes of swimming ○ Knowledge of principles of coaching as applied to advanced skills of swimming ○ Knowledge of the La Federation Internationale de Natation rules ○ Knowledge of the needs for high performance in relation to advanced skills of swimming

	<ul style="list-style-type: none"> ○ Knowledge of processes to conduct, monitor and adjust high performance programs ○ Knowledge of relevant equipment and safety requirements ● Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the advanced skills of swimming and in accordance with the accepted best practice in coaching swimming ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of swimming in order to coach the advanced skills of swimming ○ Provide demonstrations eg self, other athletes as models, videos ○ 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 ○ Organise self directed activities for participants
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 an advanced competitive swimming program ○ a swimming pool and other equipment ○ a current La Federation Internationale de Natation rules book ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 advanced level athletes in competitive swimming ○ 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 three (3) sessions in order to ensure consistency in performance over the Range Statements and contexts applicable to coaching swimming

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 in a swimming facility with athletes participating 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
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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 a 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 - Interact with players, officials, community and media • Using mathematical ideas and techniques - Identify suitability of facility and other conditions for safe activity • Solving problems - Observe and modify advanced skill faults • Using technology - Use audio-visual equipment and other teaching aids properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM008A	PREPARE AND CUSTOMISE PLANNING FOR A HIGH PERFORMANCE SWIMMER
SWM	Swimming

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

This unit covers the application of communication skills, information and resources required to prepare and customise a training program for a high performance swimmer.

ELEMENT	PERFORMANCE CRITERIA
1 Establish effective communication	1.1 Encourage the participant to voice queries and/or fears and address these appropriately 1.2 Present clear and accurate verbal communications in coaching styles appropriate to the setting 1.3 Use appropriate stance, posture, movements and/or body language in accord with best practice sports principles relevant to swimming 1.4 Establish and discuss procedural protocols relevant to swimming
2 Collect information to plan a training program for high performance swimming	2.1 Collect and assess relevant and current information from a range of sources 2.2 Identify support personnel necessary for the program 2.3 Make an accurate assessment of athlete aims and priorities in consultation with relevant support personnel 2.4 Give athlete the opportunity to express goals as perceived by themselves 2.5 Assess goals taking into account both actual and perceived goals 2.6 Determine the condition of the athlete in consultation with relevant support staff 2.7 Conduct relevant tests and assessments 2.8 Assess the likely demands of the activity on the athlete 2.9 Check and reconcile inconsistencies 2.10 Respect athlete's and organisations rights to confidentiality 2.11 Identify competition and performance opportunities
3 Customise training in consultation with athlete	3.1 Determine appropriate methods of training to achieve agreed athlete's aims and priorities 3.2 Identify and consider external factors which are likely to disrupt or influence the delivery, value and outcome of the program 3.3 Balance attention between that directed to the goals of the individuals and that directed to the goals of the group 3.4 Determine the intensity and duration of specific skills and activities within the program and the overall program balance 3.5 Ensure the program conforms to health and safety requirements 3.6 Provide athlete with appropriate dietary advice to support training and competition needs 3.7 Provide athlete with appropriate hydration advice to support training and competition needs 3.8 Establish agreed program objectives , in consultation with the participant and, if appropriate, relevant support personnel 3.9 Review and adapt planning in response to feedback

4 Plan resources to support training program	<ul style="list-style-type: none">4.1 Identify resources required for the program4.2 Give consideration is given to the individual and special needs of athlete and identify special provisions where it is necessary4.3 Organise access to venues, facilities and equipment4.4 Organise support personnel4.5 Obtain resources necessary to support the program4.6 Ensure resource requirements are within the limits of budgetary constraints4.7 Arrange alternatives to cater for unsuitable environmental conditions4.8 Conform resources to nationally accepted standards4.9 Identify and implement appropriate health and safety provisions
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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
Agreed program objectives	[all categories] <ul style="list-style-type: none"> • objectives agreed to by the athlete in consultation with the coach, other specialists, family, spouse, partner and relevant personnel in relation to <ul style="list-style-type: none"> ○ fitness targets ○ lifestyle adjustments ○ skill performance or technique development targets, and/or ○ competition/performance targets
Aims and priorities	[all categories] <ul style="list-style-type: none"> • competition performance targets • self-improvement • fitness targets • lifestyle adjustments • comfort/discomfort levels • psychological • technical • tactical • participation/competition • social • performance
Athlete	[all categories] <ul style="list-style-type: none"> • high performance level competitors • national or international ranked athletes • high levels of motivation and commitment • highly committed and self-motivated to improve their performance • 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 sports principles	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the martial arts industry to minimise safety hazards or risks • national activity organisation's Code of Ethics policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines, eg, Membership Protection Policy • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of swimming • 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"> • the presentation style/s adopted by the coach to communicate with the athlete • depending on the situation the coach 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
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • swimming aids • individual equipment required by each athlete in order to undertake the sport/activity, eg, goggles, fins, buoys • personal protective or non-protective clothing or attire relevant swimming, eg, cap • technical swimming equipment, eg, hydraulic towing • audio-visual
Feedback	<p>[all categories]</p> <ul style="list-style-type: none"> • verbal • written • visual, and/or • tactile • should be an information exchange between athlete and coach regarding progress, performance and their perceived well-being • addresses <ul style="list-style-type: none"> ○ agreed and evolving program objectives ○ information pertinent to technical adjustments

Information	<p>[all categories]</p> <ul style="list-style-type: none"> • expectations and aspirations of athlete • numbers, ages and gender of athlete • previous experience and developmental stage of athlete, their background, special requirements, available time, expectations or organisations • activity national organisation codes and rules as they apply to the range of athlete • staff and financial resources • cultural and political influences • involvement and interest of parents • 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 ○ physiological procedures profiling protocols ○ psychological profiling procedures and protocols ○ discussions, and/or ○ observation • sources include <ul style="list-style-type: none"> ○ athlete ○ parents ○ 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
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • equipment • materials • health and safety provisions • indoor pool facilities • outdoor pool facilities • provisions for sessions • supporting material • grants and/or sponsorship

Specific skills	[all categories] <ul style="list-style-type: none">• freestyle• breaststroke• backstroke• butterfly• individual medley relays• skins format• tactical/mental skills• a combination of physical and tactical, forming a sequence of skills
Support personnel	[all categories] <ul style="list-style-type: none">• administrators• 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 to plan and customise a long term training program for a high performance swimmer • 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"> ○ effective communication with the athlete ○ collect information that will assist in planning for high performance by the athlete ○ incorporate best practice principles of swimming ○ customise training plan to meet needs of high performance athlete ○ plan resources in support of the training plan
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"> ○ SRSSWM007A Teach or develop the advanced skills of competitive swimming ○ SRSSWM009A Design a long-term training program for a competitive swimmer • 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"> ○ Swimming specific knowledge to teach the skills being included in the training program ○ Knowledge of principles of motor skill development to teach and develop swimming skill acquisition ○ Advanced principles of swimming biomechanics as applied to swimming techniques ○ Applied physiology as related to energetics of different advanced swimming strokes ○ Knowledge of fundamental structure and function of anatomical systems as related to biomechanics of swimming ○ Knowledge of principles of planning and periodisation to ensure advanced skill acquisition ○ Knowledge of principles of group management to ○ Knowledge of principles of growth and development and their relationship to advanced skill acquisition by different aged athletes ○ Knowledge of sources of information ○ Knowledge of legislation relevant to confidentiality

	<ul style="list-style-type: none"> ○ National swimming organisations' policies and procedures ○ Knowledge of employer organisations policies and procedures ○ Knowledge of policies, procedures and requirements specific to the venue/facility ○ Knowledge of drills, activities and games to teach swimming specific skills ○ Knowledge of the rules and regulations of swimming ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the needs for high performance in relation to advanced skills of swimming ○ Knowledge of processes to conduct, monitor and adjust high performance programs ● Required skills <ul style="list-style-type: none"> ○ Ability to plan an individualised training program to improve skills ○ Ability to plan an individualised training program to improve physical performance ○ Ability to communicate effectively with participants in order to convey training requirements ○ Ability to convey and interpret information in order to effectively communicate with participants ○ Adequate literacy and numeracy skills in order to develop training programs ○ Ability to apply swimming specific rules and regulations ○ Ability to provide demonstrations in order to show participants what is being taught ○ Ability to analyse skills and break them into their component parts
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ group of athletes or athlete participating in an advanced swimming ○ swimming training facility and other equipment relevant swimming ○ current international rule book relevant to swimming ○ Rules, policies and regulations of relevant peak bodies and/or employer organisations relevant swimming ● 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 swimming with high performance athletes ○ 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 swimming

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 in swimming facility with participants at the high performance 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• The 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
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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	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 database of information to assist customised planning for athlete • Communicating ideas and information - Establish agreed program objectives with athlete and support personnel • Planning and organising activities - Customise training plan to meet athlete's needs • Working with teams and others - Identify and organise roles for support personnel • Using mathematical ideas and techniques - Identify resources within budget restrictions • Solving problems - Identify and document potential responses to injury and adopt recovery strategy • Using technology - Use appropriate technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSSWM009A	DESIGN A LONG-TERM TRAINING PROGRAM FOR A HIGH PERFORMANCE SWIMMER
SWM	Swimming

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

This unit covers the knowledge and skills required to design a long term training program for a high performance swimmer in accord with accepted practices of coaching.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a long term program	1.1 Analyse and document selected activity or discipline in swimming 1.2 Develop profiles for each individual, subgroup and/or group participating in the long term program using appropriate assessment measures 1.3 Establish fixed points of the program and identify and document periodisation within the long term program 1.4 Develop objectives for the long term program, and each phase within the long term program in consultation with the swimmers, and reflect the analysis of the activity and the swimmer's profiles 1.5 Design a process to develop identified aims and integrate all components of the long term program 1.6 Plan requirements for each session within the program 1.7 Prepare a long term training program considering the work environment, organisation's Occupational Health and Safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment 1.8 Ensure the long term training program empowers the swimmers 1.9 Plan methods and scheduling for monitoring the long term program prior to implementation
2 Plan for high performance situations within the long term program	2.1 Develop a high performance strategy which matches the swimmers and/or teams' profiles 2.2 Identify strengths and weaknesses of the opposition in activities in which information will affect the swimmers' performances 2.3 Develop athlete and/or team tactics to match the high performance strategy and the opposition profile where that is identified 2.4 Identify and document support needs for the competition/performance 2.5 Develop job descriptions for support personnel 2.6 Match support needs with available resources 2.7 Identify potential barriers to communication with swimmers during competition/performance, and develop within relevant rules, policies and regulations , strategies to overcome these barriers 2.8 Integrate multiple performance objectives over a period of time in the plan 2.9 Design the program in accordance with best practice principles of swimming and/or aquatics activities
3 Plan for reconditioning and rehabilitation	3.1 Develop a reconditioning and rehabilitation plan as a contingency 3.2 Identify and document the body's physiological responses to injury and the healing processes 3.3 Identify and document potential psychological responses to injury
4 Plan recovery program	4.1 Plan appropriate recovery methods and strategies as part of the overall training program for the high performance athlete

5 Liaise with other coaches/specialists of swimmers	<p>5.1 Establish on-going liaison between coaches/instructors where coaches/instructors work with the same swimmer</p> <p>5.2 Identify and document role and responsibilities of the individual coaches/instructors</p> <p>5.3 Identify potential conflicts and means for conflict resolution</p>
6 Selection procedures are identified	<p>6.1 Identify and establish selection policies, procedures and criteria to align with athlete's performance goals and targets</p> <p>6.2 Critique methods of testing and assessing swimmers</p> <p>6.3 Identify data required in relation to the context of the selection and explain the strategy</p> <p>6.4 Develop strategy for determining an individual's skills in a team environment</p> <p>6.5 Design development program for non-selected athletes</p> <p>6.6 Identify process for evaluating the management of athletes not selected</p> <p>6.7 Identify and establish internal selection policies and procedures to ensure access and promotion to athlete and other stakeholders</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
Analyse	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills • ability to deal with stress and pressure • time management
Assessment measures	<p>[all categories]</p> <ul style="list-style-type: none"> • field assessments of fitness components • interviews with swimmers • observation of performance • performance history • interviews with family, significant others involved in a support role • national testing protocols
Best practice principles of swimming and/or aquatics activities	<p>[all categories]</p> <ul style="list-style-type: none"> • accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks • coaches and/or Instructors Code of Conduct policies developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated regulations and guidelines, eg, Membership Protection Policy • relevant national, state/territory or local government regulations and guidelines • employer organisations policies and procedures • the culture of swimming • current and past good practice demonstrated by self or peers in the same or similar situation
Components	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills

Conditions and external influences	<p>[all categories]</p> <ul style="list-style-type: none"> • environmental/weather conditions • other facility users • spectators • parents/family/partners • officials and administrators • other coaches
Conflict resolution	<p>[all categories]</p> <ul style="list-style-type: none"> • discussion • mediation • negotiation • evaluation and ongoing review
Context of selection	<p>[all categories]</p> <ul style="list-style-type: none"> • level of participation selected swimmers will be involved in • duration of the participation • duration of the selection • contractual obligations of selection to association
Development program	<p>[all categories]</p> <ul style="list-style-type: none"> • support provided • options discussed • goals identified • achievement strategy identified • contingency plan identified
Empowers	<p>[all categories]</p> <ul style="list-style-type: none"> • awareness of the underlying principles and reasons for the program • opportunities for self directed learning • training diary • input into the program/program ownership • swimmer's needs and commitments outside the activity are recognised • self management • self monitoring
Fixed points	<p>[all categories]</p> <ul style="list-style-type: none"> • structure and subdivision of the high performance • availability of facilities • rules of the activity • rules of the competition/performance • individual and/or team involvement • intended peaks • selection dates and criteria • swimmer's lifestyle and availability of support personnel

Healing processes	<p>[all categories]</p> <ul style="list-style-type: none"> • first aid treatment for injuries common to the activity • recovery and rehabilitation period and activities • gradual return to participation, eg, responsiveness to healing • modifications to skills, drills and training
High performance	<p>[all categories]</p> <ul style="list-style-type: none"> • participation at national and international level competition
Job descriptions	<p>[all categories]</p> <ul style="list-style-type: none"> • total time • timing of position • skills • tasks and communication • line of reporting/duties and responsibilities • team focus and interaction between support staff
Long term training program	<p>[all categories]</p> <ul style="list-style-type: none"> • a forward training plan which covers a long term training and competition cycle • four year Olympic cycle • two year World Championship cycle
Monitoring	<p>[all categories]</p> <ul style="list-style-type: none"> • fitness assessments • lab assessments • discussion with swimmers • training and competitive performances • training diaries • psychological assessment
Multiple performance objectives	<p>[all categories]</p> <ul style="list-style-type: none"> • pool training • gym work • mental skills training • cross training
Objectives	<p>[all categories]</p> <ul style="list-style-type: none"> • swimmer enjoyment • competition/performance • physical • psychological • tactical • technical and leadership skills • selection

	<ul style="list-style-type: none"> • principles of training <ul style="list-style-type: none"> ○ specificity ○ progressive overload ○ rest and recovery ○ reversibility ○ frequency ○ intensity ○ duration ○ periodisation ○ tapering ○ peaking ○ individuality and maintenance
Periodisation	<p>[all categories]</p> <ul style="list-style-type: none"> • macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season
Potential barriers	<p>[all categories]</p> <ul style="list-style-type: none"> • background noise • time availability • stress level of coach and the swimmers • information overload • level of competition • injuries /illness • lack of motivation
Potential conflicts	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching/instructing styles • training program • competition/performance program • discipline procedures • techniques • tactics and time commitments • issues between coach and swimmer's family, friends, partners
Profiles	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership skills

Psychological responses	<p>[all categories]</p> <ul style="list-style-type: none"> • denial • despair • anger and coping strategies
Recovery methods	<p>[all categories]</p> <ul style="list-style-type: none"> • drills and activities that contribute to recovery of muscles after physical activity • hydrotherapies • massage • cryotherapy • mental skills/relaxation
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human resources, eg, a ratio of coaches to athletes that allows for maximum participation in a safe environment • equipment, eg, a ratio of equipment to athletes that allows for maximum participation in a safe environment • access to first aid facilities/equipment • appropriate facilities to conduct training/competition in a safe environment
Requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • objectives • structure • specific activities • range of activities • time • equipment and safety
Rules, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the La Federation Internationale de Natation rules • best practice Codes of Ethics such as those developed by the peak bodies responsible for the development of teaching and coaching swimming • Australian Swimming Incorporated Membership Protection Policy or similar • policies of employer organisations, eg, anti-doping policy • Australian Sports Commission's Harassment-free Sport policy
Strategy	<p>[all categories]</p> <ul style="list-style-type: none"> • weighting given to different sources of information • weighting given to different information

Strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • sign language • time outs • swimmers in charge in participation/competition environment
Strengths and weaknesses	<p>[all categories]</p> <ul style="list-style-type: none"> • physical • psychological • tactical • technical and leadership skills • interaction of technical, physiological and biomechanical in competition situation
Support needs	<p>[all categories]</p> <ul style="list-style-type: none"> • training facilities • equipment • finance • transport • coach/instructor • management and/or specialist support
Tactics	<p>[all categories]</p> <ul style="list-style-type: none"> • written competition/performance strategy • strategy communicated to swimmers • heats, semi finals, finals • relay team strategies • pacing/racing strategies
Testing and assessing	<p>[all categories]</p> <ul style="list-style-type: none"> • past performances • discussion with trainees • physical ability tests • trial • performances in familiar environment • performances in unfamiliar environment • where relevant to the activity • positions trialled in • subjective assessments

<p>Work environment, organisational health and safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate swimwear and personal equipment • personal hygiene requirements • technical equipment <ul style="list-style-type: none"> ○ pace clock ○ heart rate monitor ○ stopwatch ○ whiteboard ○ clipboards • lifesaving equipment <ul style="list-style-type: none"> ○ flotation devices ○ stretcher • pool safety equipment as listed in state Occupational Health and Safety requirements for pools • other recommended safety guidelines are <ul style="list-style-type: none"> ○ training aids should be inspected before use ○ sun safety guidelines should be followed ○ hydration guidelines should be followed ○ competition/training facilities should be inspected before use ○ access to first aid facilities/equipment
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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 planning a long term training program for a high performance swimmer • 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"> ○ develop a long term program for high performance swimmer/s that improves the performance of the swimmer, while maintaining their well-being ○ plan for high performance situations within the long term program ○ plan reconditioning and rehabilitation programs ○ liaise with other coaches/instructors of swimmers ○ establish selection procedures
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"> ○ SRSSWM007A Teach or develop the advanced skills of competitive swimming ○ SRSSWM008A Prepare and customise planning for a high performance swimmer • 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"> ○ Swimming specific knowledge to teach the skills being included in the training program ○ Knowledge of principles of motor skill development to teach and develop swimming skill acquisition ○ Advanced principles of swimming biomechanics as applied to swimming techniques ○ Applied physiology as related to energetics of different advanced swimming strokes ○ Knowledge of fundamental structure and function of anatomical systems as related to biomechanics of swimming ○ Knowledge of principles of planning and periodisation to ensure advanced skill acquisition ○ Knowledge of principles of group management to ○ Knowledge of principles of growth and development and their relationship to advanced skill acquisition by different aged athletes ○ Knowledge of sources of information

	<ul style="list-style-type: none"> ○ Knowledge of legislation relevant to confidentiality ○ National swimming organisations' policies and procedures ○ Knowledge of employer organisations policies and procedures ○ Knowledge of policies, procedures and requirements specific to the venue/facility ○ Knowledge of drills, activities and games to teach swimming specific skills ○ Knowledge of the rules and regulations of swimming ○ Knowledge of relevant equipment and safety requirements ○ Knowledge of the needs for high performance in relation to advanced skills of swimming ○ Knowledge of processes to conduct, monitor and adjust high performance programs ● Required skills <ul style="list-style-type: none"> ○ Ability to plan an individualised training program to improve skills ○ Ability to plan an individualised training program to improve physical performance ○ Ability to communicate effectively with participants in order to convey training requirements ○ Ability to convey and interpret information in order to effectively communicate with participants ○ Adequate literacy and numeracy skills in order to develop training programs ○ Ability to apply swimming specific rules and regulations ○ Ability to provide demonstrations in order to show participants what is being taught ○ Ability to analyse skills and break them into their component parts
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ group of clients participating in an advanced swimming program ○ a pool and other equipment ○ a current International Swimming rule book ○ rules, policies and regulations of relevant peak bodies and/or employer organisations ● 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 high performance level athletes ○ 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 swimming

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 swimming facility with athletes participating 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• The 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
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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 - Design process to identify aims to integrate with all components of long term program • Communicating ideas and information - Develop strategy to overcome potential communication barriers • Planning and organising activities - Prepare long term program • Working with teams and others - Identify and organise roles for support personnel • Using mathematical ideas and techniques - Critique methods of testing and assessing • Solving problems - Identify and resolve potential conflicts • Using technology - Use appropriate technical aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

TENNIS

TNS

Contents

SRSTNS001A Assist in conducting safe tennis activities for beginner players 1

SRSTNS001A	ASSIST IN CONDUCTING SAFE TENNIS ACTIVITIES FOR BEGINNER PLAYERS
TNS	Tennis

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

This unit provides coaches with the knowledge and skills required to assist in conducting basic, safe enjoyable tennis-specific activities for beginner players.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare <i>beginner players</i> to participate in <i>game based tennis activities</i>	1.1 Implement an organisation's <i>occupational health and safety requirements</i> to minimize the risk of injury to participants 1.2 Welcome <i>beginner players</i> and make them feel at ease 1.3 Deliver <i>clear instructions</i> prior to commencing an activity
2 Assist in conducting safe activities to teach or develop basic tennis skills	2.1 Assist in conducting a <i>game based tennis activities</i> for <i>beginner players</i> incorporating appropriate <i>safety factors</i> 2.2 Implement a range of <i>coaching styles</i> and <i>teaching methods</i> to the instruction of basic tennis-specific activities 2.3 Utilise <i>effective communication</i> to facilitate learning 2.4 Review and adapt <i>coaching styles</i> and <i>teaching methods</i> in response to feedback 2.5 Identify <i>professional development opportunities</i> for tennis coaches and players

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
Beginner players	<p>[all categories]</p> <ul style="list-style-type: none"> • all age groups, genders, ethnic backgrounds and ability levels • players demonstrating basic coordination and skill development • players not playing in competitive activities • may or may not have a disability or special needs
Clear instructions	<p>[all categories]</p> <ul style="list-style-type: none"> • state session aims and objectives • concise and precise • only relevant information • check understanding with questions • invite questions from participants
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 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 participants
Effective communication	<p>[all categories]</p> <ul style="list-style-type: none"> • clear and concise delivery of information • appropriate use of verbal, non-verbal modes • positive feedback • evaluate and review learning of participants • incorporate any applicable Codes of Conduct

Game based activity	<p>[all categories]</p> <ul style="list-style-type: none"> • are usually 10 minutes in duration • aimed at developing basic skills and tactical understanding • involve the player in activities • type of activities include <ul style="list-style-type: none"> ○ game based warm-up games ○ game specific activities ○ questioning and discovery ○ activities to develop hand-eye coordination <ul style="list-style-type: none"> ▪ footwork activities • decision making games <ul style="list-style-type: none"> ○ Be a Tennis Player ○ Mini-Tennis ○ Angle Mini-Tennis ○ Tennis Tactics ○ 3-2-1 ○ Volley Game ○ Deep Drives ○ Create an Angle ○ Approach the Net
Occupational Health and Safety requirements	<p>[all categories]</p> <ul style="list-style-type: none"> • safe and appropriate clothing and footwear • sun safety guidelines implemented • hydration guidelines implemented • safe tennis equipment (e.g., racquets etc.) • safe playing surface and environment • warm up and cool down • supervision requirements • minimum first aid requirements
Professional Development Opportunities	<p>[all categories]</p> <ul style="list-style-type: none"> • Tennis Australia coaching development pathway • Tennis Australia player development pathway • Tennis Australia and member associations community tennis programs and available resources • role of OTC coach

Safety factors	<p>[all categories]</p> <ul style="list-style-type: none"> • sufficient space for the activity • sufficient spacing of the player • all athletes in view at all times • ensure all players remain hydrated • maintain group control • hydration issues
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 • depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or 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 ○ guide discovery approaches (setting problems and allowing athletes to discover solutions) ○ experimental or problem solving approaches ○ repetition ○ gradual loading ○ systemisation

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 practices to assist in the conduct of safe tennis activities for beginner players in the work environment • Assessment of performance should be over a period of time covering all categories of coaching from the Range Statements • Assessment must confirm sufficient knowledge of activities to implement games-based activities to develop the basic skills of tennis under the direct supervision of a qualified NCAS Junior Development, Club Professional , Level 3 or High Performance Coach • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ assist in conducting a safe activity to teach or develop basic tennis skills ○ identify appropriate teaching methods and coaching styles to develop basic tennis 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 the role of an individual who has completed SRSTNS001A Assist in conducting safe tennis activities for beginner players (under direct supervision of NCAS qualified Junior Development, Club Professional, level 3 or High Performance Coach) ○ Knowledge of Community Tennis programs provided by Tennis Australia and its Member Associations (including; Tennis in Schools, Best of Two, ACE Tennis, Tennis for People with Disabilities, Women in Tennis, Tennis Club Grants, Facility Development, Tennis Club Administrator Training) and available resources ○ Knowledge of the player development pathway provided by Tennis Australia and its Member Associations ○ Knowledge of the coaching development pathway provided by Tennis Australia (including; Orientation to Coaching, Junior Development Coach, Club Professional Coach, High Performance Coach) ○ Knowledge of different coaching styles ○ Knowledge of the game based approach philosophy to coaching tennis ○ Knowledge of how to create a positive participation environment for beginner tennis players ○ Knowledge of the basic skills of tennis ○ Knowledge of basic game based activities to teach and/or develop the basic skills of tennis

	<ul style="list-style-type: none"> ○ Knowledge of the relevant modified rules and regulations of tennis to coach beginner players ○ Knowledge of relevant equipment and safety requirements ● Required skills <ul style="list-style-type: none"> ○ Ability to communicate effectively with players ○ Ability to organise and implement coaching activities ○ Ability to convey and interpret information ○ Ability to demonstrate basic tennis skills in order to clarify understanding
Resource implications	<ul style="list-style-type: none"> ● Physical resources - assessment of this competency requires access <ul style="list-style-type: none"> ○ suitable venue/court(s) which comply with organisational OH&S requirements ○ a group of clients participating in a tennis 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 ○ be current Tennis Australia Certified Junior Development, Club Professional, Level 3 or High Performance Coach (hold current National Coaching Accreditation Scheme Junior Development, Club Professional, Level 3 or High Performance Coach accreditation) ○ 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 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. For valid and reliable assessment the sporting activity should closely replicate the work environment. The environment should safe with the hazards, circumstances and equipment likely to be encountered in a real workplace ● 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	-
<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 - Assisting with analysing the evaluation • Communicating ideas and information - Encourage participants to provide feedback • Planning and organising activities - Assisting participants in the sessions • Working with teams and others - Assisting participants to warm up, help participants gain skills and knowledge, refer issues to other personnel • Using mathematical ideas and techniques - Not applicable • Solving problems - Assisting participants in sessions • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

TOUCH FOOTBALL

TOU

Contents

**SRSTOU001A Interpret and apply the rules of modified touch
in a competition game at a local or district level 1**

**SRSTOU002A Use communication strategies to referee modified touch
at a local or district level 9**

**SRSTOU003A Demonstrate positioning skills relevant to refereeing
modified touch at a local or district level 17**

SRSTOU004A Teach or develop the intermediate skills of touch 23

**SRSTOU005A Teach or develop the intermediate tactics and strategies
of touch..... 33**

**SRSTOU006A Perform the intermediate skills of touch
in a competitive situation..... 43**

**SRSTOU007A Perform the intermediate tactics and strategies of touch
in a competitive situation..... 49**

SRSTOU001A	INTERPRET AND APPLY THE RULES OF MODIFIED TOUCH IN A COMPETITION GAME AT A LOCAL OR DISTRICT LEVEL
TOU	Touch 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 a modified touch game at a local or district competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the condition of the players in terms of their suitability to participate in a game 1.2 Assess the <i>environment</i> , facilities, <i>resources</i> and <i>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
2 Observe a game and identify information on which to base decisions	2.1 Observe players and <i>other officials</i> to see that the game is conducted in accordance with the <i>rules and regulations</i> of modified touch 2.2 Observe with minimal disruption to the conduct of the game 2.3 Identify any breaches of <i>rules and regulations</i> by players and club officials are identified and appropriate action is selected
3 Interpret and apply rules and regulations in accord with the ethos of the game	3.1 Interpret available <i>information</i> and using discretion and judgment make decisions 3.2 Interpret the <i>rules and regulations</i> for the <i>given situation</i> consistently with the international laws of modified touch and relevant local rules 3.3 Make accurate and consistent decisions based on <i>ethical considerations</i> , fairness and participant safety 3.4 Make decisions ensure the orderly conduct of the game, instil confidence of the players and the flow of the game 3.5 Apply the advantage rule using discretion and judgment 3.6 Report players/officials 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 modified touch at competition <i>local or district level</i> 4.2 Manage participants reactions in accordance with the <i>rules and regulations</i> of modified touch 4.3 Treat players with respect when discussing or explaining decisions

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, whistle, pencil, notebook personal equipment, eg, official uniform
Ethical considerations	[one category] <ul style="list-style-type: none"> effectively represents modified touch in a positive manner to the broader community
Ethos of the game	[all categories] <ul style="list-style-type: none"> player safety paramount notion of fair play junior sports policy
Environment	[all categories] <ul style="list-style-type: none"> ground conditions weather conditions <ul style="list-style-type: none"> wind rain sun ball condition spectators coaches bench ground authorities
Given situation	[all categories] <ul style="list-style-type: none"> general play set play advantage interaction with players relative player position in accord with the rules
Information	[all categories] <ul style="list-style-type: none"> relevant rules and regulations scoring competitive positioning <ul style="list-style-type: none"> players back 10m at the play of the ball feeding the scrum forward passes

	<ul style="list-style-type: none"> ○ offside ● signals ● participant reactions <ul style="list-style-type: none"> ○ to referee ○ to player ○ verbal ○ physical ● interaction with touch judges ● trainers ● first aid personnel ● is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals, eg, hand, whistle
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> ● participants with Level 1 officiating experience in touch ● players at local or district competition level ● participants 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 ○ speed ○ 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 ○ disability ○ medical condition
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> ● timekeepers ● touch judges ● sports administrators ● coaches ● trainers
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> ● current edition of the International laws of touch ● laws of modified games, as applicable ● identify options if players condition is unsuitable ● procedure for reportable offences/sin bin ● relationship with club officials

Resources	[all categories] <ul style="list-style-type: none">• touch judges• first aid personnel• marked ground• stretcher
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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 modified touch in order to effectively referee a game at a local or district 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 in a game situation and recognise when breaches of rules and regulations occur ○ make an appropriate decision in a touch game at local or district level ○ communicate decisions to the players/coaches/spectators during a game ○ cooperate with touch judges 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"> ○ SRSTOU002A Use communication strategies to referee modified touch at a local or district level ○ SRSTOU003A Demonstrate positioning skills relevant to referee modified touch 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"> ○ 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 rules and regulations of modified touch ○ Knowledge of the relevant modified rules and regulations of modified touch ○ Knowledge of the legal responsibilities of the referee ○ Knowledge of relevant equipment and safety requirements as prescribed by the National Activity Organisation or local modified touch associations ○ Reportable offences, eg, 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 modified touch ○ Communication skills in order to ensure officiating decisions are understood ○ Judgment 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 games ○ Observation skills in order to successfully observe the game 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 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 playing participants in a modified touch game ○ equipment to play game of modified touch ○ playing facility ● 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 touch at a 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 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 group facilitation
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of touch with players competing 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
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 for modified touch • Communicating ideas and information - Disseminate information clearly • 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 - Make accurate and consistent decisions • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTOU002A	USE COMMUNICATION STRATEGIES TO REFEREE MODIFIED TOUCH AT A LOCAL OR DISTRICT LEVEL
TOU	Touch 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 referee a modified touch game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to players through clear verbal information 1.2 Considering the environment and external influences , demonstrate effective use of voice to convey decisions 1.3 Listen to players, scorers and other referees and officials and respond accordingly with appropriate equipment and resources 1.4 Interact with players at the local or district level and other officials in a friendly and professional manner with ethical considerations in mind
2 Use signals	2.1 Use signals associated with modified touch to convey and explanation of decisions to players, scorers, coaches, timekeepers and spectators 2.2 Interpret signals accurately from other referees and officials according to rules and regulations
3 Use auditory devices	3.1 Perform the range of communication methods by use of auditory devices, 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 signals and movements when refereeing 4.3 Use eye contact when communicating with others
5 Receive feedback	5.1 Provide feedback by others is received in a rational and constructive manner 5.2 Implement changes to improve the quality of refereeing based on formal feedback provided by appointed assessors and advisers 5.3 Implement changes to improve the quality of refereeing based on informal discussions with players, other referees and officials, administrators, coaches and team managers 5.4 Respond to feedback provided by other officials 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	[one category] <ul style="list-style-type: none"> remote auditory device
Communication situations	[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
Environment	[all categories] <ul style="list-style-type: none"> ground conditions weather conditions <ul style="list-style-type: none"> wind rain sun ball condition spectators coaches bench ground authorities
Ethical considerations	[one category] <ul style="list-style-type: none"> effectively represents modified touch in a positive manner to the broader community
External influences	[all categories] <ul style="list-style-type: none"> players change rooms weather conditions spectators players enclosure ground authorities

<p>Information</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • interaction with other referees • player reactions • first aid personnel • signals • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals
<p>Local or district level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 refereeing experience in modified touch • 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
<p>Other officials</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • timekeepers • touch judges • sports administrators • coaches • sport medicine personnel
<p>Resources</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • other referees, scorers • first aid personnel
<p>Rules and regulations</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International laws of modified touch • laws of modified games, if applicable

Signals	[one category] <ul style="list-style-type: none">• hand signals
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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 referee modified touch at a local or district 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 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"> ○ SRSTOU001A Interpret and apply the rules of modified touch in a competition game at a local or district level ○ SRSTOU003A Demonstrate positioning skills relevant to referee modified touch 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"> ○ 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 laws of modified touch enable refereeing decisions to be made to ensure fair competition ○ Knowledge of the spirit of the game enable refereeing decisions to be made to ensure fair competition ○ Knowledge of signals and equipment for refereeing in modified touch ○ Knowledge of format for post match debrief/review ○ Knowledge of communication process used to referee modified touch • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure refereeing decisions are understood ○ Decision making skills in order to successfully referee game of modified touch ○ 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"> ○ Negotiation skills in order to achieve agreed outcomes ○ Empathy skills in order to develop rapport with relevant persons ○ Positioning skills in order to successfully referee games of modified touch 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 modified touch at the local or district level ○ equipment to play modified touch ○ playing facility ● 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 touch at a 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 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 group facilitation
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted during a modified touch 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 - Identify key rules and regulations for modified touch • Communicating ideas and information - Use firm, confident signals and movements • 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 - Make accurate and consistent decisions • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTOU003A	DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREEING MODIFIED TOUCH AT A LOCAL OR DISTRICT LEVEL
TOU	Touch 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 referee a modified touch game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1 Adopt appropriate position/s to observe plays	1.1 Identify play and adopt the correct position according to rules of modified touch 1.2 Respond to player movements according to the given situation 1.3 Communicate with other referees, scorers to ensure they are in their correct position 1.4 Comply position with change of ends 1.5 Identify and note general plays and set plays using relevant information, equipment and resources 1.6 Identify and note environmental conditions and external influences
2 Move appropriately to maintain optimal position to view play throughout the game	2.1 Adjust position according to the direction or movement of play or players at the local or district level 2.2 Cooperate with other officials 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
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment • personal equipment
External influences	[all categories] <ul style="list-style-type: none"> • ground conditions • weather conditions • spectators • coaches bench
Correct position	[all categories] <ul style="list-style-type: none"> • referee position in field of play • referee position in relation to touch line
General plays	[all categories] <ul style="list-style-type: none"> • "breakaway" • scoring of a try • backline movement • off side play
Given situation	[all categories] <ul style="list-style-type: none"> • set play • general play • interaction with players • team in possession
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • team tactics • positioning guidelines • competitive positioning <ul style="list-style-type: none"> ○ players back 10m at the play of the ball ○ location of play-the-ball ○ team in possession relative to the play • other officials • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally

	<ul style="list-style-type: none"> ○ signal
Local or district level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 refereeing experience in modified touch • 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	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • club administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • touch judges • marked grounds • interchange area • stretcher • first aid personnel • padded posts
Rules of modified touch	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International laws of modified touch • laws of modified games
Set plays	<p>[all categories]</p> <ul style="list-style-type: none"> • starting the game • restart half • play the ball • restart from a penalty • restart from an injury

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 refereeing modified touch at a local or district 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 at set plays ○ position during general play ○ cooperate with touch judges
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"> ○ SRSTOU001A Interpret and apply the rules of modified touch in a competition game at a local or district level ○ SRSTOU002A Use communication strategies to referee modified touch 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"> ○ 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 laws of modified touch in order to referee effectively and accurately ○ Knowledge of tactics and strategies of local, district or regional level modified touch in order to referee effectively and accurately ○ Knowledge of modified touch refereeing positioning guidelines in order to referee effectively and accurately ○ Knowledge of special relationships in order to position correctly to view game action while refereeing a game of modified touch • Required skills <ul style="list-style-type: none"> ○ Motor skills of agility, coordination, speed, endurance, backward running in order to position effectively to referee modified touch ○ Communication skills in order to ensure refereeing decisions are understood ○ Ability to give instructions at speed while umpiring a game of modified touch ○ 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 touch at the local or district level ○ touch facility ○ touch 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 refereeing touch at a 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 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 refereeing touch
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a touch facility during a game of modified touch 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
<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"> • Collect, analysing and organising information - Identify general and set plays • Communicating ideas and information - Communicate with other referees and scorers • Planning and organising activities - Not applicable • Working with teams and others - Cooperate with other officials • Using mathematical ideas and techniques - Not applicable • Solving problems - Adjust position according to the movement of play • Using technology - Use technological equipment as appropriate <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTOU004A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF TOUCH
TOU	Touch football

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 touch.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the <i>intermediate skills</i>	1.1 Identify and explain biomechanical principles in the context of intermediate touch 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 <i>intermediate skills</i>	2.1 Identify teaching methods in the context of developing specific intermediate touch tactics 2.2 Use feedback in the coaching process in line with <i>ethical considerations</i> 2.3 Use appropriate demonstrations in the coaching process in line with <i>endorsed standards promoted by touch</i> 2.4 Use a range of questioning techniques in the coaching process 2.5 Use a range of coaching styles in response to different coaching situations 2.6 Use a variety of <i>communication</i> styles for effective <i>communication</i> in the sporting environment
3 Assess players readiness to acquire and perform the <i>intermediate skills</i>	3.1 Identify the <i>intermediate skills</i> to be developed 3.2 Identify factors which effect the acquisition of the intermediate skills of touch and describe in relation to skill acquisition of players 3.3 Assess players regarding their <i>readiness</i> to acquire the skill being taught or developed
4 Assess players readiness to acquire and perform the <i>intermediate skills</i>	4.1 Select teaching methods and coaching styles to match the players <i>readiness</i> , the <i>environment</i> , the advanced skill/s and the <i>equipment</i> available 4.2 Allocate sufficient space and <i>resources</i> for the <i>drills, activities and/or games</i> 4.3 Use space and training equipment effectively to conduct the training session 4.4 Deliver relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> concisely and precisely for touch 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 <i>drills, activities and/or games</i> are conducted to enhance the policies, <i>rules and regulations</i> of touch 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 flow of the <i>drills, activities and/or games</i> 4.10 Monitor the skill being taught, the teaching method and coaching/instruction 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 intermediate 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 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
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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 touch 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 Australia Touch Association Inc coaches code of conduct policy ○ the culture of touch
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 of touch <ul style="list-style-type: none"> ○ such as those described in Australian Touch Association Inc Level 1 Coach handbook • type of activities include <ul style="list-style-type: none"> ○ full game ○ small game ○ games for outcomes
Endorsed standards promoted by touch	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Touch Association Incorporated code of conduct policy • the culture of touch • Australian Touch Association Incorporated 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, pitch, field • facilities • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Touch Association Inc • 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 touch • 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>[one category]</p> <ul style="list-style-type: none"> • effectively represents touch in a positive manner to the broader community
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • running • passing and catching <ul style="list-style-type: none"> ○ catch and pass ○ acting half pass ○ switch pass • positional play <ul style="list-style-type: none"> ○ the wrap • tackling • play the ball <ul style="list-style-type: none"> ○ roll ball • effecting a touch
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 and regulations	[all categories] <ul style="list-style-type: none">• local, national and international rules of touch• best practice codes of ethics such as<ul style="list-style-type: none">○ Australian Touch Association Inc code of ethics• policies of the employer organisation such as<ul style="list-style-type: none">○ Australian Touch Association Inc anti doping policy○ Australian Sports Commission Harassment-free Sport policy• age restrictions, as applicable
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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 effectively teach or develop the intermediate skills of touch • Assessment of performance should be over a period of time covering all categories of coaching touch 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 touch ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills of touch ○ assess players readiness to acquire and perform the intermediate skill/s of touch ○ conduct drills, activities and/or games to teach or develop the intermediate skills of touch ○ 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"> ○ SRSTOU005A Teach or develop the intermediate tactics and strategies of touch • 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 delivery skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the intermediate skills of touch ○ Knowledge of drills, activities and games to teach the intermediate skills of touch ○ Knowledge of principles of coaching to ensure acquisition of skill ○ Knowledge of the rules of touch in order to teach these to participants ○ Knowledge of the relevant modified rules and regulations of touch in order to teach these to participants ○ 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 advances skills of touch ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of touch in order to coach the advanced skills of touch ○ 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 athletes participating at intermediate level ○ touch facilities ○ touch 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 touch 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 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 touch

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a game or training session at a touch facility with intermediate players. The environment should be safe, with noise to a level experienced with and 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
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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 - Evaluate key intermediate skills • Communicating ideas and information - Identify appropriate teaching methods and coaching styles to communicate skills • Planning and organising activities - Coordinate drills and modified game activity • Working with teams and others - Interact and network with the players, officials and the greater touch community • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Analyse and correct intermediate touch skills • Using technology - Use technical equipment correctly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTOU005A	TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF TOUCH
TOU	Touch 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 tactics and/or strategies of touch.

ELEMENT	PERFORMANCE CRITERIA
1 Assess intermediate level players readiness to implement tactics and strategies of touch	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 intermediate level touch players 1.4 Assess organisation's Occupational Health and Safety requirements, safe and appropriate dress, and equipment
2 Develop attacking and defensive tactics of touch for intermediate level players and the interactive processes associated with their application	2.1 Identify appropriate methods and explain in the context of specific skills and tactics 2.2 Use feedback in the coaching process in line with ethical considerations 2.3 Use demonstrations in the coaching process in line with endorsed standards promoted by touch 2.4 Use a variety of coaching styles in the coaching process in response to a range of coaching situations 2.5 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	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 effectively to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for touch 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 policies, rules and regulations of touch 3.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Observe with minimal disruption to the flow of the drill, activity or game 3.10 Monitor the skill being taught, the teaching method and coaching 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 intermediate standard at an appropriate <i>motivational and psychological level</i> for touch competition</p> <p>4.2 Coach players of intermediate level in touch 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 appropriately 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
Coaching 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 client/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 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 clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the touch 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 Touch Association Inc coaches code of conduct policy ○ the culture of touch

Drills, activities and games	<p>[all categories]</p> <ul style="list-style-type: none"> • that are designed to teach or develop the intermediate tactics and strategies of touch • such as those described in Australian Touch Association Level 1 handbook • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices
Endorsed standards promoted by touch	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Touch coaches code of conduct policy • the culture of touch • Australian Touch Association Inc 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 • field conditions • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Touch Association Inc • 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 touch • 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 ○ flags ○ corner posts
Ethical considerations	<p>[all categories]</p> <ul style="list-style-type: none"> • effectively represents touch in a positive manner to the broader community
Motivational 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

Organisation's Occupational Health and Safety requirements, safe and appropriate dress, and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment (activity specific) • 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 practices • playing fields, 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 touch • technical 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 and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of touch • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Touch Association Inc code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Touch Association Inc anti doping policy ○ Australian Sports Commission Harassment-free Sport policy • age restrictions, as applicable

Tactics and/or strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • wrap defence • ruck/rollball defence • switch pass defence • principles of attack • going forward • speed of play • use of touch count • pressure • support the ball • defence policies • wing policy • ruck policy • wrap policy • switch defence policy • no dummies policy • line defence policy • standoff policy • slide defence policy • squeeze policy
Teaching methods	<p>[all categories]</p> <ul style="list-style-type: none"> • coaching approaches adopted by the instructor of 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 eg 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, 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 tactics and strategies of touch 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 touch ○ develop attacking and defensive tactics of touch 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"> ○ SRSTOU004A Teach or develop the intermediate skills of touch • 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 touch ○ Knowledge of drills, activities and games to teach the intermediate skills of touch ○ Knowledge of principles of coaching to ensure acquisition of skill ○ Knowledge of the rules of touch in order to teach these to participants ○ Knowledge of the relevant modified rules and regulations of touch in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the advanced skills of touch ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of touch in order to coach the advanced skills of touch ○ Provide demonstrations, eg, self, other athletes and 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 made 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 athletes participating at intermediate level ○ touch facilities ○ touch 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 touch 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 Organisation</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 touch

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a touch facility in a game or training session 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
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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 - Evaluate and determine appropriate intermediate tactics and strategies • Communicating ideas and information - Provide individual and group feedback • Planning and organising activities - Develop and organise simulated game situations • Working with teams and others - Create compatibility between players in match situations • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Analyse game performance and develop future strategies • Using technology - Use applicable sport science testing equipment <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTOU006A	PERFORM THE INTERMEDIATE SKILLS OF TOUCH IN A COMPETITIVE SITUATION
TOU	Touch 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 intermediate skills of touch and to demonstrate them under match conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse the <i>intermediate skills</i>	1.1 Identify basic <i>biomechanical principles</i> for <i>intermediate skills</i> of touch 1.2 Identify body movement to perform <i>intermediate skills</i> of touch for each stage of the skill in priority of importance
2 Undertake <i>drills, activities and/or games</i> to develop the <i>intermediate skills</i>	2.1 Undertake <i>drills, activities and/or games</i> in accordance with the <i>laws, policies and regulations</i> of touch 2.2 Use <i>technological aids and equipment</i> in the <i>work environment</i> to enhance acquisition of skills
3 Perform the <i>intermediate skills</i> under match conditions	3.1 Identify the <i>intermediate skills</i> of touch and their purpose for match conditions 3.2 Link <i>intermediate skills</i> to perform a sequence of movements
4 Review and adapt the <i>intermediate skills</i> 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
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"> • 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 touch • should include <ul style="list-style-type: none"> ○ advanced skill drills ○ grid work ○ relevant modified games ○ relevant techniques practices
Intermediate skills	<p>[all categories]</p> <ul style="list-style-type: none"> • running • passing and catching <ul style="list-style-type: none"> ○ catch and pass ○ acting half pass ○ switch pass • positional play <ul style="list-style-type: none"> ○ the wrap • tackling • play the ball <ul style="list-style-type: none"> ○ roll ball • effecting a touch
Review	<p>[all categories]</p> <ul style="list-style-type: none"> • individual • as a member of the team

Laws, policies and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • International Activity Organisation laws • best practice codes of conducts such as Australian Touch Association Incorporated Code of Conduct • policies of the employer organisation such as anti doping policy, Australian Sports Commission Harassment-free Sport policy
Technological aids and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • notational analysis • video analysis • CD-ROM • training aids and equipment • statistics
Work environment	<p>[all categories]</p> <ul style="list-style-type: none"> • organisation's Occupational Health and Safety requirements and equipment • safety requirements as listed in the Australian Touch Association Incorporated safety guidelines • other recommended safety guidelines are <ul style="list-style-type: none"> ○ 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 ○ goal post protectors • conditions and external influences include <ul style="list-style-type: none"> ○ environmental/weather conditions ○ other facility users ○ spectators ○ parents ○ referees and administrators ○ other coaches ○ 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.

<p>Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> • Assessment must confirm sufficient knowledge of the intermediate skills of touch as applied in match conditions • 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"> ○ analyse the intermediate skills of touch ○ perform the intermediate skills of touch under match conditions ○ perform the intermediate skills of touch during training sessions in opposed scenarios with high demands of time and space restrictions ○ apply the laws, regulations and policies of touch ○ 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"> ○ SRSTOU007A Perform the intermediate tactics and strategies of touch 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 and regulations of touch in order to perform in the skills of touch under match conditions ○ Knowledge of relevant equipment and safety requirements to ensure all possible risks associated with a training session have been identified and appropriate action taken to ensure safe participation ○ Knowledge of biomechanical principles as applies to the game of touch • Required skills <ul style="list-style-type: none"> ○ Ability to play touch in order to understand the process of progression of skill acquisition to an advanced level ○ Ability to communicate effectively in order to ensure aspects of a training program are understood ○ Coaching skills in order to relate to players skills learnt, thereby internalising and articulating own knowledge ○ Officiating skills in order to understand officiating decisions
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 ○ touch facilities ○ touch 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 touch 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 Organisation</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 touch
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a game of touch at a touch facility with intermediate players. The environment should be safe, with noise to a level experienced with and 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 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>						

SRSTOU007A	PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF TOUCH IN A COMPETITIVE SITUATION
TOU	Touch 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 and discussions and other strategies to develop and perform the intermediate tactics and strategies of touch.

ELEMENT	PERFORMANCE CRITERIA
1 Develop intermediate tactics and strategies of touch	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 intermediate tactics and strategies
2 Participate in a pre-match analysis and preparation session	2.1 Demonstrate techniques used to prepare psychologically, using strategies commonly used at intermediate level within touch 2.2 Analyse strengths and weaknesses of individual opposition player/s and identify counter strategies 2.3 Participate in the development of game plans 2.4 List the role of the coach and support staff in training, team preparation and match situations
3 Apply tactics and strategies in game	3.1 Perform tactics and strategies to counter strengths and weaknesses of own player/s and opposition player/s 3.2 Implement identified game plans within the work environment 3.3 Identify statistics and implement relevant adjustments (if any) 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 strengths and weaknesses of own player/s and oppositions player/s for future referral and team/individual improvement 4.3 Document statistics 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	<p>[all categories]</p> <ul style="list-style-type: none"> • individual/team • targeting opposition players • style of play
Intermediate level	<p>[all categories]</p> <ul style="list-style-type: none"> • the level of tactics and strategies relevant to the player's experience and skills
Intermediate tactics and strategies	<p>[all categories]</p> <ul style="list-style-type: none"> • set plays • patterns of play in attack <ul style="list-style-type: none"> ○ principles of attack ○ going forward ○ speed of play ○ use of touch count ○ pressure ○ support the ball • patterns of play in defence <ul style="list-style-type: none"> ○ wrap defence ○ ruck/rollball defence ○ switch pass defence ○ defence policies <ul style="list-style-type: none"> ▪ wing policy ▪ ruck policy ▪ wrap policy ▪ switch defence policy ▪ no dummies policy ▪ line defence policy ▪ standoff policy ▪ slide defence policy ▪ squeeze policy • decision making • analysing the match <ul style="list-style-type: none"> ○ own ○ team ○ oppositions ○ referee • statistics and decision making • game plans for team and individuals

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 an implementing tactics and strategies • performance assessment of team/opposition • administer
Statistics	<p>[all categories]</p> <ul style="list-style-type: none"> • touch 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 • tactical strengths and weaknesses
Support staff	<p>[all categories]</p> <ul style="list-style-type: none"> • operations/manager • equipment • gear • buses • meals • accommodation • coordinate time/training schedules • physical well being • physiotherapist <ul style="list-style-type: none"> ○ prevention 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

Work environment	[all categories] <ul style="list-style-type: none">• organisation's Occupational Health and Safety requirements; safe and appropriate dress; and equipment include• safety requirements as listed in the Australian Touch Association Incorporated rules of the game and notes on the rules• other recommended safety guidelines are<ul style="list-style-type: none">○ 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○ referees and administrators○ other coaches
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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 perform the intermediate tactics and strategies of touch 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"> ○ participate in the process of identifying appropriate methods of implementing tactics and strategies for a game of touch ○ psychologically prepare for the game ○ use strategies to counter strengths and weaknesses of oppositions 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"> ○ SRSTOU006A Perform the intermediate skills of touch 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 basic tactics and strategies of touch ○ Knowledge of drills, activities and games relative to developing tactics and strategies of touch ○ Knowledge of the rules and regulations of touch ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Play touch 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 touch ○ touch playing facility ○ touch 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 touch 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 Organisation</i>
Consistency in performance	<ul style="list-style-type: none"> • Due to issues such as player effectiveness performance 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 touch
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a touch activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a game of touch at a touch 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	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 directions on how to perform and implement tactics • Planning and organising activities - Plan and prepare team for competition • Working with teams and others - Coordinate roles of support staff • Using mathematical ideas and techniques - Not applicable • Solving problems - Perform tactical assessment of team and opposition • Using technology - Not applicable <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

TENPIN BOWLING

TPB

Contents

SRSTPB001A Teach and/or develop the fundamental skills of tenpin bowling..... 1

SRSTPB002A Conduct learn to bowl league competitions..... 9

SRSTPB003A Conduct in centre bowling proshop operations 17

SRSTPB001A	TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF TENPIN BOWLING
TPB	Tenpin bowling

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 tenpin bowling.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare bowlers for a bowling lesson	1.1 Meet bowlers punctually and make them feel welcome and at ease 1.2 Ensure bowlers shoes, 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 the aims and objectives of each lesson to bowlers 1.8 Explain the basic rules and safety requirements for the lesson 1.9 Ensure bowlers are 'warmed up' for injury prevention and mentally prepared to participate through activities that are safe and appropriate to the participant's age and level of development
2 Assess bowler readiness to acquire and perform the fundamental skill/s of tenpin bowling	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 bowlers 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 bowlers with a disability
3 Conduct drills, activities and games to teach or develop the fundamental skills of tenpin bowling	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 and at the bowlers own rate of development 3.6 Observe bowlers 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 tenpin bowling 3.9 Keep bowlers in view throughout the lesson 3.10 Provide corrections and feedback regarding skill acquisition, to the group or individuals

4 Teach fundamental skills of tenpin bowling	4.1 Use <i>teaching/learning methods</i> that match the bowler's age and level of development 4.2 Use a variety of effective class organisation methods to provide maximum participation opportunities 4.3 Apply and implement the general coaching theory to the teaching of bowling 4.4 Use a variety of equipment or teaching aids to enhance skill learning 4.5 Monitor the development of fundamental skills of bowlers 4.6 Modify the development of fundamental skills of bowlers 4.7 Explain further modifications following the instruction, according to results of the assessments
5 Communicate in a style appropriate to the age and level of the bowlers	5.1 Use effective communication techniques throughout the lesson

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 tenpin bowling	[all categories] <ul style="list-style-type: none"> • the safety considerations for program content • guiding principles for nationally recognised programs • the coaches code of conduct policy • safety considerations for bowlers • sport program management and technical regulations
Bowlers with a disability	[all categories] <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 level of the bowlers	[all categories] <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 • coaches code of conduct policy
Drills and activities to teach or develop the fundamental skills	[all categories] <ul style="list-style-type: none"> • three (3) basic Ritger skill drills
Fundamental skills of tenpin bowling	[all categories] <ul style="list-style-type: none"> • balance • approach • release <ul style="list-style-type: none"> ○ four (4) step delivery

Injury prevention	<p>[all categories]</p> <ul style="list-style-type: none"> • warm up • correct weight of ball for bowler • correct fit of ball for bowler • centre rules and etiquette
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 bowling centre ○ coaching personnel ○ program content ○ activities not recommended for bowlers ○ equipment
Physical fitness	<p>[all categories]</p> <ul style="list-style-type: none"> • acceptable aerobic fitness for age group
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • human <ul style="list-style-type: none"> ○ accredited bowling presenters and assessors ○ accredited bowling coaches qualified to supervise training • equipment <ul style="list-style-type: none"> ○ bowling shoes ○ variety bowling balls ○ bowling lanes ○ pins ○ lane markers ○ coloured tape • facilities <ul style="list-style-type: none"> ○ sufficient space and lanes for at least 10 participants • materials <ul style="list-style-type: none"> ○ Tenpin Bowling Australia coaching manual ○ accreditation/technical resources and information ○ program resources (Tenpin Bowling Australia coaching resources) • health and safety provisions <ul style="list-style-type: none"> ○ first aid equipment/facilities ○ access to phone ○ immediate access to ice

Teaching/learning methods	[all categories] <ul style="list-style-type: none">• class organisation methods<ul style="list-style-type: none">○ drills○ partner work○ activity cards• demonstrations• videos• teaching aids• general coaching theory<ul style="list-style-type: none">○ demonstration○ practice/repetition○ feedback○ progression
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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 bowling • 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 start a session ○ observe bowlers and recognise when and how intervention should take place to improve individual skill performance ○ observe bowlers and recognise their readiness to progress to the next level of skill development
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit must be assessed after attainment of the following unit(s) of competency <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"> ○ SRSTPB002A Conduct learn to bowl league competitions • 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 responsibilities ○ SRSCGP002B Include special interest groups or people with special needs ○ SRSCGP003A Implement the fundamental principles of sports psychology ○ SRXCAI004B Plan a sport and recreation session for clients ○ SRXCAI005B Conduct a sport and recreation session for clients
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the fundamental skills of bowling ○ Knowledge of the physical preparation required for safe performance of fundamental bowling skills ○ Knowledge of drills, activities and games to teach the fundamental skills of bowling ○ Knowledge of equipment set-up, uses and safety requirements ○ 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 requirements of bowling ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the benefits of sports and children's play • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills and activities to teach the basic skills of bowling ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure coaching processes are understood ○ Apply the rules of bowling in order to coach the basic skills ○ Ability to provide demonstrations of basic bowling skills, eg, self, other bowlers as models, videos

	<ul style="list-style-type: none"> ○ Feedback and questioning skills in order to communicate effectively with bowlers ○ Observation skills in order to successfully observe performance ○ Organise drills and activities for participants ○ Risk management skills to ensure the safety of bowlers
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 beginner bowlers ○ bowling centre facilities ○ bowling 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 & Tenpin Bowling Australia Accredited Level 2 coaches ○ be competent in this unit ○ 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 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 a Range Statements and contexts applicable to coaching tenpin bowling
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 bowling centre with beginner level bowlers. 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 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 - Identify key fundamental skills • Communicating ideas and information - Explain instructions clearly • Planning and organising activities - Organise drills and activities for training session • Working with teams and others - Cooperate with athletes and other support personnel • Using mathematical ideas and techniques - Not applicable • Solving problems - Observe athletes and determine physical preparation requirements • Using technology - Proper use of equipment set-up <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTPB002A	CONDUCT LEARN TO BOWL LEAGUE COMPETITIONS
TPB	Tenpin bowling

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

This unit covers the knowledge and skills required to manage a learn to bowl/beginner league tenpin bowling competition.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions and prepare clients for participation in a tenpin bowling lesson	1.1 Meet bowlers and make them feel welcome and at ease 1.2 Ensure bowlers 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 starting the session 1.5 Act appropriately for the conditions and external influences 1.6 Explain the aims and objectives of the session to the bowlers 1.7 Explain the rules and safety requirements to all individuals at a beginner level 1.8 Prepare bowlers with a 'warm-up' for injury prevention and mentally prepare them to participate through activities that are safe and appropriate to the participant's age and level of development
2 Plan and implement the format for a competition/league	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 the competition/league 2.6 Conduct the competition/league as planned to meet practical purpose
3 Plan and implement the competition/tournament	3.1 Identify competition formats for specific applications 3.2 Plan bowling competition/event to meet specific application 3.3 Conduct bowling competition/event to meet practical purpose
4 Coordinate the recording and processing of the results of a bowling competition/league	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 participants 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 bowlers	5.1 Use effective communication techniques throughout the session

6 Evaluate practical application of a tenpin bowling competition/league	6.1 Review the <i>competition format</i> , timetable, team size and scoring 6.2 Review the <i>competition layout</i> and equipment to meet competition needs
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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	[all categories] <ul style="list-style-type: none"> • competitors • coaches • officials • media • organising body • spectators
Beginner level	[all categories] <ul style="list-style-type: none"> • participants with little or no experience in bowling • participants may be 4-16 years of age • 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	[all categories] <ul style="list-style-type: none"> • in writing • verbally • orally
Communicate in a style appropriate to the age and level of the bowlers	[all categories] <ul style="list-style-type: none"> • age <ul style="list-style-type: none"> ○ children to the mature aged bowler • sensory, physical, intellectual impairment <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ physical disability ○ bowling coaches code of conduct policy
Competition area layout	[all categories] <ul style="list-style-type: none"> • bowling centre facilities in general • the lanes

Competition formats	[all categories] <ul style="list-style-type: none"> • team size • competition area layout • time • officials available
Competition format for specific applications	[all categories] <ul style="list-style-type: none"> • specific applications may include <ul style="list-style-type: none"> ○ alternative school sport days ○ come and try day ○ school holiday programs ○ social events/birthday parties/family celebrations
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment <ul style="list-style-type: none"> ○ lanes ○ pins ○ balls ○ shoes ○ ramps, bumpers and hand held bowling balls ○ score sheets or centre computer scoring equipment • personal equipment <ul style="list-style-type: none"> ○ shoes and bowlers equipment if specified
External influences	[all categories] <ul style="list-style-type: none"> • bowling centre conditions • lane conditions • spectators • other facility users
Injury prevention	[all categories] <ul style="list-style-type: none"> • warm up and cool down • sufficient liquids to prevent dehydration • correctly fitted equipment supplied by the centre
Occupational health and safety	[all categories] <ul style="list-style-type: none"> • safety considerations for <ul style="list-style-type: none"> ○ the participant ○ the environment ○ coaching personnel ○ program content ○ activities not recommended for bowlers ○ facilities ○ equipment

Selection of events	[one category] <ul style="list-style-type: none">• singles• doubles• trios• 4 or 5 person teams
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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 bowling leagues and competitions to manage a competition/league at a beginner level • Assessment of performance should be over a period of time covering all aspects 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 bowlers for participation in a competition ○ plan and implement the format of a bowling competition/league ○ plan and implement specific applications of a bowling competition/event ○ coordinate the recording and processing of the results of a competition ○ communicate in a style appropriate to the age and level of the bowlers ○ evaluate practical application of the competition/league
Interdependent assessment of units	<ul style="list-style-type: none"> • This unit 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) of competency <ul style="list-style-type: none"> ○ SRSTPB001A Teach and/or develop the fundamental skills of tenpin bowling • 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 psychology ○ SRSCGP004A Provide fundamental information about the principles of eating for peak performance ○ SRSOGP002A Apply rules and regulations to conduct games and competitions ○ SRXCAI004B Plan a sport and recreation session for clients ○ SRXCAI005B Conduct a sport and recreation session for clients
Required knowledge and skills	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Knowledge of the tenpin Bowling Australia Association or the centre competition manual ○ Knowledge of the rules and regulations for the competition ○ Knowledge of the relevant equipment and safety requirements ○ Knowledge of the growth and development characteristics of children for maximising safe learning opportunities for young participants ○ Knowledge of potential dangerous conditions in the bowling environment ○ Knowledge of equipment set-up, uses and safety requirements ○ Knowledge of the benefits of sports and children's play ○ Knowledge of the requirements for bowling officials

	<ul style="list-style-type: none"> • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills and activities to teach the basic skills of tenpin bowling ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instructions are understood by bowlers and officials ○ Listening skills in order to receive feedback from officials and bowlers ○ Ability to provide demonstrations of basic bowling skills, eg, self, other bowlers as models, videos ○ Feedback and questioning skills in order to communicate effectively with bowlers ○ Risk management skills to ensure the safety of bowlers, spectators, centre staff, coaches and officials
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 bowlers participating at basic level ○ bowling centre ○ bowling 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 a level above basic coaching ○ 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 issues such as coaching effectiveness this unit of competency must be assessed over time to ensure consistency of performance over the Range Statements and contexts applicable to coaching
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in a bowling centre with a range of clients. 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 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', 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	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 - Identify suitable events and competition formats • Communicating ideas and information - Clearly communicate competition results • Planning and organising activities - Plan a bowling competition • Working with teams and others - Coordinate participants, team of officials and other support personnel • Using mathematical ideas and techniques - Interpret results on competitive events • Solving problems - Review and evaluate competition format and layout • Using technology - Use technical and communication devices <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSTPB003A	CONDUCT IN CENTRE BOWLING PROSHOP OPERATIONS
TPB	Tenpin bowling

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

This unit covers the knowledge and skills required to manage the operations of a bowling pro shop according to organisation's operational plan.

ELEMENT	PERFORMANCE CRITERIA
1 Clarify pro shop's objectives via golf club's objectives	1.1 Principles and policy of the organisation are obtained and documented if require, to enable the marketing effort to be focused 1.2 The current client base and prospective client base is determined and strategies identified in order to service these groups in terms of stock types and pricing 1.3 Marketing/retail strategies in line with the organisations' operational plans are developed 1.4 The objectives and focus of the organisation are confirmed with principals where appropriate 1.5 The scope and type of groups targeted as potential clients are identified and strategies to attract them are implemented (eg, current members, social players, groups, corporate groups)
2 Prepare a marketing strategy	2.1 Marketing strategy is clearly defined to ensure promotional activities are relevant to marketing directions 2.2 Price of service and/or product is defined for each market niche 2.3 Target markets are profiled, readily identifiable and marketing strategies are developed for each 2.4 Planned marketing activities are scheduled within appropriate time frames 2.5 Measurable performance targets are set and agreed with relevant parties in advance of any marketing activity 2.6 In order to achieve maximum client impact promotions are managed 2.7 Arrangements with suppliers in regard to special promotional activities are negotiated 2.8 Organisation activities are coordinated to complement manufacturer's or National Activity Organisation's promotions
3 Manage pro shop's merchandising	3.1 Layout and presentation to support market position and promote client flow are developed according to organisation policy and National Activity Organisation national policy 3.2 Layout assessment checks are developed and implemented 3.3 Standards for visual presentations and displays are defined and clearly communicated to all staff 3.4 Staff are consulted to assess client response to space allocations 3.5 Staff are in-serviced on stock types in terms of performance and target markets 3.6 Staff are selected to ensure appropriate information/advice is relayed to clients 3.7 Stock is selected in regard to identified market type through client market research

<p>4 Provide advice to <i>clients</i> on bowling equipment. Fit and maintain equipment</p>	<p>4.1 Identify the needs of <i>clients</i> 4.2 Measure and fit bowling balls to a range of <i>clients</i> 4.3 Provide information and advice on technical specifications of bowling balls 4.4 Drill balls 4.5 Clean and renovate balls 4.6 Advise and fit ancillary bowling equipment</p>
<p>5 Manage organisation <i>pricing policies</i></p>	<p>5.1 <i>Organisation policies and procedures</i> are maintained in regard to pricing 5.2 Accurate information on pricing trends and changes are maintained and communicated to relevant staff as well as <i>housekeeping</i> procedures 5.3 Procedures for pricing/marketing down of slow moving stock, superseded stock, soiled or damaged goods, out of season stock are developed and implemented according to <i>organisation policies and procedures</i> 5.4 Procedures for pricing of newly released stock are developed and implemented 5.5 Accurate stock levels are controlled and documented 5.6 Repair and replacement procedures for faulty equipment are followed</p>
<p>6 Monitor and review marketing/merchandising plan</p>	<p>6.1 Valid and reliable data on marketing performance is collected in line with on and off course <i>performance targets</i> 6.2 An objective assessment is made by comparison of data against defined expectations of the marketing plan and its implementation 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	<p>[all categories]</p> <ul style="list-style-type: none"> • may include people from a range of <ul style="list-style-type: none"> ○ socio-economic background ○ cultural backgrounds ○ association members ○ social players ○ non regular bowlers at the centre ○ age ○ school or organised social groups
Client market research	<p>[all categories]</p> <ul style="list-style-type: none"> • formal • informal
Housekeeping	<p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> • organisation premises • fittings, fixtures or equipment
Merchandising plan	<p>[all categories]</p> <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	<p>[all categories]</p> <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>[all categories]</p> <p>may relate to both stock types and services of both the pro shop and the bowling centre and may include</p> <ul style="list-style-type: none"> • degree of competition • sales volumes • client spend per games played
Pricing policies	<p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> • long term and short term • internal and external considerations
Principals	<p>[all categories]</p> <p>may include</p> <ul style="list-style-type: none"> • Centre Manager • Association Committee/sub committees • Centre coaches

Promotions	<p>[all relevant categories]</p> <p>may refer to both stock types and services of both the pro shop and the bowling centre 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
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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 pro shop 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 pro 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 pro shop's policies and procedures ○ collaboratively plan, coordinate and implement pricing activities according to pro 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
<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"> ○ WRRCS2B Apply point of sale handling procedures ○ WRRF1B Balance register/terminal ○ WRRIB Perform stock control procedures ○ WRRLP2B Minimise theft ○ WRRM1B Merchandise products ○ WRRS1B Sell products and services ○ WRRS2B Advise on products and services • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ WRR15A Maintain and order stock ○ WRRM3B Coordinate product presentation ○ WRRS3B Coordinate sales performance ○ WRRSS10B Recommend sporting products and services • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSTPB001A Teach and/or develop the fundamental skills of tenpin bowling ○ SRSTPB002A Conduct learn to bowl league competitions

<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 bowling pro shop 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"> ▪ tenpin bowling products and Tenpin Bowling Australia rules and specifications for competition ▪ 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 in centre booking methods ○ How to fit balls to bowlers hands ○ Weigh and measure balls accurately to ensure compliance with rules ○ Clean bowling balls ○ Renovate bowling balls ○ Drill and redrill bowling balls ○ Operate bowling ball drilling equipment within the parameters of industry best practice
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Resource implications	<ul style="list-style-type: none"> • Physical resources - assessment of this competency requires access to <ul style="list-style-type: none"> ○ organisation merchandising plan and a work team in a retail environment and relevant documentation, including ○ 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 coaching at a level above basic coaching ○ be competent in this unit ○ 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"> • 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"> • This unit of competency must be assessed in a bowling centre with a range of clients. 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 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', 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	3	2	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 - 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 - Manage pricing policies and control and document stock levels • 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>						

VOLLEYBALL

VOL

Contents

SRSVOL001A Teach or develop the intermediate skills of volleyball..... 1

**SRSVOL002A Teach or develop the intermediate tactics and strategies
of volleyball 11**

**SRSVOL003A Interpret and apply the rules of volleyball
in a competition game at a school or club level 21**

**SRSVOL004A Use communication strategies to referee volleyball
at a school or club level 29**

SRSVOL005A Teach or develop the advanced skills of volleyball..... 35

**SRSVOL006A Teach or develop the advanced tactics and strategies
of volleyball 45**

**SRSVOL007A Interpret and apply the rules of volleyball
in a competition game at a state or national level 55**

**SRSVOL008A Use communication strategies to referee volleyball
at a state or national level 63**

SRSVOL001A	TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF VOLLEYBALL
VOL	Volleyball

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 volleyball.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse intermediate skills of volleyball	1.1 Explain biomechanical principles in the context of <i>intermediate</i> volleyball skills 1.2 Identify an <i>intermediate</i> 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 volleyball	2.1 Identify teaching methods and explain in the context of specific volleyball skills 2.2 Use of feedback during coaching in line with <i>ethical considerations</i> 2.3 Use appropriate demonstrations when coaching in line with <i>endorsed standards promoted by volleyball</i> 2.4 Use a range of questioning techniques in the coaching process 2.5 Use a range of coaching styles in relation to different 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 volleyball	3.1 Identify the <i>intermediate</i> skills to be developed 3.2 Identify factors with affect the acquisition of the <i>intermediate skills of volleyball</i> and describe in relations to skill acquisition of players 3.3 Assess players <i>readiness</i> to acquire the <i>intermediate</i> skills being taught or developed
4 Conduct drills, activities and/or games to teach or develop the intermediate skills of volleyball	4.1 Select teaching methods and coaching styles to match the players readiness, the <i>environment</i> , the <i>intermediate</i> skill/s and the <i>equipment</i> available 4.2 Allocate sufficient space and <i>resources</i> for the <i>drills, activities and/or games</i> 4.3 Use space and training <i>equipment</i> effectively to conduct the training session 4.4 Deliver relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> concisely and precisely for volleyball 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 <i>drills, activities and/or games</i> are conducted to enhance the <i>rules and regulations</i> of volleyball 4.8 Observe players skill execution and apply correction techniques applied to improve skill execution on an individualised and/or group basis 4.9 Observe the flow of the <i>drills, activities and/or games</i> with minimal disruption 4.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess accordingly 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group

5 Review and adapt the teaching of an intermediate 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 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
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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 volleyball 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 Volleyball Federation coaches code of conduct policy ○ the culture of volleyball
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 of indoor and beach volleyball • such as those described in <i>Level 2 Volleyball Coaching Course</i> • type of activities include <ul style="list-style-type: none"> ○ basic skill drills ○ grid work ○ relevant modified games
Endorsed standards promoted by volleyball	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Volleyball Federation code of conduct policy • the culture of volleyball • Australian Volleyball Federation 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, indoor and beach playing area • facilities • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Volleyball Federation • environment is appropriate and safe for competition and/or training <ul style="list-style-type: none"> ○ height of ceiling ○ lighting

Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to rules of volleyball • 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 • may include <ul style="list-style-type: none"> ○ nets ○ volleyball ○ wickets hats ○ spiking frame ○ teaching aids
Ethical considerations	<p>[one category]</p> <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community
Intermediate	<p>[one category]</p> <ul style="list-style-type: none"> • skill level for player at intermediate level competition, state leagues
Intermediate skills of volleyball	<p>[all categories]</p> <ul style="list-style-type: none"> • common movements patterns eg lunging, jumping and diving • position specific skills <ul style="list-style-type: none"> ○ spiking ○ setting ○ passing ○ serving ○ blocking • indoor and beach aspects
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 ○ 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 • text books and references <ul style="list-style-type: none"> ○ scout sheets ○ score sheets ○ Australian Volleyball Federation video on video editing / scouting
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of indoor and beach volleyball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation 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 volleyball • Assessment of performance should be over a period of time covering all categories of coaching skills 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 for indoor and beach volleyball ○ identify appropriate teaching methods and coaching styles to develop the intermediate skills for indoor and beach volleyball ○ assess players readiness to acquire and perform the intermediate skills of indoor and beach volleyball ○ conduct drills, activities and/or games to teach or develop the intermediate skills of indoor and beach volleyball ○ 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"> ○ SRSVOL002A Teach or develop the intermediate tactics and strategies of volleyball • 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 general coaching principles to teach the Intermediate skills of indoor and beach volleyball ○ Knowledge of the intermediate skills of indoor and beach volleyball ○ Knowledge of drills, activities and games to teach the Intermediate skills of indoor and beach volleyball ○ Knowledge of the rules of volleyball in order to teach these to participants ○ Knowledge of the rules and regulations of volleyball in order to teach these to participants ○ Knowledge of the relevant modified rules and regulations of volleyball in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Communication skills ○ Apply the rules of volleyball eg movement, voice, use of technical aids, judgment, 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 athletes participating at intermediate level ○ indoor and beach volleyball 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 coaching 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 <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 volleyball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted at a volleyball 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
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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 - Develop and 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>						

SRSVOL002A	TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF VOLLEYBALL
VOL	Volleyball

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 strategies of volleyball.

ELEMENT	PERFORMANCE CRITERIA
1 Assess intermediate level players readiness to implement <i>tactics and strategies</i> of volleyball	1.1 Identify the <i>tactics and 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 volleyball players 1.4 Assess <i>organisation's Occupational Health and Safety requirements, safe and appropriate dress, and equipment</i>
2 Develop attacking and defensive tactics of volleyball for intermediate level players and the interactive processes associated with the application	2.1 Use <i>appropriate methods</i> to develop the ability of intermediate level players to utilise attacking and defensive tactics and strategies 2.2 Use <i>appropriate methods</i> to develop the ability of intermediate level players to appreciate and understand the interactive processes involved in tactical aspects of the game 2.3 Use <i>appropriate methods</i> to develop the ability of intermediate level players to implement counteractive strategies encountered during competition 2.4 Use a variety of <i>communication</i> styles for effective <i>communication</i> in the sporting environment
3 Conduct <i>drills, activities and/or games</i> to teach or develop the intermediate tactics and strategies of volleyball	3.1 Select <i>teaching methods</i> and <i>coaching styles</i> to match the players <i>readiness</i> , the <i>environment</i> , the intermediate <i>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> effectively to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> concisely and precisely for volleyball 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 and regulations</i> of volleyball 3.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Observe with minimal disruption to the flow of the drill, activity or game 3.10 Monitor the skill being taught, the teaching method and <i>coaching 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 3.12 Analyse game performances and develop relevant coaching strategies to enhance performance within <i>endorsed standards promoted by volleyball</i> and <i>ethical considerations</i>

4 Prepare for competition	<p>4.1 Prepare players of intermediate standard at an appropriate <i>motivational and psychological level</i> for volleyball competition</p> <p>4.2 Coach players of intermediate level in volleyball 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 is monitored 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 appropriately 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
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 client/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 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 clients
Communication	<p>[all categories]</p> <ul style="list-style-type: none"> • in a style appropriate to the volleyball 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 Volleyball Federation coaches code of conduct policy ○ the culture of volleyball

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 Volleyball • such as those described in <i>Australian Volleyball Federation Level 2 Coaching Course</i> • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices ○ defensive skills ○ attacking systems ○ defensive systems
Endorsed standards promoted by volleyball	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Volleyball Federation coaches code of conduct policy • the culture of volleyball • Australian Volleyball 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 surface conditions • support and nets • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Volleyball Federation • 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 rules of volleyball • 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"> ○ nets ○ volleyball ○ wickets hats ○ spiking frame ○ teaching aids
Ethical considerations	<p>[one category]</p> <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community

Motivation and psychological level	<p>[one category]</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; safe and appropriate dress; and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment (activity specific) • technical equipment - safe working order • assess, prescribe and monitor athlete loading • Australian Volleyball Federation coaches code of conduct policy • Australian Sports Commission doping policy • State/Territory policies on Occupational Health and Safety issues pertaining to safe work practices • gymnasiums, Local Council facilities and private facilities • appropriate safety equipment is made available to the athlete
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 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 rules of volleyball • 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 and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of volleyball • approved Australian Volleyball Federation match protocol • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation code of ethics policies of the employer organisation ○ Australian Volleyball Federation 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"> • defensive skills • attacking systems • defensive systems • indoor and beach aspects
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"> • 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.

<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 tactics and strategies of volleyball • Assessment of performance should be over a period of time covering all categories of coaching tactics and strategies 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 volleyball ○ develop attacking and defensive tactics of volleyball for intermediate level players ○ 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"> ○ SRSVOL001A Teach or develop the intermediate skills of volleyball • 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 tactics and strategies of indoor and beach volleyball at an intermediate level ○ Knowledge of activities, drills and games to teach tactics and strategies of indoor and beach volleyball at the intermediate level ○ Knowledge of the rules and regulations of volleyball and their relevance for developing tactics and strategies ○ Knowledge of the intermediate volleyball skills to enable coaching of learner in tactics and strategies ○ Knowledge of advanced coaching principles to instruct the learner in tactics and strategies ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of volleyball as relevant to instruction of tactics and strategies ○ Ability to provide demonstrations, eg, self, other athletes as models, videos ○ Organise self directed activities for players ○ 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 skills of coaching to instruction of tactics and strategies ○ Skills to conduct drills, activities and games to teach the advanced tactics and strategies of volleyball ○ Organise self directed activities for players
<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 athletes participating at intermediate level ○ indoor and beach volleyball 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 coaching volleyball 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>
<p>Consistency in performance</p>	<ul style="list-style-type: none"> • Due to issues such as coaching effectiveness of client learning 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 volleyball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a training session or game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted at a volleyball 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
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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>						

SRSVOL003A	INTERPRET AND APPLY THE RULES OF VOLLEYBALL IN A COMPETITION GAME AT A SCHOOL OR CLUB LEVEL
VOL	Volleyball

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 volleyball game at a school or club competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the condition of the players in terms of their suitability to participate in a game 1.2 Assess the <i>environment</i> , facilities, <i>equipment</i> and <i>resources</i> to ensure they are in accordance with the requirements for the game 1.3 Assess safety and other risks prior to the 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
2 Observe a game and identify information on which to base decisions	2.1 Observe players and <i>other officials</i> to see that the game is conducted in accordance with the <i>rules and regulations</i> of volleyball 2.2 Observe with minimal disruption to the conduct of the game 2.3 Identify any breaches of <i>rules and regulations</i> by players and club officials and act appropriately 2.4 Observe actions of players in line with the <i>ethos of the game, ethical consideration</i> and the <i>spirit of fair-play</i>
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 judgment to make decisions 3.2 Interpret the <i>rules and regulations</i> for the <i>given situation</i> consistently with the International laws of volleyball and relevant local rules 3.3 Make accurate and consistent decisions based on fairness and participant safety 3.4 Make decisions to ensure the orderly conduct of the game, instil confidence of the players and the flow of the game 3.5 Apply the advantage rule using discretion and judgment 3.6 Report players/officials for breaches of the laws and <i>misconduct</i> 3.7 Cooperate with other game referees and line judges to make decisions in the game 3.8 Interpret the <i>rules of conduct</i> for the given situation consistently with the International rules of volleyball and relevant local rules 3.9 Apply the correct <i>protocol procedures</i> before, during and after a match
4 Communicate decisions and manage the outcomes of decision making while refereeing	4.1 Communicate decisions in accordance with the prescribed procedures for volleyball at competition <i>school or club level</i> 4.2 Manage participants reactions in accordance with the <i>rules and regulations</i> of volleyball 4.3 Treat players with respect when discussing or explaining decisions

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, whistle, pencil, notebook, scoresheet personal equipment, eg, official uniform
Ethical considerations	[one category] <ul style="list-style-type: none"> effectively represents volleyball in a positive manner to the broader community
Ethos of the game	[all categories] <ul style="list-style-type: none"> player safety paramount notion of fair play junior sports policy
Environment	[all categories] <ul style="list-style-type: none"> playing area, nets, posts, antennae and balls playing conditions <ul style="list-style-type: none"> lighting court markings spectators coaches bench
Given situation	[all categories] <ul style="list-style-type: none"> general play advantage interaction with players relative player position in accord with the rules
Information	[all categories] <ul style="list-style-type: none"> relevant rules and regulations scoring participant reactions <ul style="list-style-type: none"> to referee to player verbal physical interaction with other referees and line judges trainers first aid personnel

	<ul style="list-style-type: none"> • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals, eg, hand, whistle
Misconduct	<p>[one category]</p> <ul style="list-style-type: none"> • four conditions of misconduct
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • other referees • line judges • sports administrators • coaches • trainers
Protocol procedures	<p>[one category]</p> <ul style="list-style-type: none"> • International Volleyball Federation Rules governing game protocol
Rules of conduct	<p>[one category]</p> <ul style="list-style-type: none"> • International Volleyball Federation rules of conduct
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Volleyball Federation Rules • roles of each of the team members • requirements on how to score a point, win a set, win a match • correct procedures for match protocol • correct positions and rotations of teams on court • substitutions • laws of modified games • identify options if players condition is unsuitable • procedure for reportable offences/sin bin • relationship with club officials
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • line judges • first aid personnel • marked ground • stretcher • equipment • scoresheet • texts and references <ul style="list-style-type: none"> ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules

<p>School or club level</p>	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 officiating experience in volleyball • players at school or club competition level • participants 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 ○ speed ○ 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
<p>Spirit of fair play</p>	<p>[one category]</p> <ul style="list-style-type: none"> • International Volleyball Federation policy of participation with fairness

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 of volleyball to interpret and apply in a competition game at a school or club 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 conditions are suitable to commence the game ○ observe in a game situation and recognise when breaches of rules and regulations occur ○ make an appropriate decision in a game ○ communicate decisions to the players/coaches/spectators during a game ○ cooperate with 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 the attainment of competency in the following unit(s) <ul style="list-style-type: none"> ○ Nil • The unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRSVOL004A Use communication strategies to referee volleyball at school or club 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 volleyball ○ Knowledge of the relevant modified rules and regulations of volleyball ○ Knowledge of the legal responsibilities of the referee ○ Knowledge of relevant equipment and safety requirements as prescribed by the National Activity Organisation of local volleyball associations ○ Reportable offences, eg, form, language, distribution ○ 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 rules of volleyball ○ Apply the rules of volleyball (and the by-laws of competitions being officiated) to make consistent decisions on volleyball competitions ○ Communication skills in order to ensure refereeing 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 games ○ Observation skills in order to successfully observe the game and make accurate refereeing decisions ○ Interpersonal skills in order to develop rapport with participants, coaches, other referees and officials, spectators and other relevant persons to ensure a smooth game ○ Conflict resolution skills in order to effectively deal with situations that may arise ○ Analyse and self reflection skills regarding own refereeing performance
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 school or club level competition ○ volleyball facility ○ equipment to play game of volleyball ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules ● 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 volleyball at a level above this unit ○ 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 refereeing volleyball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of volleyball between players at the school or club 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 - Identify key rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Not applicable • Working with teams and others - Develop rapport with participants, coaches, other referees and officials, spectators and other relevant persons • Using mathematical ideas and techniques - Complete score sheet accurately • Solving problems - Make accurate and consistent decisions • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSVOL004A	USE COMMUNICATION STRATEGIES TO REFEREE VOLLEYBALL AT A SCHOOL OR CLUB LEVEL
VOL	Volleyball

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 volleyball game at a school or club level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to players at <i>school or club level</i> through clear verbal information 1.2 Considering external influences , use the voice effectively to convey decisions 1.3 Listen to players, scorers and other referees and officials and respond accordingly with the appropriate equipment and resources in line with ethical considerations 1.4 Interact with players and other officials in a friendly and professional manner
2 Use signals	2.1 Use signals associated with volleyball to convey an explanation of decisions to players, scorers, coaches, timekeepers and spectators 2.2 Interpret signals accurately from other referees and officials
3 Use auditory devices	3.1 Use a whistle command to convey referee decisions
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 signals and movements within rules and regulations when officiating 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 referees and officials, administrators, coaches and team managers 5.4 Respond to feedback provided from other officials 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"> • whistle • voice • electronic auditory devices, if applicable
Communication	[all categories] <ul style="list-style-type: none"> • pre match • general play • interaction with players • positioning • post match debrief with observer, assessor, coach
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment eg whistle, pen, paper, scoresheets • personal equipment
Ethical considerations	[one category] <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community
External influences	[all categories] <ul style="list-style-type: none"> • players change rooms • conditions of playing area • spectators • facility authorities
Information	[all categories] <ul style="list-style-type: none"> • interaction with other referees • player reactions • first aid personnel • signals • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals

Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • line judges • other referees • sports administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • other referees, scorers • playing area and court markings • volleyball and net • first aid personnel • texts and references • Guidelines and Instructions for international referees • Rules of the Game Casebook 1997-2000 • International Volleyball Federation Rules
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International rules of volleyball • laws of modified games, if applicable
School or club level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 1 refereeing experience in volleyball • players at school or club 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
Signals	<p>[all categories]</p> <ul style="list-style-type: none"> • signals made while the ball is in play • signals made when the ball is dead

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 for refereeing a game of volleyball • 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 and other referees and officials in an effective manner ○ use and interpret signals during the game ○ use auditory device to convey refereeing decisions ○ 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"> ○ SRSVOL003A Interpret and apply the rules of volleyball in a competition game at school or club 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 rules of volleyball enable refereeing decisions to be made to ensure fair competition ○ Knowledge of the spirit of the game enable refereeing decisions to be made to ensure fair competition ○ Knowledge of signals and equipment for refereeing in volleyball ○ Knowledge of communication process used to referee volleyball • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure refereeing decisions are understood ○ Use auditory devices to communicate refereeing decisions ○ Decision making skills in order to successfully referee game of volleyball ○ Interpersonal skills in order to develop rapport with referees, 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 ○ Listening skills to understand feedback from players and other officials

	<ul style="list-style-type: none"> ○ Positioning skills in order to successfully referee games of volleyball 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 school or club level competition ○ volleyball facility ○ equipment to play game of volleyball ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules ● 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 volleyball at a level above this unit ○ 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 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 refereeing volleyball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of volleyball between players at the school or club 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 - Identify key rules and regulations • Communicating ideas and information - Communicate decisions clearly • Planning and organising activities - Not applicable • Working with teams and others - Interact with players, other officials and support personnel • Using mathematical ideas and techniques - Use proper scoring techniques • Solving problems - Make accurate and consistent decisions • Using technology - Use whistle properly <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSVOL005A	TEACH OR DEVELOP THE ADVANCED SKILLS OF VOLLEYBALL
VOL	Volleyball

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 volleyball.

ELEMENT	PERFORMANCE CRITERIA
1 Analyse advanced skills of volleyball	1.1 Explain biomechanical principles in the context of advanced volleyball skills 1.2 Identify an advanced 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 advanced skills of volleyball	2.1 Identify teaching methods and explain in the context of advanced volleyball skills 2.2 Use feedback during coaching in line with ethical considerations 2.3 Use appropriate demonstrations when coaching in line with endorsed standards promoted by volleyball 2.4 Use a range of questioning techniques in the coaching process 2.5 Use a range 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 advanced skills of volleyball	3.1 Identify the advanced skills to be developed 3.2 Identify factors which affect the acquisition of the advanced skills of volleyball and describe in relation to skill acquisition of players 3.3 Assess players readiness to acquire the advanced skills being taught or developed
4 Conduct drills, activities and/or games to teach or develop the advanced skills of volleyball	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 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 volleyball 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 and regulations of volleyball 4.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 4.9 Observe the flow of the drills, activities and/or games with minimal disruption 4.10 Monitor the skill being taught, the teaching method and coaching/instructing styles during the instruction and assess accordingly 4.11 Maintain group control to ensure the safety and enjoyment of the individual and group

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 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 the players actual progress
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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	[one category] <ul style="list-style-type: none"> skill level for player at advanced level competition, national leagues
Advanced skills of volleyball	[all categories] <ul style="list-style-type: none"> common movements patterns, eg, lunging, jumping and diving position specific skills <ul style="list-style-type: none"> spiking setting passing serving blocking indoor and beach aspects
Communication	[all categories] <ul style="list-style-type: none"> in a style appropriate to the volleyball 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 Volleyball Federation coaches code of conduct policy the culture of volleyball
Drills, activities and/or games	[all categories] <ul style="list-style-type: none"> that are designed to teach or develop the advanced skills of indoor and beach volleyball such as those described in <i>Level 3 Volleyball Coaching Course</i> type of activities include <ul style="list-style-type: none"> basic skill drills grid work relevant modified games
Endorsed standards promoted by volleyball	[all categories] <ul style="list-style-type: none"> the Australian Volleyball Federation code of conduct policy the culture of volleyball Australian Volleyball Federation 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, indoor and beach playing area • facilities • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Volleyball Federation • environment is appropriate and safe for competition and/or training <ul style="list-style-type: none"> ○ height of ceiling ○ lighting
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • all personal equipment in competition conforms to rules of volleyball • 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 • may include <ul style="list-style-type: none"> ○ nets ○ volleyball ○ wickets hats ○ spiking frame • teaching aids
Ethical considerations	<p>[one category]</p> <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community
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 ○ 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 • Text books and references <ul style="list-style-type: none"> ○ scout sheets ○ score sheets ○ Australian Volleyball Federation video on video editing/scouting
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of indoor and beach volleyball • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation 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 volleyball • 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 for indoor and beach volleyball ○ identify appropriate teaching methods and coaching styles to develop the advanced skills for indoor and beach volleyball ○ assess players readiness to acquire and perform the advanced skills of indoor and beach volleyball ○ conduct drills, activities and/or games to teach or develop the advanced skills of indoor and beach volleyball ○ 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"> ○ SRSVOL006A Teach or develop the advanced tactics and strategies of volleyball • 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 general coaching principles to teach the advanced skills of indoor and beach volleyball ○ Knowledge of the advanced skills of indoor and beach volleyball ○ Knowledge of drills, activities and games to teach the advanced skills of indoor and beach volleyball ○ Knowledge of the rules of volleyball in order to teach these to participants ○ Knowledge of the rules and regulations of volleyball in order to teach these to participants ○ Knowledge of the relevant modified rules and regulations of volleyball in order to teach these to participants ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Skills to conduct drills, activities and games to teach the advanced skills of volleyball ○ Organise effective and appropriate coaching practices ○ Communication skills in order to ensure instruction and coaching processes are understood ○ Apply the rules of volleyball in order to coach the advanced skills of volleyball ○ 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 athletes participating at advanced level ○ indoor and beach volleyball facilities ○ 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 volleyball 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 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 volleyball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a volleyball activity with a range of real clients. For valid and reliable assessment the activity should be conducted in a game or training session at a volleyball facility with advanced 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
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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	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 - 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 - Lead a class • Using mathematical ideas and techniques - Develop and design scout and score sheets • Solving problems - Observe and correct players' skill execution • Using technology - Create video analysis tape highlighting key advanced skills <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SRSVOL006A	TEACH OR DEVELOP THE ADVANCED TACTICS AND STRATEGIES OF VOLLEYBALL
VOL	Volleyball

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 tactics and strategies of volleyball.

ELEMENT	PERFORMANCE CRITERIA
1 Assess advanced level players readiness to implement tactics and strategies	1.1 Identify the tactics and/or strategies to be developed for advanced level players 1.2 Assess the readiness of advanced level players in tactics and strategies being taught or developed 1.3 Identify factors which affect the acquisition of the tactics and strategies by advanced level volleyball players 1.4 Assess organisation's Occupational Health and Safety requirements, safe and appropriate dress and equipment
2 Develop attacking and defensive tactics of volleyball 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
3 Conduct drills, activities and/or games to teach or develop the advanced tactics and strategies	3.1 Select teaching methods and coaching styles to match the players readiness , the environment , the advanced tactics and 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 effectively to conduct the training session 3.4 Deliver relevant information, explanations and demonstrations to conduct drills, activities and/or games concisely and precisely for volleyball 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 and regulations of volleyball 3.8 Observe players skill execution and apply correction techniques to improve skill execution on an individualised and/or group basis 3.9 Observe the flow of the drills, activities and/or games with minimal disruption 3.10 Monitor the skill being taught, the teaching methods and coaching styles during the instruction and assess accordingly 3.11 Maintain group control to ensure the safety and enjoyment of the individual and group

5 Conduct in game analysis	<p>5.1 Maintain appropriate <i>psychological levels and motivation</i> 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 within <i>endorsed standards promoted by volleyball</i> and <i>ethical considerations</i></p>
6 Conduct post game analysis and follow-up	<p>6.1 Debrief players appropriately 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
Advanced	[one category] <ul style="list-style-type: none"> skill level for player at advanced level competition, national leagues
Appropriate methods	[all categories] <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 styles	[all categories] <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 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 clients
Communication	[all categories] <ul style="list-style-type: none"> in a style appropriate to the volleyball 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 volleyball coaches code of conduct policy the culture of volleyball

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 volleyball • such as those described in <i>Australian Volleyball Federation Level 2 Coaching Course</i> • activities should include <ul style="list-style-type: none"> ○ simulated game conditions ○ small group practices ○ individual and team practices • defensive skills • attacking systems • defensive systems
Endorsed standards promoted by volleyball	<p>[all categories]</p> <ul style="list-style-type: none"> • the Australian Volleyball Federation coaches code of conduct policy • the culture of volleyball • Australian Volleyball Federation 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 surface • batting/practice nets • spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the Australian Volleyball Federation • 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 rules of volleyball • 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"> ○ nets ○ volleyball ○ wickets hats ○ spiking frame • teaching aids
Ethical considerations	<p>[one category]</p> <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community

Psychological levels and motivation	<p>[one category]</p> <ul style="list-style-type: none"> • basic psychological and motivation principles are applied to suit competition and players
Organisational health and safety requirements; safe and appropriate dress; and equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • appropriate footwear and clothing and personal equipment (activity specific) • 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 practices • gymnasiums, Local Council facilities and private facilities • appropriate safety equipment is made available to the athlete
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 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 rules of volleyball • 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 and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • local, national and international rules of volleyball • approved Australian Volleyball Federation Match Protocol • best practice codes of ethics such as <ul style="list-style-type: none"> ○ Australian Volleyball Federation code of ethics • policies of the employer organisation such as <ul style="list-style-type: none"> ○ Australian Volleyball 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"> • defensive skills • attacking systems • defensive systems • indoor and beach aspects
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), and/or ○ experiential or problem solving approaches
Technological aids	<p>[all categories]</p> <ul style="list-style-type: none"> • 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 and develop the advanced tactics and strategies of volleyball • 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 advanced tactics and strategies of volleyball ○ develop attacking and defensive tactics of volleyball 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
<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"> ○ SRSVOL005A Teach or develop the advanced skills of volleyball • 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 indoor and beach volleyball at an advanced level ○ Knowledge of activities, drills and games to teach tactics and strategies of indoor and beach volleyball at the advanced level ○ Knowledge of the rules and regulations of volleyball and their relevance for developing tactics and strategies ○ Knowledge of the advanced volleyball skills to enable coaching of learner in tactics and strategies ○ Knowledge of advanced coaching principles to instruct the learner in tactics and strategies ○ Knowledge of relevant equipment and safety requirements • Required skills <ul style="list-style-type: none"> ○ Organise effective and appropriate coaching practices ○ Apply the rules of volleyball as relevant to instruction of tactics and strategies ○ Ability to provide demonstrations, eg, self, other athletes as models, videos ○ Organise self directed activities for players ○ 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 skills of coaching to instruction of advanced tactics and strategies ○ Skills to conduct drills, activities and games to teach the advanced tactics and strategies of volleyball ○ 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 athletes participating at advanced level ○ indoor and beach volleyball 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 coaching volleyball 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 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 volleyball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a recreation activity with a range of real clients. For valid and reliable assessment the activity should be conducted at a volleyball facility with advanced 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
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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>						

SRSVOL007A	INTERPRET AND APPLY THE RULES OF VOLLEYBALL IN A COMPETITION GAME AT A STATE OR NATIONAL LEVEL
VOL	Volleyball

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 volleyball game at a state and national competition level.

ELEMENT	PERFORMANCE CRITERIA
1 Assess conditions for a game	1.1 Assess the condition of the players in terms of their suitability to participate in a game 1.2 Assess the <i>environment</i> , facilities, <i>equipment</i> and <i>resources</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
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 <i>rules and regulations</i> of volleyball 2.2 Observe with minimal disruption to the conduct of the game 2.3 Identify any breaches of <i>rules and regulations</i> by players and club officials and select appropriate action 2.4 Observe actions of players in line with the <i>ethos of the game, ethical considerations</i> and the <i>spirit of fair-play</i> 2.5 Collaborate with <i>other officials</i> in the game to assist refereeing decisions
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 judgment to make decisions 3.2 Interpret the <i>rules and regulations</i> for the <i>given situation</i> consistently with the International laws of volleyball and relevant local rules 3.3 Make accurate and consistent decisions based on fairness and participant safety 3.4 Make decisions ensure the orderly conduct of the game, instil confidence of the players and the flow of the game 3.5 Apply the advantage rule using discretion and judgment 3.6 Report players/officials for breaches of the laws and <i>misconduct</i> 3.7 Cooperate with other game referees and line judges to make decisions in the game 3.8 Interpret the <i>rules of conduct</i> for the <i>given situation</i> consistently with the International rules of volleyball and relevant local rules 3.9 Apply the correct <i>protocol procedures</i> before, during and after a match
4 Communicate decisions and manage the outcomes of decision making while refereeing	4.1 Communicate decisions in accordance with the prescribed procedures for volleyball at competition <i>state and national level</i> 4.2 Manage participants reactions in accordance with the rules and regulations of volleyball 4.3 Treat players with respect when discussing or explaining decisions

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, whistle, pencil, notebook, scoresheet • personal equipment, eg, official uniform
Ethical considerations	[one category] <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community
Ethos of the game	[all categories] <ul style="list-style-type: none"> • player safety paramount • notion of fair play • junior sports policy
Environment	[all categories] <ul style="list-style-type: none"> • playing area, nets, posts, antennae and balls • playing conditions <ul style="list-style-type: none"> ○ lighting ○ court markings • spectators • coaches bench
Given situation	[all categories] <ul style="list-style-type: none"> • general play • advantage • interaction with players • relative player position in accord with the rules
Information	[all categories] <ul style="list-style-type: none"> • relevant rules and regulations • scoring • participant reactions <ul style="list-style-type: none"> ○ to referee ○ to player ○ verbal ○ physical • interaction with other referees and line judges • trainers • first aid personnel

	<ul style="list-style-type: none"> • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals, eg, hand, whistle
Misconduct	<p>[one category]</p> <ul style="list-style-type: none"> • four conditions of misconduct
Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • other referees • line judges • sports administrators • coaches • trainers
Protocol procedures	<p>[one category]</p> <ul style="list-style-type: none"> • International Volleyball Federation Rules governing game protocol
Rules of conduct	<p>[one category]</p> <ul style="list-style-type: none"> • International Volleyball Federation rules of conduct
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International Volleyball Federation Rules <ul style="list-style-type: none"> ○ roles of each of the team members. ○ requirements on how to score a point, win a set win a match. ○ correct procedures for match protocol. ○ correct positions and rotations of teams on court ○ substitutions • laws of modified games • identify options if players condition is unsuitable • procedure for reportable offences/sin bin • relationship with club officials
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • line judges • first aid personnel • marked ground • stretcher • equipment • scoresheet • texts and references <ul style="list-style-type: none"> ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules

State and national level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 officiating experience in volleyball • players at state A and national A competition level • participants 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 ○ speed ○ 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
Spirit of fair-play	<p>[all categories]</p> <ul style="list-style-type: none"> • International Volleyball Federation policy of participation with fairness

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 volleyball in order to referee a competition game at a state or national level • Assessment of performance should be over a period of time covering all categories of refereeing volleyball from the Range Statements • Assessment must confirm the ability to apply knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ evaluate conditions are suitable to commence the game ○ observe in a game situation and recognise when breaches of rules and regulations occur ○ make an appropriate decision in a game ○ communicate decisions to the players/coaches/spectators during a game ○ cooperate with 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"> ○ SRSVOL008A Use communication strategies to referee volleyball at a state or national 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 volleyball ○ Knowledge of the relevant modified rules and regulations of volleyball ○ Knowledge of the legal responsibilities of the referee ○ Knowledge of relevant equipment and safety requirements as prescribed by the National Activity Organisation or local volleyball associations ○ Knowledge of role of referee, line judge and scorer ○ Reportable offences, eg, form, language, distribution ○ 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 rules of volleyball as a referee at the school or club level ○ Skills to perform the role of line judge and scorer ○ Apply the rules of volleyball (and the by-laws of competitions being officiated) to make consistent decisions on volleyball competitions

	<ul style="list-style-type: none"> ○ Communication skills in order to ensure refereeing decisions are understood ○ Judgment skills in order to successfully assess and apply officiating situations ○ Reporting skills in order to accurately report results of games ○ Observation skills in order to successfully observe the game and make accurate refereeing decisions ○ Player management skills in order to develop rapport with players and control the game ○ Interpersonal skills in order to develop rapport with players, coaches, other referees and officials, spectators and other relevant persons to ensure control of the game ○ Conflict resolution skills in order to effectively deal with situations that may arise ○ Planning and organising skills to ensure the management of the game is effective ○ Analyse and self reflection skills regarding own refereeing performance
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 state or national competition ○ volleyball facility ○ equipment to play game of volleyball ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules ● 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 volleyball at this unit 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 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 refereeing volleyball

Context for assessment	<ul style="list-style-type: none">• This unit of competency must be assessed in the context of a game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of volleyball between players at the state or national level competition. 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
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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 rules, regulations, and infringements • Communicating ideas and information - Convey information using appropriate indicators, verbal and written communication • 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>						

SRSVOL008A	USE COMMUNICATION STRATEGIES TO REFEREE VOLLEYBALL AT A STATE OR NATIONAL LEVEL
VOL	Volleyball

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 volleyball game at a state or nation al level.

ELEMENT	PERFORMANCE CRITERIA
1 Use oral communication skills	1.1 Explain decisions to players at state or national level through clear verbal information 1.2 Considering external influences use the voice effectively to convey decisions 1.3 Listen to players, scorers and other referees and officials and respond accordingly with the appropriate equipment and resources 1.4 Interact with players and other officials in a friendly and professional manner
2 Use signals	2.1 Use signals associated with volleyball to convey an explanation of decisions to players, scorers, coaches, timekeepers and spectators 2.2 Interpret signals accurately from other referees and officials
3 Use auditory devices	3.1 Use a whistle command to convey referee decisions within the rules and regulations and ethical considerations of the game
4 Make effective use of body language	4.1 Use the appropriate posture for specific situations when interacting with others 4.2 Use firm, confident signals and movements when refereeing 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 refereeing based on informal discussions with players, other referees and officials, administrators, coaches and team managers 5.4 Respond positively to feedback provided from other officials

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"> • whistle • voice • electronic auditory devices, if applicable
Communication	[all categories] <ul style="list-style-type: none"> • pre-match • general play • interaction with players • positioning • post match debrief with observer, assessor, coach
Equipment	[all categories] <ul style="list-style-type: none"> • technical equipment, eg, whistle, pen, paper, scoresheets • personal equipment
Ethical considerations	[one category] <ul style="list-style-type: none"> • effectively represents volleyball in a positive manner to the broader community
External influences	[all categories] <ul style="list-style-type: none"> • players change rooms • conditions of playing area • spectators • facility authorities
Information	[all categories] <ul style="list-style-type: none"> • interaction with other referees • player reactions • first aid personnel • signals • is imparted <ul style="list-style-type: none"> ○ in writing ○ verbally ○ signals

Other officials	<p>[all categories]</p> <ul style="list-style-type: none"> • scorers • line judges • other referees • sports administrators • coaches • sport medicine personnel
Resources	<p>[all categories]</p> <ul style="list-style-type: none"> • other referees, scorers • playing area and court markings • volleyball and net • first aid personnel • texts and references <ul style="list-style-type: none"> ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules
Rules and regulations	<p>[all categories]</p> <ul style="list-style-type: none"> • current edition of the International laws of volleyball • laws of modified games, if applicable
State or national level	<p>[all categories]</p> <ul style="list-style-type: none"> • participants with Level 2 refereeing experience in volleyball • players at state or national 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
Signals	<p>[all categories]</p> <ul style="list-style-type: none"> • signals made while the ball is in play • signals made when the ball is dead

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 for refereeing volleyball • 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 and other referees and officials in an effective manner ○ use and interpret signals during the game ○ use auditory device to convey refereeing decisions ○ 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"> ○ SRSVOL007A Interpret and apply the rules of volleyball in a competition game at state or national 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 of volleyball enable refereeing decisions to be made to ensure fair competition at state or national level ○ Knowledge of the spirit of the game enable refereeing decisions to be made to ensure fair competition ○ Knowledge of signals and equipment for refereeing in volleyball ○ Knowledge of communication process used to referee volleyball • Required skills <ul style="list-style-type: none"> ○ Communication skills in order to ensure refereeing decisions are understood ○ Use auditory devices to communicate refereeing decisions ○ Decision making skills in order to successfully referee game of volleyball at state or national level ○ Interpersonal skills in order to develop rapport with referees, 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"> ○ Negotiation skills in order to achieve agreed outcomes ○ Listening skills to understand feedback from players and other officials ○ Positioning skills in order to successfully referee games of volleyball 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 state or national level competition ○ volleyball facility ○ equipment to play game of volleyball ○ Guidelines and Instructions for international referees ○ Rules of the Game Casebook 1997-2000 ○ International Volleyball Federation Rules ● 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 volleyball at this unit 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 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 refereeing volleyball
Context for assessment	<ul style="list-style-type: none"> ● This unit of competency must be assessed in the context of a game of volleyball with a range of real clients. For valid and reliable assessment the activity should be conducted during a game of volleyball between players at the state or national 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	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 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>						

YACHTING (SMALL BOAT)

YSB

Contents

SROYSB001B Use basic skills to sail a small boat in controlled conditions1

**SROYSB002B Sail a small boat in light to moderate conditions
using enhanced skills.....9**

SROYSB003B Sail a small boat in moderate and/or variable conditions 19

SROYSB004A Instruct yachting (small boats)25

SROYSB001B	USE BASIC SKILLS TO SAIL A SMALL BOAT IN CONTROLLED CONDITIONS
YSB	Yachting (Small boat)

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

This unit covers the knowledge and skills required to rig and sail a small boat on a marked course in controlled conditions, under supervision.

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment and prepare for participation	1.1 Source information on weather and wind conditions to enable selection of a location to suit personal skill level 1.2 Select clothing suitable for the prevailing and expected conditions 1.3 Identify risks associated with the small boat sailing environment and implement strategies to reduce risks 1.4 Wear/use safety equipment in accordance with state/territory legislation and weather and light conditions 1.5 Identify collision and water traffic regulations relevant to the activity area and recognise other safety signals, such as code flags
2 Rig and de-rig a small boat	2.1 Apply correct terminology to identify the main parts of a small boat 2.2 Identify sails , and their component parts 2.3 Identify fittings on mast, and boom and use appropriate knots to rig sails , under supervision
3 Leave and return to beach/launching facility	3.1 Determine wind direction to enable safe, easy launching and return 3.2 Launch and land the small boat efficiently in calm, controlled conditions whilst maintaining stability, correct direction and speed controlled during launch/return 3.3 Adopt the correct position on the small boat and secure the centreboard and rudder 3.4 Prepare centreboard and rudder for return and raised on return
4 Sail a marked course in calm conditions using basic skills	4.1 Recognise and apply primary boat controls , and their effects on boat movement 4.2 Identify common terminology with respect to the wind and apply knowledge of wind, wind indicators and directional change in relation to wind to determine the sailing directions, based on current wind direction 4.3 Apply knowledge of wind awareness, wind indicators and angle of the sail to slow and speed up the small boat using a basic heave to as a reference point 4.4 Recognise indicators identifying that the boat is being sailed close hauled to sail the boat to destination directly upwind/to windward 4.5 Identify the No-Go Zone perimeters and tack the boat from close-hauled to close-hauled 4.6 Recognise indicators identifying that the boat is being sailed on a dead run and gybe the mainsail while the boat remains sailing on a dead run 4.7 Identify potential hazards when sailing downwind and gybing and implement strategies to avoid the unexpected gybe 4.8 Apply knowledge and awareness of wind direction relative to the boat, sail setting and a combination of techniques to manoeuvre a small boat through tacks and gybes where necessary to sail a small marked course which requires a range of points of sailing, including but not limited to close-hauled reaching and running, to complete the course 4.9 Demonstrate compliance with all relevant collision and water traffic regulations and sail the boat within designated/defined areas

	4.10 Maintain communication with other craft and with other crew members, where appropriate
5 Perform capsize drills	<p>5.1 Identify reasons for capsize</p> <p>5.2 Implement, in a capsize situation, strategies to avoid injury</p> <p>5.3 Implement capsize procedures in the event of a capsize including visual means of attracting attention</p> <p>5.4 Demonstrate adequate communication, correct technique and order of events to right a small boat, as part of a team</p>
6 Participate in rescue and towing drills	<p>6.1 Identify reasons for towing a small boat and prepare the boat for towing and handle safely under tow with instructor guidance and towing procedures</p> <p>6.2 Release the small boat from tow under instructor guidance</p> <p>6.3 Implement, under direct supervision and instructor guidance, a crew recovery procedures drill demonstrating the procedures to be undertaken in the event of separation of a crew member from the craft</p>
7 Handle <i>small boat</i> ashore	<p>7.1 Carry and stow the small boat in accordance with supervisor's directions</p> <p>7.2 Stow or store equipment in accordance with manufacturer's recommendations and/or supervisor's directions</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 knots	[all categories] <ul style="list-style-type: none"> • figure of eight • bowline • half hitch • reef knot • rolling hitch
Basic skills	[all categories] <ul style="list-style-type: none"> • tacking - turning bow through wind • gybing - turning stern through wind • basic heave to • luffing of sails • reaching • sailing close hauled • sailing on a run/running
Capsize procedures	[all categories] <ul style="list-style-type: none"> • stay with boat • don't hang off boat • crew weight on centreboard to right vessel • "crew scoop" during righting of boat • bailing out • recovery of crew after righting of boat
Collision and water traffic regulations	[all categories] <ul style="list-style-type: none"> • turn right, pass port to port • power gives way to sail • right of way for commercial vessels
Common terminology with respect to the wind	[all categories] <ul style="list-style-type: none"> • wind aft • upwind • downwind • wind abeam • head to wind • windward • leeward

Controlled conditions	<ul style="list-style-type: none"> • light winds (0-8 knots) • sheltered waters (smooth or partially smooth waters, wave height to 0.3m)
Crew recovery procedures	<p>[all categories]</p> <ul style="list-style-type: none"> • maintain sight of crew overboard at all times • teamwork • approach and stop to leeward of crew member in water • slow speed of approach • assist crew on board
Equipment	<p>[all categories]</p> <ul style="list-style-type: none"> • wetsuits • boots • gloves • spray jacket • hats/caps • Personal Flotation Devices (PFD) • craft
Main parts of the small boat	<p>[all categories]</p> <ul style="list-style-type: none"> • hulls • gunwale • centreboard • stern • bow • mast • stays • boom • boom vang • sails • rudder • tiller • tiller extension
Primary boat controls	<p>[all categories]</p> <ul style="list-style-type: none"> • mainsail • jib • balance • trim • centreboard

Risks	[all categories] <ul style="list-style-type: none"> • sun burn • windburn • marine stingers • drowning • dehydration • hypothermia
Sails	[all categories] <ul style="list-style-type: none"> • mainsail • jib • spinnaker
Small boat	[one category] <ul style="list-style-type: none"> • small (18ft and under) unballasted mono or multi-hulled vessel with one mast • stayed or unstayed mast • one, two or three sails • one or more crew members
Speed controlled during launch/return	[all categories] <ul style="list-style-type: none"> • by <ul style="list-style-type: none"> ○ angle with respect to wind ○ sails out ○ basic heave to
Towing procedures	[all categories] <ul style="list-style-type: none"> • single tow • multiple tow • pick-up of tow • release from tow
Wind direction	[one category] <ul style="list-style-type: none"> • may be determined by <ul style="list-style-type: none"> ○ flags ○ smoke ○ ripples on water ○ moored boats ○ wind on the face

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 small boat sailing theory and sailing conditions to perform basic manoeuvres in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements that are applicable to the type of small boat sailed and the learners environment • Assessment must confirm the ability to manoeuvre a small boat in calm conditions, demonstrating the ability to <ul style="list-style-type: none"> ○ prepare and launch the small boat ○ sail a small course which includes a range of points of sailing including but not limited to close-hauled, reaching and running ○ right a small boat ○ participate in a crew recovery drill ○ participate in a towing drill ○ return the craft to shore/launching point safely ○ apply knowledge to select equipment for personal use as well as to care for equipment appropriately <p>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</p>
<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"> ○ SROOPS001B Implement minimum environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SROYAC001B Comply with maritime rules and regulations • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> ○ SRONAV001B Navigate in tracked or easy untracked areas
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Types of all small boats and rigs, sizes and suitability ○ Types of Personal Flotation Devices (PFD) (Type 1, 2 and 3) and situations where each is applicable ○ Types, uses and capabilities of wetsuits and drysuits ○ Other necessary equipment (boots, gloves, hats) ○ Parts of a small boat ○ Knots and their application to a sailing setting ○ Equipment maintenance ○ The main points of sailing and sail positions ○ Principles of tacking and gybing ○ Sailing terms/terminology (port/starboard, windward, leeward) ○ Locations for sailing • Required skills <ul style="list-style-type: none"> ○ Tacking ○ Knot tying ○ Confidence in water in the event of a capsized ○ Gybing ○ Reaching

	<ul style="list-style-type: none"> ○ Sailing upwind ○ Sailing downwind
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 suitable location and conditions (enclosed water, light winds) ○ a small sailing craft ○ buoys to mark courses ○ food and water resources ○ personal protective clothing appropriate to location and conditions ○ personal Flotation Device (PFD) ● 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 the unit SROYSB002B ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A 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 differing regulation, procedures and techniques, this unit of competency must be assessed over a minimum of two (2) different occasions (i.e. over several marked courses in controlled conditions) in order to ensure consistency of performance over the Range Statements and contexts applicable to using basic skills to sail a small boat in controlled conditions
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 a yachting (small boat) sailing activity in the specified conditions. Some components may be assessed on land ● 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	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 - Collecting wind/weather information • Communicating ideas and information - Passing on instructions to crew whilst sailing • Planning and organising activities - Planning strategies to negotiate a course • Working with teams and others - Working with a crew • Using mathematical ideas and techniques - Calculating angles for sailing relative to the wind • Solving problems - Dealing with fluctuating wind directions • Using technology - Using tiller to steer small boat <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROYSB002B	SAIL A SMALL BOAT IN LIGHT TO MODERATE CONDITIONS USING ENHANCED SKILLS
YSB	Yachting (Small boat)

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

This unit covers the knowledge and skills required to rig and sail a small boat to best advantage, using a variety of techniques in light to moderate conditions and under minimal guidance.

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment and prepare for participation	1.1 Source information on weather and wind conditions to enable selection of a location to suit personal skill level 1.2 Select clothing suitable for the prevailing and expected conditions 1.3 Identify risks associated with the sailing environment and implement strategies to reduce risks 1.4 Wear/use safety equipment in accordance with state/territory legislation and weather and light conditions
2 Rig and de-rig a small boat	2.1 Identify running and standing rigging 2.2 Identify the different types of cleat , and their use 2.3 Specify Cunningham eye system and outhaul 2.4 Identify features of different sails , and their uses 2.5 Identify fittings on mast, and boom and rig sails using appropriate knots 2.6 Tie knots which are useful in the activity of sailing, and describe their advantages, disadvantages and applications
3 Sail a marked course in light to moderate conditions using enhanced skills	3.1 Identify the points of sailing 3.2 Identify the points of sailing given the direction of the wind relative to the small boat 3.3 Utilise primary boat controls to sail the boat through tacks and gybes and demonstrate the techniques of roll tacking and roll gybing where appropriate 3.4 Identify common terminology wind with respect to the wind apply knowledge of wind, wind indicators and directional change in relation to wind to determine the sailing directions, based on current wind direction 3.5 Maintain steering, speed and balance 3.6 Apply knowledge and awareness of wind direction relative to the boat, points of sail and a combination of techniques to manoeuvre a small boat in light to moderate conditions using the tiller extension where necessary to sail a course which includes windward and downwind legs 3.7 Demonstrate compliance with all relevant collision and water traffic regulations and sail the small boat within designated/defined areas 3.8 Maintain communication with other craft and with other crew members, where appropriate
4 Handle a spinnaker	4.1 Identify situations in which the spinnaker can be utilised 4.2 Identify component parts of the spinnaker and determine situations in which a spinnaker could be used 4.3 Rig a spinnaker, set, gybe and drop in light to moderate conditions 4.4 Demonstrate the ability to steer a small boat under spinnaker in light to moderate conditions

5 Use a trapeze	5.1 Identify and demonstrate situations in which trapezing is used 5.2 Identify component parts of the trapeze system and adjust and fit the trapeze harness in accordance with manufacturer's recommendations 5.3 Demonstrate the ability to sail on trapeze in favourable conditions 5.4 Steer a boat with a crew on trapeze in favourable conditions, demonstrate the ability to get in, get out, tack and gybe
6 Perform crew recovery and towing drills independently	6.1 Identify reasons for the loss of crew overboard 6.2 Recover a crew member lost overboard in a safe and effective manner, using effective communication, correct technique and order of events, as part of a team 6.3 Demonstrate appropriate recovery side, approach speed and stopping technique to ensure efficient recovery and minimize risk of injury to crew in water 6.4 Prepare a small boat for towing correctly and efficiently 6.5 Demonstrate the boat being towed safely in single and/or multiple tow situations 6.6 Demonstrate the boat releasing from the tow safely, demonstrate awareness of factors to be considered when releasing from a multiple-tow situation
7 Bring a small boat alongside a fixed or unfixed structure	7.1 Bring a small boat , safely and accurately, alongside a wharf or anchored vessel/object without damage or injury to boat or persons
8 Care for and stow/store equipment	8.1 Identify factors causing equipment damage in the sailing environment, and implement strategies to improve equipment care and wear 8.2 Maintain and stow sail and rig, in accordance with manufacturer's recommendations 8.3 Wash, dry and stow other in accordance with manufacturer's recommendations to ensure maximum lifespan and reduce damage 8.4 Carry a small boat in a manner to minimize hull damage 8.5 Maintain trailers and trolleys to minimize rust on frames and bearings

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 knots	[all categories] <ul style="list-style-type: none"> • figure of eight • bowline • half hitch • reef knot • rolling hitch
Cleat	[all categories] <ul style="list-style-type: none"> • cam • clam • horn • V cleats
Collision and water traffic regulations	[all categories] <ul style="list-style-type: none"> • Port gives way to starboard • windward boat keeps clear • overtaking boat keeps clear • keep to the right in channels, eg, turn right, pass port to port • power gives way to sail • right of way for commercial vessels
Enhanced skills	[all categories] <ul style="list-style-type: none"> • roll tacking • roll gybing • spinnaker handling • trapezing • perform crew recovery drill • perform towing drill
Equipment	[all categories] <ul style="list-style-type: none"> • wetsuits • boots • gloves • spray jacket • hats/caps • Personal Flotation Devices (PFD) • craft

Equipment care	[all categories] <ul style="list-style-type: none"> • sail and rig care • carrying/transport of small boat • washing and stowage of small boat and sail • care of Personal Flotation Devices (PFD) and wetsuits • maintenance of trailers and trolleys
Factors to be considered when releasing from a multiple-tow situation	[all categories] <ul style="list-style-type: none"> • clear communication between all boats and tow boat • awareness of position of main tow line • staying to appropriate side of main tow line • order of release • release synchronisation
Light to moderate conditions	<ul style="list-style-type: none"> • winds 8 - 18 knots • wave height to 0.5m
Parts of a spinnaker	[all categories] <ul style="list-style-type: none"> • halyard • sheets • pole • up haul • kicker • corners, eg, head and clews • luff/leeches and foot
Primary boat controls	[all categories] <ul style="list-style-type: none"> • mainsail • jib • balance • trim • centreboard
Risks	[all categories] <ul style="list-style-type: none"> • sun burn • windburn • marine stingers • drowning • dehydration • hypothermia

Safely and accurately	[all categories] <ul style="list-style-type: none"> • safe approach • consideration of protruding body parts • slow, controlled approach • holding on and making fast
Sails	[all categories] <ul style="list-style-type: none"> • mainsail • jib • spinnaker
Small boats	[one category] <ul style="list-style-type: none"> • small (18ft and under) unballasted mono or multi hulled vessel with one mast • stayed or unstayed mast • one, two or three sails • one or more crew members
Towing correctly and efficiently	[all categories] <ul style="list-style-type: none"> • secure line to fixed object close to the boat's centreline with turns to take load (not knots) • main towline is positioned correctly • centreboard is at least half up • crew weight aft
Trapeze	[one category] <ul style="list-style-type: none"> • full harness • half harness
Wind direction	[one category] <ul style="list-style-type: none"> • may be determined by <ul style="list-style-type: none"> ○ flags ○ smoke ○ ripples on the water ○ moored boats ○ wind on the face

Wind terminology	[all categories] <ul style="list-style-type: none">• wind aft• upwind• downwind• wind abeam• head to wind• luffing• windward• leeward
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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 small boat sailing theory and sailing conditions to perform basic manoeuvres in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering one category of small boat and all indicated categories from the Range Statements that are applicable to the type of boat sailed and the learner's environment • Assessment must confirm the ability to manoeuvre a small boat in light to moderate conditions, demonstrating the ability to <ul style="list-style-type: none"> ○ sail around a marked course including all major points of sailing in light to moderate conditions without instructor guidance ○ use sails and balance (primary boat controls) to steer/sail the small boat around a marked course ○ independently perform a crew recovery drill in light to moderate conditions ○ select equipment for personal use as well as to care for equipment appropriately <p>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</p>
<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"> ○ SROYAC001B Comply with maritime rules and regulations ○ SROYSB001B Use basic skills to sail a small boat in controlled conditions ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • 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"> ○ SRONAV001B Navigate in tracked or easy untracked areas ○ SROOPS003B Apply weather information
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ Wind indicators to determine wind direction during sailing a small boat ○ Equipment maintenance so that optimal condition is maintained ○ Knots and their applications to sailing ○ The main points of sailing and sail positions ○ Principles of tacking and gybing ○ Sailing terms/terminology <ul style="list-style-type: none"> ▪ port/starboard ▪ windward ▪ leeward ○ Use of spinnaker and trapeze • Required skills <ul style="list-style-type: none"> ○ Tacking upwind ○ Knot tying ○ Gybing downwind ○ Sailing close hauled ○ Running

	<ul style="list-style-type: none"> ○ Reaching ○ Rescue drills ○ Use of spinnaker and trapeze
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 suitable location and conditions, eg, enclosed water, light winds ○ a small sailing boat ○ trapeze system ○ buoys to mark a course ○ personal protective clothing appropriate to location and conditions ○ food and water requirements ○ Personal Flotation Device (PFD) ● 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 but preferably be competent in the unit at the level above (i.e., SROYSB003B) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A 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 technical skills and equipment knowledge, this unit of competency must be assessed over a minimum of two (2) different occasions (i.e. over several marked courses in light to moderate conditions) in order to ensure consistency of performance over the Range Statements and contexts applicable
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 a yachting (small boat) sailing activity in the specified conditions. Some components may be assessed on land ● 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	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 - Collecting wind/weather information • Communicating ideas and information - Passing on instructions to crew whilst sailing • Planning and organising activities - Planning strategies to negotiate a course • Working with teams and others - Working with a crew • Using mathematical ideas and techniques - Calculating angles for sailing relative to the wind • Solving problems - Dealing with fluctuating wind directions • Using technology - Using tiller to steer small boat <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROYSB003B	SAIL A SMALL BOAT IN MODERATE AND/OR VARIABLE CONDITIONS
YSB	Yachting (Small boat)

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

This unit covers the knowledge and skills required to use a variety of different techniques to sail a small boat in moderate and variable conditions to best advantage.

ELEMENT	PERFORMANCE CRITERIA
1 Apply knowledge of wind, tides and currents to sailing	1.1 Determine probable water conditions, based on current information on weather conditions, wind directions and tide times and water depth 1.2 Determine the effect of local water conditions on small boats (eg, dinghies) and sailing conditions 1.3 Apply knowledge of wind indicators and signs to anticipate gusts, lulls, lifts and knocks 1.4 Describe and apply ways in which variations in wind strength and direction may be used to sailing practice
2 Handle a small boat in moderate and/or variable conditions	2.1 Identify factors to consider when sailing a small boat in moderate and/or variable winds 2.2 Demonstrate the ability to control the speed of the small boat in moderate and/or variable conditions , by using the techniques of heaving to and by backing the mainsail 2.3 Identify situations requiring the reduction of sail whilst afloat and lower/raise the sail efficiently on the water, when applicable 2.4 Identify situations favouring the use and benefits of roll tacking and roll gybing and demonstrate the techniques in the appropriate conditions 2.5 Apply the primary boat controls, balance, sail trim, stopping techniques and steering to sail the boat efficiently in variable conditions 2.6 Identify and utilise wind shifts when sailing upwind and downwind 2.7 Identify and anticipate gusts and lulls 2.8 Implement effective boat handling skills and communication when hit by gusts to maintain or enhance speed at all times 2.9 Maintain communication with other craft and with other crew members, where appropriate
3 Handle a spinnaker in moderate and/or variable conditions	3.1 Launch a spinnaker from both the leeward and windward positions 3.2 Trim the spinnaker to cater for changes in wind strength and direction to maintain or enhance speed 3.3 Steer the boat to maintain or enhance balance and speed according to the fluctuations in the conditions

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
Factors to consider when sailing a small boat in moderate and/or variable conditions	[all categories] <ul style="list-style-type: none"> • depowering the rig • sails • centreboard • crew communication • gust anticipation • sailing flat
Moderate and/or variable conditions	<ul style="list-style-type: none"> • winds 10 - 20 knots, variable in strength and direction • waves up to 1.5m
Small boats	[one category] <ul style="list-style-type: none"> • small (18ft and under) unballasted mono or multi hulled vessel with one mast • stayed or unstayed mast • one, two or three sails • one or more crew members
Stopping techniques	[all categories] <ul style="list-style-type: none"> • backing the mainsail • heave - to
Variable conditions	[all categories] <ul style="list-style-type: none"> • winds 5 - 20 knots, variable in strength and direction • wave conditions, eg, flat to choppy, swell to 1.5m
Wind indicators	[all categories] <ul style="list-style-type: none"> • may be environmental or man made and include <ul style="list-style-type: none"> ○ flags ○ smoke ○ ripples on the water ○ moored boats ○ wind on the face

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 interaction between the weather, wind, tides and currents to determine local yachting (small boat) sailing conditions in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering one category of small boat and the prescribed number of categories from the Range Statements that are applicable to the type of boat sailed and the learners environment • Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> ○ apply knowledge of a variety of different techniques to sail a marked course in moderate and/or variable conditions to best advantage ○ sail in moderate and/or variable conditions using enhanced sail trim and small boat handling techniques ○ roll tack and roll gybe ○ use a trapeze ○ sail with a spinnaker <p>Note : Where learners sail in small boats with more than one crew member, ability to perform all roles required to sail the boat, eg, crewing and helming, must be demonstrated</p>
<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"> ○ SROYSB002B Sail a small boat in light to moderate conditions using enhanced skills ○ SROOPS003B Apply weather information ○ SROODR003A Plan outdoor recreation activities (advanced) • 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"> ○ SROOPS004B Interpret weather conditions in the field
<p>Required knowledge and skills</p>	<ul style="list-style-type: none"> • Required knowledge <ul style="list-style-type: none"> ○ IALA Buoyage system 'A' <ul style="list-style-type: none"> ▪ navigation markers ▪ port/starboard beacons ▪ hazardous area markers ○ Sources of weather information ○ Principles underpinning interpretation of weather maps, i.e., use of isobars, wind direction, etc ○ Interrelationship between wind, tides and currents ○ Use of spinnaker and trapeze • Required skills <ul style="list-style-type: none"> ○ Application of weather information to interpret local conditions ○ Sailing with a spinnaker ○ Sailing using a trapeze

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"> ○ weather and tide information ○ an appropriate craft ○ specified additional sailing equipment, eg, spinnaker, trapeze ○ a location offering moderate and variable sailing conditions ○ personal protective clothing ○ food and water requirements ○ weather maps ○ Personal Flotation Device (PFD) • 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 but preferably be competent in the unit at the level above (i.e., SROYSB004B) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A 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 technical nature of small boat sailing and the variable nature of the wind/weather, 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 small boat sailing in moderate and variable conditions
Context for assessment	<ul style="list-style-type: none"> • This unit of competency must be assessed in the context of a yachting (small boat) sailing activity in moderate and/or variable conditions • 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	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 wind/weather information • Communicating ideas and information - Passing on instructions to crew whilst sailing • Planning and organising activities - Planning strategies to negotiate a course • Working with teams and others - Working with a crew • Using mathematical ideas and techniques - Calculating angles for sailing relative to the wind • Solving problems - Dealing with fluctuating wind directions • Using technology - Using a tiller to steer a small boat <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

SROYSB004A	INSTRUCT YACHTING (SMALL BOATS)
YSB	Yachting (Small boat)

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

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a yachting activity (small boats).

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching small boat yachting skills	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach small boat yachting skills	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional small boat yachting session	3.1 Communicate the aims of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims

<p>4 Conduct an instructional small boat yachting session</p>	<p>4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities</p> <p>4.2 Monitor individual client's performance in instructional activities</p> <p>4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment</p> <p>4.4 Ensure instructional activity allows for repetition of skills</p> <p>4.5 Evaluate instructional activities for effectiveness and implement modifications when required</p> <p>4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives.</p> <p>4.7 Monitor equipment usage, behaviour and location of clients in order to review safety</p> <p>4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s)</p> <p>4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures</p>
<p>5 Apply appropriate teaching techniques for a small boat yachting session</p>	<p>5.1 Communicate instructions and information clearly and concisely</p> <p>5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description</p> <p>5.3 Break-down complex skills and techniques into component parts and describe with key teaching points</p> <p>5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults</p> <p>5.5 Provide adequate time for practice, following fault correction and feedback</p> <p>5.6 Explain activities, drills or techniques which may improve skills</p>
<p>6 Teach required knowledge that applies to a small boat yachting activity</p>	<p>6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to small boat yachting and achievement of competency, in a manner which achieves interest and client understanding</p> <p>6.2 Instruct clients on factors to consider when planning for participation in small boat yachting</p> <p>6.3 Identify minimal impact practices appropriate to small boat yachting, and determine client level of understanding</p> <p>6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level</p> <p>6.5 Explain communication systems and relevant calls or signals used whilst participating in small boat yachting, and determine client level of understanding in their use</p>
<p>7 Teach safety and rescue procedures appropriate to a small boat yachting activity</p>	<p>7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to small boat yachting, and the level of competency required</p> <p>7.2 Explain the principles and practices of group management, in the context of emergency situations</p> <p>7.3 Teach clients industry standard safety practices relevant to small boat yachting</p> <p>7.4 Demonstrate rescue techniques specific to small boat yachting, and provide opportunities for practice</p> <p>7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency</p> <p>7.6 Assess client's level of understanding via questioning techniques and/or formal assessment</p>

8 Teach small boat yachting skills	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required
9 Communicate further small boat yachting knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in small boat yachting 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the small boat yachting instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

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"> • small boat yacht • Personal Flotation Device (PFD) • food and water resources • safety equipment (including First Aid kits) • repair equipment • small boat yachting specific equipment • rescue equipment
Hazards	[all categories] <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ environmental hazards ○ rocks ○ other craft ○ waves ○ manmade objects
Other related factors	[all categories] <ul style="list-style-type: none"> • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] <ul style="list-style-type: none"> • may include <ul style="list-style-type: none"> ○ food and water ○ personal clothing ○ teaching aids ○ suitable body of water for teaching of unit(s)

Sequence	[two categories] <ul style="list-style-type: none">• may include<ul style="list-style-type: none">○ simple to complex○ "part" to "whole"○ chronological○ known to unknown○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test)○ E.D.I.C.T (explain, demonstrate, instruct, critique, test)○ I.D.E.A (introduce, demonstrate, explain, apply)○ orientate, enhance, synthesise
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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 yachting (small boat) 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 four (4) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing yachting (small boat) skills • Assessment must confirm the ability to apply this knowledge and appropriate technique to <ul style="list-style-type: none"> ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate small boat yachting techniques or 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 small boat yachting ○ apply knowledge of 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"> ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is <ul style="list-style-type: none"> ▪ SROYSB003B Sail a small boat in moderate and/or variable conditions • 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"> ○ 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 small boat yachting <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ○ Safety procedures during the conduct or instruction of small boat yachting skills ● Required skills <ul style="list-style-type: none"> ○ Rescue competencies to effectively deal with emergencies whilst instructing small boat yachting ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Small boat yachting skills to demonstrate and correct technique ○ Weather 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 (indoor and/or outdoor) for the conduct of small boat yachting instructional sessions ○ small boat yachting equipment, eg, yacht, suitable sails, Personal Flotation Device (PFD) ○ suitable personal clothing ○ first aid kit ○ rescue equipment ○ instructional tools may include <ul style="list-style-type: none"> ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ 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"> ○ be competent in this unit ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A 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 unit of competency must be assessed over a minimum of four (4) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing small boat yachting 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 a yachting (small boat) activity with a range of clients (not peers)• 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 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
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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 • 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, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

