

**NATIONAL
SPORT INDUSTRY TRAINING
PACKAGE SRS99**

Volume 3

Prepared By: Sport and Recreation Training Australia Limited
PO Box 422
NORTH SYDNEY NSW 2059
Telephone: +61 2 9923 4359
Facsimile: +61 2 9957 2958
Email: admin@srtaustralia.org.au

Copyright

© Australian National Training Authority (ANTA), 2000

Level 11, AMP Place

10 Eagle Street

BRISBANE QLD 4000

Phone: (07) 3246 2300

Fax: (07) 3246 2490

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to teachers, trainers and assessors to make copies by photocopying or other duplicating processes for use within their own training organisation or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. For permission outside of these guidelines, apply in writing to Australian National Training Authority.

This work is the result of wide consultations with many industry participants throughout Australia. Consequently it is a collaborative view not necessarily representing any specific body and no single body warrants its content or accepts any liability.

Published by:

Australian Training Products Ltd
Level 25 / 150 Lonsdale St, Melbourne , 3000
PO Box 12211 A'Beckett St Post Office
Melbourne, Victoria 8006, Australia
Telephone +61 3 9655 0600
Facsimile +61 3 9639 4684
E-mail: sales@atpl.net.au

First Published August 1999

STOCKCODE: 3010004STD

Printed for Australian Training Products Ltd by Document Printing Australia, MELBOURNE
AUSTRALIA

Version 1.01
April 2001

IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.srtaustralia.org.au>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

<http://www.ntis.gov.au>

FOREWORD

It gives me great pleasure on behalf of the Board of Directors of Sport and Recreation Training Australia to write this short foreword for the second Training Package to be completed under the auspices of Sport and Recreation Training Australia.

All persons concerned with the development of this Training Package for the Sport industry deserve high commendation for the excellent materials contained in this Training Package.

The development of the competency standards, together with the assessment guidelines, the six generic sport and recreation qualifications, and twelve specific Sport qualifications, represents thousands of hours of input from hundreds of professionals, volunteers and participants involved in Sport.

This Training Package establishes a career path in the Sport industry for all those wishing to become involved in the vocational education and training system.

The acquisition of skills is fundamental to Australia's national economic and industrial well being. The forces of change are increasing the demand for skills rather than labour. Enterprises are increasingly becoming dependent upon their workforce to add value and high quality services and products. People with skills and the capacity to continually update their skills are required by such enterprises. These people will be able to make the most of the opportunities emerging in Australia's rapidly changing labour market.

Assessment and workplace training are integral functions, not only to skill development and recognition, but also to recruitment, to performance management, to supervision and team leadership. There are few enterprises that can afford to ignore these issues.

The Directors of Sport and Recreation Training Australia would like to thank all those who contributed to the development of the Training Package including industry representatives and the staff of Registered Training Organisations. Special thanks must also be extended to the staff of Sport and Recreation Training Australia for their overall supervision and sound advice throughout the development of this Training Package.



R.G. Romanes, OAM
Chair
Sport and Recreation Training Australia
July 1999

TABLE OF CONTENTS

SECTION 1:

COMPETENCY STANDARDS PREAMBLE	
ASSESSMENT GUIDELINES	
QUALIFICATIONS FRAMEWORK	

SECTION 2:

Volume 1 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

GENERAL ADMINISTRATION	(ADM)
COACHING AND INSTRUCTION	(CAI)
CLIENT SERVICE	(CLS)
COMMUNICATION	(COM)
EMERGENCY RESPONSE	(EME)
EVENTS	(EVT)
FACILITY MANAGEMENT	(FAC)
FINANCE	(FIN)
ORGANISATION GOVERNANCE	(GOV)
GROUPS	(GRP)
HUMAN RESOURCE MANAGEMENT	(HRM)
INDUSTRY/ENTERPRISE	(IND)
INNOVATION	(INN)

Volume 2 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

MARKETING	(MKT)
OCCUPATIONAL HEALTH AND SAFETY	(OHS)
ORGANISATION OF WORK	(ORG)
PLANNING	(PLA)
QUALITY	(QUA)
RESOURCE MANAGEMENT	(RES)
RISK	(RIS)
TECHNOLOGY	(TEC)
WORKING IN TEAMS	(TEM)
WORKPLACE TRAINING AND ASSESSMENT	(BSZ)
RETAIL	(WRR)

Volume 3 SPORT AND RECREATION SPORT UNITS OF COMPETENCY

AUSTRALIAN FOOTBALL	(AFT)
BASKETBALL	(BSK)
COACHING GENERAL PRINCIPLES	(COA)
CAREER ORIENTED PARTICIPATION.....	(COP)
EQUESTRIAN ACTIVITIES	(EQU)
GOLF.....	(GOL)
GYMNASTICS	(GYM)
MASSAGE THERAPY.....	(MTH)
NETBALL	(NET)

Volume 4 SPORT AND RECREATION SPORT UNITS OF COMPETENCY

OFFICIATING GENERAL PRINCIPLES	(OFF)
RUGBY LEAGUE.....	(RLG)
RUGBY UNION	(RUN)
STRENGTH AND CONDITIONING	(SAC)
SPORTS ADMINISTRATION	(SAD)
SAILING	(SAI)
SURF LIFE SAVING	(SLS)
SOCCER	(SOC)
SQUASH	(SQA)
SPORTS TRAINER	(STR)
SWIMMING	(SWI)
TENNIS	(TEN)

AUSTRALIAN FOOTBALL

AFT

Contents

SRS AFT 001A Interpret and apply the fundamental rules of Australian football at a junior or beginner level.....	1
SRS AFT 002A Use basic communication strategies to umpire Australian football at a junior or beginner level.....	6
SRS AFT 003A Provide reports and receive feedback relevant to Australian football at a junior or beginner level	12
SRS AFT 004A Demonstrate fundamental positioning skills relevant to umpire Australian football at junior or beginner level	17
SRS AFT 005A Interpret and apply the rules of Australian football at a local or district level.....	23
SRS AFT 006A Use communication strategies to umpire Australian football at a local or district level.....	28
SRS AFT 007A Demonstrate positioning skills relevant to umpiring Australian football at a local or district level	34
SRS AFT 008A Interpret and apply the rules of Australian football at an advanced level.....	40
SRS AFT 009A Use communication strategies to umpire Australian football at an advanced level.....	45
SRS AFT 010A Demonstrate positioning skills relevant to umpiring Australian football at an advanced level	52
SRS AFT 011A Teach or develop the intermediate skills of Australian football	58
SRS AFT 012A Apply the intermediate tactics and strategies of Australian football in a competitive situation	65

SRS AFT 001A INTERPRET AND APPLY THE FUNDAMENTAL RULES OF AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for a match	<ul style="list-style-type: none"> a. The physical condition of the players and/or other officials are assessed prior to the game in accord with the accepted best practice principles of Australian football b. Qualification and registration details of the players and/or other officials are ratified prior to the game in accord with the accepted best practice principles of Australian football c. Environment, facilities and equipment are assessed prior to the game in accord with the accepted best practice principles of Australian football d. Safety and risk factors are confirmed prior to the commencement of the match e. Conditions are assessed and appropriate responses enacted
2. Observe a match and identify information on which to base fundamental decisions	<ul style="list-style-type: none"> a. Players and club officials are observed to see that the match is conducted in accordance with the rules and regulations of Australian football including local rules b. Observation is undertaken with minimal disruption to the conduct of the match c. Breaches of rules and regulations by players and club officials are identified and appropriate action taken
3. Interpret and apply rules and regulations in accord with the spirit of the game	<ul style="list-style-type: none"> a. Decisions are made using relevant information b. Rules or regulations for a given situation are interpreted consistently in accord with spirit of the laws of Australian football c. Decisions are made accurately and consistently, and are based on impartiality, participant safety and spirit of the laws
4. Communicate decisions and manage the outcomes of decision making while umpiring the match	<ul style="list-style-type: none"> a. Decisions are communicated in accord with accepted best practice principles of Australian football at junior or beginner level of competition b. Reactions of players and club officials are managed in accordance with the fundamental rules and regulations of Australian football

Range of Variables

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of Australian football	<ul style="list-style-type: none"> a. the <i>Code of Conduct</i> policy b. the National Officiating Program's <i>Officials Code of Conduct</i> policy c. National Activity Organisation or local association regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of Australian football g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Conditions	<ul style="list-style-type: none"> a. playing surface b. weather
3. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets b. red and yellow cards c. personal equipment – uniform: off-field/on-field
4. External influences	<ul style="list-style-type: none"> a. ground conditions b. weather conditions c. ball condition d. spectators/parents e. coaches bench f. comments to umpires and players
5. Fundamental rules and regulations	<ul style="list-style-type: none"> a. for field umpires refers to: <ul style="list-style-type: none"> a.1 the ability to apply the spirit of the laws regarding: <ul style="list-style-type: none"> a.1.1 contest for the ball a.1.2 tackling the player in possession of the ball a.2 knowledge of and ability to apply modified rules appropriate to age group and skill level of players in relation to: <ul style="list-style-type: none"> - marking - tackling - free kicks - kicking off the ground b. for boundary umpires refers to: <ul style="list-style-type: none"> b.1 out of bounds decisions c. for goal umpires refers to: <ul style="list-style-type: none"> c.1 scoring decisions
6. Information	<ul style="list-style-type: none"> a. laws and interpretations b. control of the match c. infringements d. scoring e. out of bounds f. competitive positioning - ruckmen at centre bounces g. player/on field club official reactions/umpiring colleague - verbal, non

	<ul style="list-style-type: none"> verbal h. other officials -field umpires, goal umpires, boundary umpires, runners, trainers i. positioning of umpire j. cooperation between umpires
7. Information	<ul style="list-style-type: none"> is imparted a. in writing b. verbally c. indications d. signals
8. Junior or beginner level	<ul style="list-style-type: none"> a. participants with limited or no umpiring experience in Australian football b. players range from under age to open competition c. adequate health status d. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
9. Other officials	<ul style="list-style-type: none"> a. timekeepers b. field umpires c. boundary umpires d. goal umpires e. interchange steward f. team managers g. coaches h. sport medicine personnel i. controlling body official j. coaches k. runners l. trainers m. water carriers
10. Resources	<ul style="list-style-type: none"> a. marked ground b. padded goal and behind posts c. interchange area d. materials - controlling body paperwork e. health and safety provisions - stretcher, trainer f. siren g. players h. competing team officials i. timekeepers/official scorers
11. Rules and regulations	<ul style="list-style-type: none"> a. laws of Australian football b. level 1 National Activity Organisation field umpire coaching manual, video and workbook c. level 1 National Activity Organisation boundary umpiring coaching manual, video and workbook d. level 1 National Activity Organisation goal umpire coaching manual, video and workbook e. National Activity Organisation junior policy booklet f. rules of Aussie footy g. National Activity Organisation codes of conduct
12. Spirit of the laws	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of Australian football regarding the interpretation of the laws of the game
13. Spirit of the match	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. spirit of the laws e. National Activity Organisation junior policy f. enjoyment

Evidence Guide

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge to successfully interpret and apply the fundamental rules that are required to manage an Australian football match at a junior or beginner level</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess the physical condition of the players and/or other officials</p> <p>c.2 Ratify qualification and registration details of the players and/or other officials</p> <p>c.3 Assess environment, facilities and equipment prior to the gam and act appropriately</p> <p>c.4 Observe a match and identify information on which to base fundamental decisions</p> <p>c.5 Interpret and apply rules and regulations in accord with the spirit of the game</p> <p>c.6 Communicate decisions and manage the outcomes of decision making while umpiring the match</p> <p>c.7 Communicate decisions to players, coaches and spectators</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS AFT 002A Use basic communication strategies to umpire Australian football at a junior or beginner level</p> <p>b.2 SRS AFT 004A Demonstrate fundamental positioning skills relevant to umpiring Australian football at junior or beginner level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during officiating duties</p> <p>a.2 Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during officiating duties</p> <p>a.3 Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted</p> <p>a.4 Basic knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand officiating philosophies</p> <p>a.5 Basic knowledge of the career path for umpires in order to develop your own career path in officiating</p> <p>a.6 Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required</p> <p>a.7 Working in a team environment in order to develop rapport with other members and achieve set outcomes</p> <p>a.8 Basic knowledge of the match and match environment in order to effectively officiate an Australian football match</p> <p>a.9 Basic knowledge of the role of the field, boundary and goal umpire in order to work as a team</p>

	<ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons b.2 Basic motor skills in order to umpire efficiently and effectively b.3 Whistle, running, indications in order to umpire effectively b.4 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately b.1 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately b.5 For goal umpires ability to position appropriately and signal appropriately b.6 Basic planning and organising skills to ensure the management of the game is effective b.7 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism b.8 Basic administrative skills in order to complete necessary paperwork correctly b.9 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a junior or beginner level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed under match conditions on at least three (3) occasions to ensure consistency of performance over the range of variables and contexts applicable to the Australian football umpiring situation
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual umpiring situation during fixtured matches b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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 and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

SRS AFT 002A USE BASIC COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Use basic oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained to players and other officials through simple verbal information b. The voice is used effectively c. Players and other officials are listened to and a response is given d. Players and other officials are interacted with in a friendly and professional manner
2. Use fundamental indications	<ul style="list-style-type: none"> a. Fundamental indications associated with Australian football are used to clearly convey an explanation of decisions to players, spectators, scorers or timekeepers b. Signals are interpreted from other officials c. Indications are used to work as a team with other officials
3. Use fundamental auditory devices	<ul style="list-style-type: none"> a. The complete range of whistle commands are performed b. A strong whistle is used to convey decisions in an authoritative manner
4. Make effective use of body language	<ul style="list-style-type: none"> a. An open body stance and posture is used when interacting with others b. Firm, confident indications and movements are used while umpiring c. Eye contact is made when communicating with others

Range of Variables

USE BASIC COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of Australian football	<ul style="list-style-type: none"> a. the <i>Code of Conduct</i> policy b. the National Officiating Program's <i>Officials Code of Conduct</i> policy c. National Activity Organisation or Local Activity Organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of Australian football g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets, goal umpire flags, scorecards b. personal equipment - uniform c. red/yellow cards
3. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. spectators/parents
4. Fundamental indications/signals	<ul style="list-style-type: none"> a. field umpire <ul style="list-style-type: none"> a.1 push in the back a.2 high tackle a.3 holding the man a.4 holding the ball a.5 start of match/quarter a.6 end of quarter/match a.7 all clear - goal, behind a.8 blood rule a.9 throw the ball in (out of bounds) a.10 play on a.11 advantage a.12 50 metre penalty b. boundary umpire <ul style="list-style-type: none"> b.1 out of bounds b.2 out on the full b.3 blood rule c. goal umpire <ul style="list-style-type: none"> c.1 goal c.2 behind d. assisting with <ul style="list-style-type: none"> d.1 out of bounds d.2 out on the full d.3 blood rule
5. Fundamental auditory devices	<ul style="list-style-type: none"> a. whistle b. siren

	<ul style="list-style-type: none"> c. horn d. bell
6. Given situation	<ul style="list-style-type: none"> a. infringement b. interaction with players - verbal c. scoring d. general play e. set play f. out of bounds g. blood rule h. reportable offence i. order off j. interaction with other umpires/officials
7. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring - all clears d. general play e. set play f. commencement of game/end of game g. time on/off h. blood rule i. send off j. advantage k. participant reactions l. Other officials boundary/goal umpires/time keepers interaction
8. Information	<ul style="list-style-type: none"> is imparted a. in writing b. verbally c. indications d. signals e. aurally
9. Junior or beginner level	<ul style="list-style-type: none"> a. participants with/without experience in Australian football b. players are mainly children and young people c. participants may have special needs (eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical)
10. Other officials	<ul style="list-style-type: none"> a. scorers b. timekeepers c. boundary umpires d. goal umpires e. trainers f. water carriers g. sports administrators h. coaches i. umpires escort j. interchange steward
11. Resources	<ul style="list-style-type: none"> a. marked ground b. padded goal and behind posts c. interchange area d. materials <ul style="list-style-type: none"> d.1 scorecards d.2 match report form d.3 timekeepers card d.4 other controlling body paperwork e. health and safety provisions <ul style="list-style-type: none"> e.1 trainers e.2 stretcher f. siren g. players h. competing team officials

12. Rules and regulations	i.	umpires room
	j.	timekeepers/official scorers
	a.	current laws of Australian football
	b.	level 1 umpiring manuals and videos – field, boundary and goal
	c.	National Activity Organisation junior policy booklet
d.	rules of Aussie footy	
e.	National Activity Organisation codes of conduct	

Evidence Guide

USE BASIC COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A JUNIOR OR BEGINNER LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of basic communication strategies used to umpire Australian football at a junior or beginner level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate orally with players and other officials in an effective manner c.2 Use and interpret fundamental indications/signals c.3 Use the whistle in a strong manner c.4 Convey a confident and friendly manner through body and posture while performing the role of the umpire on match day
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 001A Interpret and apply the fundamental rules of Australian football at a junior or beginner level b.2 SRS AFT 004A Demonstrate fundamental positioning skills relevant to umpiring Australian football at junior or beginner level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties a.2 Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties a.3 Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted a.4 Basic knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies a.5 Basic knowledge of the career path for umpires in order to develop your own career path in umpiring a.6 Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required a.7 Working in a team environment in order to develop rapport with other members and achieve set outcomes a.8 Basic knowledge of the match and match environment in order to effectively umpire an Australian football match a.9 Basic knowledge of the role of the field, boundary and goal umpire in order to work as a team b. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons b.2 Basic motor skills in order to umpire efficiently and effectively b.3 Whistle, running, indications in order to umpire effectively b.4 For field umpires ability to position appropriately, bounce the ball,

	<p>use a whistle, run and indicate appropriately</p> <p>b.5 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately</p> <p>b.6 For goal umpires ability to position appropriately and signal appropriately</p> <p>b.7 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.8 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.9 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.10 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p>
4. Resource implications	<p>a. Assessment of this competency requires access to an Australian football facility, equipment and participants competing at a junior or beginner level of competition</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed under match conditions on at least three (3) occasions to ensure consistency of performance is in accordance with the guidelines of umpiring Australian football</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual umpiring situation in a fixtured match on at least three (3) occasions</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Participants must be a member of a formal umpiring organisation within the state umpiring structure</p> <p>d. Assessment of this unit of competence will involve observation of the umpire in action, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

**SRS AFT 003A PROVIDE REPORTS AND RECEIVE FEEDBACK
RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL
AT A JUNIOR OR BEGINNER LEVEL**

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Perform the administrative duties and responsibilities which have to be carried out on match day	a. Relevant paperwork is completed and signed as required by leagues/associations or controlling body b. Written reports are forwarded to the leagues/association or controlling body as per the local guidelines
2. Provide oral /written reports	a. Formal oral/written reports are provided to controlling body ,mentor, adviser, or other relevant person b. Informal oral/written reports are forwarded to controlling body, mentor, adviser, or other relevant person
3. Attend to the reporting and tribunal procedures	a. <i>Appropriate procedures</i> for reporting players are followed
4. Receive feedback	a. Feedback provided by others is discussed and analysed in a rational and constructive way b. Changes to improve the quality of officiating are implemented based on formal feedback provided by appointed mentors, advisers, and other relevant persons c. Changes to improve the quality of officiating are implemented based on informal discussions with players, other officials and parents

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Appropriate procedures	<ul style="list-style-type: none"> a. on ground <ul style="list-style-type: none"> a.1 Identify reportable offences a.2 stop the match, blow time on a.3 advise the offender a.4 make a brief note at the time of the report a.5 blow time off and recommence the match b. post match <ul style="list-style-type: none"> b.1 complete the report of player forms accurately b.2 sign each copy of the report form b.3 distribute copies of the report form to a representative from each club b.4 forward original copy to the controlling body b.5 umpire keeps a copy for his reference c. at tribunal <ul style="list-style-type: none"> c.1 arrive at hearing in plenty of time, well presented d. present evidence/answers to questions in a positive, clear, forthright and honest manner
2. Best practice principles of Australian football	<ul style="list-style-type: none"> a. the <i>Code of Conduct</i> policy b. the National Officiating Program's <i>Officials Code of Conduct</i> policy c. National Activity Organisation or Local Activity Organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of Australian football g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 tribunal room layout a.2 tribunal hearing format b. weather conditions c. spectators/parents d. player advocates
4. Junior or beginner level	<ul style="list-style-type: none"> a. participants without experience in Australian Football b. players are mainly children and young people c. participants may have special needs (eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical)
5. Other officials	<ul style="list-style-type: none"> a. scorers b. timekeepers c. boundary umpires d. goal umpires e. sports administrators

	<ul style="list-style-type: none">f. coachesg. interchange stewardh. umpires escorti. trainersj. team managers
6. Relevant paperwork	<ul style="list-style-type: none">a. best and fairest votesb. report of player formsc. timekeepers cardsd. team sheetse. goal umpires cardsf. interchange steward sheetsg. controlling body match report
7. Reportable offences	<ul style="list-style-type: none">a. towards/on an umpireb. towards/on a playerc. intrusion on the match/safety of other players

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of providing reports and receiving feedback relevant to Australian football at junior or beginner level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Receive feedback and react positively c.2 Identify reportable offences c.3 Accurately complete report of player forms c.4 Present at a tribunal hearing c.5 Convey oral reports to others
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 001A Interpret and apply the fundamental rules of Australian football at a junior or beginner level b.2 SRS AFT 002A Use basic communication strategies to umpire Australian football at a junior or beginner level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties a.2 Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties a.3 Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted a.4 Basic knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies a.5 Basic knowledge of the career path for umpires in order to develop your own career path in umpiring a.6 Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required a.7 Working in a team environment in order to develop rapport with other members and achieve set outcomes a.8 Basic knowledge of the match and match environment in order to effectively umpire an Australian football match a.9 Basic knowledge of the role of the field, boundary and goal umpire in order to work as a team c. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons b.2 Basic motor skills in order to umpire efficiently and effectively b.3 Whistle, running, indications in order to umpire effectively

	<ul style="list-style-type: none"> b.4 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately b.5 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately b.6 For goal umpires ability to position appropriately and signal appropriately b.7 Basic planning and organising skills to ensure the management of the game is effective b.8 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism b.9 Basic administrative skills in order to complete necessary paperwork correctly b.10 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an Australian football ground, equipment and participants competing at a junior or beginner level b. Assessment of this unit of competency requires access to a convened tribunal hearing or a mock tribunal hearing
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed under match conditions over a minimum of three (3) matches in order to ensure consistency of performance is in accordance with the guidelines of umpiring Australian football
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual umpiring situation in a fixtured match and at a tribunal hearing b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will involve observation of the umpire during a formal feedback session provided after an umpiring performance, as well as during simulated formal feedback sessions during training situations and at tribunal hearings as well as a written/oral assessment on the underpinning knowledge component (rules/regulations) in compliance with National Activity Organisation guidelines d. Participants must be a member of a formal umpiring organisation within the state umpiring structure

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
1	1	-	1	1	1	1

SRS AFT 004A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT JUNIOR OR BEGINNER LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s to start or recommence play	a. Start/recommencement play situations are identified and the appropriate position adopted
2. Adopt appropriate position/s for set plays	a. Set play situations are identified and the appropriate position adopted b. Environmental conditions are identified and the appropriate position adopted
3. Adopt appropriate position/s for general play	c. General play situations are identified and the appropriate position adopted d. Environmental conditions are identified and the appropriate position adopted
4. Move appropriately to maintain optimal position to view play throughout the game	a. The play is analysed and the best position selected to see all elements of the situation at hand b. Position is adjusted according to the direction or movement of play c. Other officials are cooperated with in a friendly and professional manner

Range of Variables

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of Australian football	<ul style="list-style-type: none"> a. the <i>Code of Conduct</i> policy b. the National Officiating Program's <i>Officials Code of Conduct</i> policy c. National Activity Organisation or Local Activity Organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of Australian football g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Environmental conditions	<ul style="list-style-type: none"> a. sun b. wind c. location on the ground d. position accordingly <ul style="list-style-type: none"> d.1 distance from set play d.2 distance from likely contest
3. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets, goal umpire flags b. personal equipment - uniform c. red/yellow cards
4. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 sun a.2 wind a.3 ground conditions b. spectators/parents
5. Fundamental positioning considerations	<ul style="list-style-type: none"> a. major axis b. minor axis c. initial position d. side on e. inside play f. set play g. general play h. long side of the ground i. short side of the ground j. boundary line k. scoring line l. centre square m. 50 metre arc n. goal/behind posts
6. General play situations	<ul style="list-style-type: none"> a. around the ground b. play heads towards the boundary line c. play heads towards goal

	d. umpire level with, or behind the player who has kicked the ball
7. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. verbal control c. distance from play d. wind e. sun f. wing g. centre of the ground h. player in possession i. forward of play j. anticipated destination of the kick k. half way between kicker and catcher l. 45 degrees from kicker m. goal square n. goal post o. behind post
8. Information	<ul style="list-style-type: none"> is imparted a. verbally b. indications c. signals
9. Junior or beginner level	<ul style="list-style-type: none"> a. participants without experience in Australian football b. mainly children and young people c. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical
10. Other officials	<ul style="list-style-type: none"> a. timekeepers/scorers b. boundary umpires c. goal umpires d. field umpires e. interchange steward f. sports administrators g. coaches h. trainers i. runners j. water carriers k. team managers l. umpires coaches/advisors/observers
11. Resources	<ul style="list-style-type: none"> a. marked ground b. padded goal and behind posts c. interchange area d. materials <ul style="list-style-type: none"> d.1 scorecards d.2 match report forms d.3 timekeepers cards e. health and safety provisions <ul style="list-style-type: none"> e.1 trainers e.2 stretcher f. competing team officials g. umpires room
12. Rules and regulations	<ul style="list-style-type: none"> a. laws of Australian football b. level 1 National Activity Organisation field umpiring manual, video and workbook c. level 1 National Activity Organisation boundary umpiring manual, video and workbook d. level 1 National Activity Organisation goal umpiring manual, video and workbook e. National Activity Organisation junior policy booklet f. rules of Aussie footy g. National Activity Organisation codes of conduct

13. Set play situations	<ul style="list-style-type: none">a. around the groundb. kick in after a behindc. kick at goal likely to scored. kick from deep in defencee. position accordingly<ul style="list-style-type: none">e.1 distance from set playe.2 distance from likely contest
14. Start/recommence play situations	<ul style="list-style-type: none">a. start of match/quarterb. field bouncec. following a goald. boundary throw-in

Evidence Guide

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT JUNIOR OR BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of fundamental positioning skills relevant to umpiring Australian football at junior or beginner level in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Effectively see the situation at hand</p> <p>c.2 Position appropriately at set plays</p> <p>c.3 Position appropriately in general play</p> <p>c.4 position appropriately in the scoring area</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS AFT 001A Interpret and apply the fundamental rules of Australian football at a junior or beginner level</p> <p>b.2 SRS AFT 002A Use basic communication strategies to umpire Australian football at a junior or beginner level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of the fundamental rules and regulations of Australian football in order to interpret and apply them during umpiring duties</p> <p>a.2 Knowledge of the relevant modified rules and regulations of Australian football in order to interpret and apply them during umpiring duties</p> <p>a.3 Knowledge of relevant equipment and safety requirements in order to ensure a safe match is conducted</p> <p>a.4 Basic knowledge of the National Accreditation Scheme for umpires in Australian football in order to understand umpiring philosophies</p> <p>a.5 Basic knowledge of the career path for umpires in order to develop your own career path in officiating</p> <p>a.6 Knowledge of presentation requirements for umpires in order to deliver talks and effectively represent organisation when required</p> <p>a.7 Working in a team environment in order to develop rapport with other members and achieve set outcomes</p> <p>a.8 Basic knowledge of the match and match environment in order to effectively umpire an Australian football match</p> <p>a.9 Basic knowledge of the role of the field, boundary and goal umpire in order to work as a team</p> <p>b. Underpinning skills:</p> <p>b.1 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons</p> <p>b.2 Basic motor skills in order to umpire efficiently and effectively</p> <p>b.3 Whistle, running, indications in order to umpire effectively</p> <p>b.4 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately</p> <p>b.5 For boundary umpires ability position appropriately, throw the ball</p>

	<p>in, use a whistle, run and indicate appropriately</p> <p>b.6 For goal umpires ability to position appropriately and signal appropriately</p> <p>b.7 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.8 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.9 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.10 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p>
4. Resource implications	a. Assessment of this unit of competency requires access to an Australian football facility, equipment and participants competing at a junior or beginner level
5. Consistency in performance	a. Competence in this unit must be assessed under match conditions on at least three (3) occasions in order to ensure consistency of performance in accordance with the guidelines of umpiring Australian football
6. Context for assessment	<p>a. Competency must be demonstrated in an actual umpiring situation in a fixtured match on at least three (3) occasions</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Participants must be a member of a formal umpiring organisation within the state umpiring structure</p> <p>d. Assessment of this unit of competence will involve observation of the umpire in action, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

SRS AFT 005A INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

AFT Australian football

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a game</p>	<p>a. The condition of the players/<i>other officials</i> are assessed in terms of their suitability to participate in the match and in accord with the accepted <i>best practice principles of Australian football</i></p> <p>b. The environment, facilities and <i>equipment</i> are assessed to ensure they are in accordance with the requirements for the match</p> <p>c. The safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the match</p> <p>d. Appropriate action is taken based on an assessment of the conditions</p>
<p>2. Observe a match and identify information on which to base decisions</p>	<p>a. Players and club officials are observed to see that the match is conducted in accordance with the <i>rules and regulations of Australian football</i> including local rules</p> <p>b. Observation is undertaken with minimal disruption to the conduct of the game</p> <p>c. Breaches of <i>rules and regulations</i> by players and club officials are identified and appropriate action taken</p>
<p>3. Interpret and apply rules and regulations in accord with the spirit of the game</p>	<p>a. The laws are applied using relevant information</p> <p>b. The interpretation of rules or regulations is consistent with the spirit of the laws of Australian football</p> <p>c. Accurate and consistent decision making is demonstrated based on fairness, participant safety and the spirit of the laws</p>
<p>4. Communicate decisions and manage the outcomes of decision making while umpiring the match</p>	<p>a. Decisions are communicated in accordance with the prescribed procedures for Australian football at local or district level of competition</p> <p>b. The reactions of participants are managed in accordance with the <i>rules and regulations</i> of Australian football at <i>local or district level</i> of competition, including the umpiring guidelines</p>

Range of Variables

INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. whistle b. personal equipment - uniform, notebook, pen, report sheets, scorecards, flags c. equipment for visual aids - red/yellow cards
2. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground condition a.2 fencing b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches benches d. spectators
3. Information	<ul style="list-style-type: none"> a. laws and interpretations b. regulations c. player injury d. competitive positioning of players e. participant reactions - verbal f. field umpire g. relevant laws and interpretations h. spirit of the laws <ul style="list-style-type: none"> h.1 contest for the ball - general play h.2 contest for the ball - marking contests h.3 contest for the ball - ruck contests h.4 tackling the player in possession h.5 advantage plays h.6 50 metre penalty h.7 diving on the ball i. other free kicks j. order off law k. contests between players l. scoring m. goal umpire <ul style="list-style-type: none"> m.1 relevant laws and interpretations m.2 scoring m.3 positioning of umpire n. boundary umpire <ul style="list-style-type: none"> n.1 relevant laws and interpretations n.2 out of bounds/out off the full o. is imparted <ul style="list-style-type: none"> o.1 signals o.2 in writing o.3 verbally o.4 indications
4. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory,

	<p>strength, endurance and flexibility</p> <ul style="list-style-type: none"> c. participants with appropriate motor performance factors - agility, speed, coordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials up to senior local or district level of competition
5. Other officials	<ul style="list-style-type: none"> a. timekeepers b. colleagues c. sports administrators d. team Managers e. coaches f. sport medicine personnel g. interchange steward h. runners i. trainers j. water carriers
6. Resources	<ul style="list-style-type: none"> a. playing ground <ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn
7. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. level 2 field umpire coaching manual, workbook and video c. level 2 boundary umpire coaching manual and workbook d. level 2 goal umpire coaching manual and workbook e. National Activity Organisation codes of conduct
8. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. advantage rule e. creating a flowing game f. enjoyment
9. Spirit of the laws	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of Australian football regarding the interpretation

Evidence Guide

INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of interpreting and applying the rules of Australian football at a local or district level in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Evaluate whether conditions are suitable to commence the match</p> <p>c.2 Observe a game and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision for a particular situation</p> <p>c.4 Communicate that decision to the players, coaches, spectators</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS AFT 006A Use communication strategies to umpire Australian football at a local or district level</p> <p>b.2 SRS AFT 007A Demonstrate positioning skills relevant to umpire Australian football at a local or district level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of the rules and regulations of Australian football in order to officiate effectively</p> <p>a.2 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management</p> <p>a.3 Knowledge of the role of the umpires in order to umpire with authority and effectiveness</p> <p>a.4 Knowledge of the two umpire system in order to work as a team when required</p> <p>a.5 Knowledge of an umpiring game plan in order to umpire effectively</p> <p>a.6 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively</p> <p>a.7 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences</p> <p>a.8 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions</p> <p>a.9 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game</p> <p>a.10 Knowledge of the order off procedures in order to umpire effectively</p> <p>b. Underpinning skills:</p> <p>b.1 Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football</p> <p>b.2 Decision making skills in order to umpire effectively making</p>

	<p>decisions relevant to the game flow</p> <p>b.3 Player management skills in order to develop rapport with players and control the game</p> <p>b.4 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons</p> <p>b.5 Basic motor skills in order to umpire efficiently and effectively</p> <p>b.6 Whistle, running, indications in order to umpire effectively</p> <p>b.7 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately</p> <p>b.8 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately</p> <p>b.9 For goal umpires ability to position appropriately and signal appropriately</p> <p>b.10 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.11 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.12 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.13 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p>
4. Resource implications	<p>a. Assessment of this competency requires access to an Australian football ground, equipment and players competing at a local or district level of competition</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit of competency must be assessed over a minimum of three (3) matches in order to ensure consistency of performance in accordance with the guidelines of umpiring Australian football</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual umpiring situation during fixtured matches</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1

SRS AFT 006A USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	a. Verbal information and instruction is provided to explain decisions to players, coaches, club officials and other umpires b. The voice is used effectively c. Players and other officials are listened to and a response is given d. Players and other officials are interacted with in a friendly and professional manner
2. Use indications	a. Indications associated with Australian football are used to convey an explanation of decisions to other umpires, players, spectators, interchange stewards, scorers or timekeepers b. Signals from other officials are interpreted
3. Use auditory devices	a. The complete range of whistle commands are performed b. Effective use of a whistle is demonstrated to effectively influence outcomes
4. Employ interpersonal skills	a. A range of interpersonal skills is demonstrated when handling on ground situations b. A range of interpersonal skills is demonstrated when handling off ground situations
5. Make effective use of body language	a. An open body stance and posture is used when interacting with others b. Firm, confident signals and movements are used c. Eye contact is made

Range of Variables

USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	<ul style="list-style-type: none"> a. siren b. whistles
2. Equipment	<ul style="list-style-type: none"> a. personal equipment - uniform, notebook, pen, report sheets, scorecard, flags b. equipment for visual aids - red/yellow cards
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground conditions a.2 ground markings a.3 ground fencing b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches' benches d. other facility users e. spectators f. media
4. Information	<ul style="list-style-type: none"> a. laws and interpretations b. regulations c. player injury d. competitive positioning of players e. participant reactions – verbal f. field umpire <ul style="list-style-type: none"> f.1 relevant laws and interpretations f.2 spirit of the laws f.3 contests between players f.4 scoring g. goal umpire <ul style="list-style-type: none"> g.1 relevant laws and interpretations g.2 scoring g.3 scoring - all clears g.4 start/end match or quarter g.5 delay in play g.6 participant reactions - verbal and physical g.7 other officials g.8 positioning of umpires h. positioning of umpires <ul style="list-style-type: none"> h.1 boundary umpire h.2 relevant laws and interpretations h.3 out of bounds/out of the full h.4 scoring - all clears h.5 start/end match or quarter h.6 delay in play h.7 participant reactions - verbal and physical h.8 other officials i. information is imparted

	<ul style="list-style-type: none"> i.1 verbally i.2 in writing i.3 aurally i.4 signals i.5 indications
5. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory, strength, endurance and flexibility c. participants with appropriate motor performance factors - agility, speed, coordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials up to senior local or district level of competition
6. Other officials	<ul style="list-style-type: none"> a. the umpire b. timekeepers c. colleagues d. sports administrators e. team managers f. coaches g. sport medicine personnel <ul style="list-style-type: none"> g.1 doctor g.2 physiotherapist h. interchange steward i. runners j. trainers k. water carriers l. umpires coaches/advisors/observers
7. Resources	<ul style="list-style-type: none"> a. playing ground <ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn
8. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. level 2 field umpires manual, workbook and video c. level 2 boundary umpire coaching manual and workbook d. level 2 goal umpire coaching manual and workbook e. National Activity Organisation codes of conduct
9. Signals	<ul style="list-style-type: none"> a. field umpire b. push in the back <ul style="list-style-type: none"> b.1 high tackle b.2 holding the man b.3 holding the ball b.4 start of match/quarter b.5 end of quarter/match b.6 all clear - goal, behind b.7 blood rule b.8 throw the ball in (out of bounds) b.9 change of control

- b.10 retaining control
- c. boundary umpire
 - c.1 out of bounds
 - c.2 out on the full
 - c.3 blood rule
- d. goal umpire
 - d.1 goal
 - d.2 behind
- e. assisting with
 - e.1 out of bounds
 - e.2 out on the full
 - e.3 blood rule

Evidence Guide

USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of communication strategies used to umpire Australian football at a local or district level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Employ interpersonal skills to communicate orally with players and other officials in an effective manner c.2 Use and interpret signals c.3 Use auditory devices c.4 Convey a confident and friendly manner through body and posture
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 005A Interpret and apply the rules of Australian football at a local or district level b.2 SRS AFT 007A Demonstrate positioning skills relevant to umpire Australian football at a local or district level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the rules and regulations of Australian football in order to umpire effectively a.2 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management a.3 Knowledge of the role of the umpires in order to umpire with authority and effectiveness a.4 Knowledge of the two umpire system in order to work as a team when required a.5 Knowledge of an umpiring game plan in order to umpire effectively a.6 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively a.7 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences a.8 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions a.9 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game a.10 Knowledge of the order off procedures in order to umpire effectively b. Underpinning skills: <ul style="list-style-type: none"> b.1 Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football b.2 Decision making skills in order to officiate effectively making

	<p>decisions relevant to the game flow</p> <p>b.3 Player management skills in order to develop rapport with players and control the game</p> <p>b.4 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons</p> <p>b.5 Basic motor skills in order to umpire efficiently and effectively</p> <p>b.6 Whistle, running, indications in order to umpire effectively</p> <p>b.7 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately</p> <p>b.8 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately</p> <p>b.9 For goal umpires ability to position appropriately and signal appropriately</p> <p>b.10 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.11 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.12 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.13 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a local or district level of competition</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of three (3) matches in order to ensure consistency of performance in accordance with the guidelines of umpiring Australian football</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual umpiring situation in fixtured matches on at least three (3) occasions</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1

SRS AFT 007A DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adopt appropriate position/s to start or restart play</p>	<p>a. The positioning principles for field umpiring (1 and 2 umpire system) and/or goal umpiring and/or boundary umpiring at the commencement or recommencement of a match are identified and noted</p> <p>b. The appropriate positioning for field umpiring (1 and 2 umpire system), goal umpiring and boundary umpiring at the commencement or recommencement of a match are demonstrated</p>
<p>2. Adopt appropriate position/s for general plays</p>	<p>a. The positioning principles for field umpiring (1 and 2 umpire system) goal umpiring and/or boundary umpiring in general play and play near scoring line and boundary line are identified and noted</p> <p>b. The appropriate positioning for field umpiring (1 and 2 umpire system), goal umpiring and boundary umpiring in general play and play near scoring line and boundary line are demonstrated</p> <p>c. Positioning principles for a set shot at goal likely to score (1 and 2 umpire system) are applied</p>
<p>3. Move appropriately to maintain optimal position to view play throughout the game</p>	<p>a. The best position is consistently obtained to see all elements of the situation at hand (1 and 2 umpire system)</p> <p>b. Teamwork with umpiring colleagues and other officials (1 and 2 umpire system) is demonstrated</p>

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. whistle b. personal equipment - uniform, note book, pen, report sheets, scorecard, flags c. red/yellow cards
2. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground conditions a.2 ground markings a.3 ground fencing b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches bench d. other facility users e. spectators f. media g. environmental
3. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring d. ball in contest e. base heading toward boundary line f. boundary throw ins g. field bounces h. relinquishing control i. short kicks and ball kicked across the ground j. ball kicked out of defence k. player running with the ball l. long passage of play with ball in contest m. ball kicked toward second umpire n. ball kicked away from second umpire o. kick at goal unlikely to score p. the awarding of free kicks by second umpire q. laws and interpretations r. regulations s. player injury t. competitive positioning of players u. participant reactions - verbal v. field umpire w. relevant laws and interpretations x. spirit of the laws <ul style="list-style-type: none"> x.1 contest for the ball - general play x.2 contest for the ball - marking contests x.3 contest for the ball - ruck contests x.4 tackling the player in possession x.5 marking x.6 other free kicks

	<ul style="list-style-type: none"> x.7 order off law y. contests between players z. scoring aa. goal umpire <ul style="list-style-type: none"> aa.1 relevant laws and interpretations aa.2 scoring aa.3 positioning of umpire bb. boundary umpire <ul style="list-style-type: none"> bb.1 relevant laws and interpretations bb.2 out of bounds/out of the full cc. is imparted <ul style="list-style-type: none"> cc.1 verbally cc.2 indications
<p>4. Local or district level</p>	<ul style="list-style-type: none"> a. participants with level 1 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory, strength, endurance and flexibility c. participants with appropriate motor performance factors - agility, speed, co-ordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials up to senior local or district level of competition
<p>5. Other officials</p>	<ul style="list-style-type: none"> a. timekeepers b. colleagues c. sports administrators d. team managers e. coaches f. sport medicine personnel <ul style="list-style-type: none"> f.1 doctor f.2 physiotherapist g. interchange steward h. runners i. trainers j. water carriers
<p>6. Positioning considerations</p>	<ul style="list-style-type: none"> a. starting play b. set play c. general play d. change of control e. retaining control f. second umpire g. end of quarters h. pre determined areas of control i. position of other umpire j. player being reported by umpire
<p>7. Resources</p>	<ul style="list-style-type: none"> a. playing ground <ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn

8. Rules and regulations

- a. current edition of the laws of Australian football
- b. level 2 field umpire coaching manual, workbook and video
- c. level 2 boundary umpire coaching manual and workbook
- d. level 2 goal umpire coaching manual and workbook
- e. National Activity Organisation codes of conduct

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE AUSTRALIAN FOOTBALL AT A LOCAL OR DISTRICT LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of positioning skills relevant to umpire Australian football at a local or district level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Position effectively to see the situation at hand and make the correct decision c.2 Position appropriately for set plays c.3 Co-operate with partner and other officials
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 005A Interpret and apply the rules of Australian football at a local or district level b.2 SRS FT 006A Use communication strategies to umpire Australian football at a local or district level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the rules and regulations of Australian football in order to umpire effectively a.2 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management a.3 Knowledge of the role of the umpires in order to umpire with authority and effectiveness a.4 Knowledge of the two umpire system in order to work as a team when required a.5 Knowledge of an umpiring game plan in order to umpire effectively a.6 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively a.7 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences a.8 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions a.9 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game a.10 Knowledge of the order off procedures in order to umpire effectively b. Underpinning skills: <ul style="list-style-type: none"> b.1 Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football b.2 Decision making skills in order to umpire effectively making decisions relevant to the game flow

	<ul style="list-style-type: none"> b.3 Player management skills in order to develop rapport with players and control the game b.4 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons b.5 Basic motor skills in order to umpire efficiently and effectively b.6 Whistle, running, indications in order to umpire effectively b.7 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately b.8 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately b.9 For goal umpires ability to position appropriately and signal appropriately b.10 Basic planning and organising skills to ensure the management of the game is effective b.11 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism b.12 Basic administrative skills in order to complete necessary paperwork correctly b.13 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a local or district level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed under match conditions over a minimum of three (3) matches in order to ensure consistency of performance in accordance with the guidelines of umpiring Australian football
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual umpiring situation in fixtured matches on at least three (3) occasions b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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 and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1

SRS AFT 008A INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a game	<ul style="list-style-type: none"> a. The environment, facilities and equipment are assessed to ensure they are in accordance with requirements for the match b. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the match c. Appropriate actions are taken based on an assessment of the conditions
2. Observe a game and identify information on which to base decisions	<ul style="list-style-type: none"> a. Players and club officials are observed to see that the game is conducted in accordance with the rules and regulations of Australian football b. Observation is undertaken with minimal disruption to the conduct of the match c. Breaches of rules and regulations by players and club officials are identified and noted
3. Interpret and apply rules and regulations in accord with the spirit of the game	<ul style="list-style-type: none"> a. Laws are applied using relevant information b. The interpretation of rules or regulations is consistent with the spirit of the laws of Australian football c. Accurate and consistent decision making based on fairness and participant safety is demonstrated
4. Communicate decisions and manage the outcomes of decision making while officiating	<ul style="list-style-type: none"> a. Decisions are communicated in accordance with the prescribed procedures for Australian football at a state or national level of competition b. The reactions of players and club officials are managed in accordance with the rules and regulations of Australian football at a state or national level of competition, including the umpiring guidelines

Range of Variables

INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants with level 2 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory, strength, endurance and flexibility c. participants with appropriate motor performance factors - agility, speed, coordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials up to state or national level of competition
2. Equipment	<ul style="list-style-type: none"> a. personal equipment <ul style="list-style-type: none"> a.1 whistle a.2 uniform a.3 report sheets a.4 pen a.5 notebook b. equipment for visual aids
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground condition b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches benches d. spectators e. television f. media
4. Information	<ul style="list-style-type: none"> a. scoring b. competitive positioning c. participant reactions d. other officials <p>is imparted:</p> <ul style="list-style-type: none"> a. in writing b. verbally c. indications d. signals e. aurally f. computer reports
5. Other officials	<ul style="list-style-type: none"> a. timekeepers b. colleagues c. sport administrators d. team managers

	<ul style="list-style-type: none"> e. team coaches f. sports medicine personnel <ul style="list-style-type: none"> f.1 doctors f.2 physiotherapists g. interchange steward h. runners i. trainers j. water carriers k. observers l. umpire coaches m. umpires trainer
6. Resources	<ul style="list-style-type: none"> a. playing ground <ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn
7. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. Level 3 field umpire coaching manual and workbook c. National Activity Organisation codes of conduct
8. Spirit of the laws	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. advantage rule e. creating a flowing game f. enhancing the spectacle g. enjoyment

Evidence Guide

INTERPRET AND APPLY THE RULES OF AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of interpreting and applying the rules of Australian football at an advanced level in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Evaluate whether conditions are suitable to commence the game</p> <p>c.2 Observe a game and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision</p> <p>c.4 Communicate that decision to the players, colleagues, coaches and spectators</p> <p>c.5 Thoroughly prepare for and maximise performance during a match</p> <p>c.6 Understand a range of tactics and patterns of play employed at State or National level of competition</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>a. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS AFT 009A Use communication strategies to umpire Australian football at an advanced level</p> <p>b.2 SRS AFT 010A Demonstrate positioning skills relevant to umpire Australian football at an advanced level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of the rules and regulations of Australian football in order to umpire effectively</p> <p>a.2 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management</p> <p>a.3 Knowledge of the role of the umpires in order to umpire with authority and effectiveness</p> <p>a.4 Knowledge of the two umpire system in order to work as a team when required</p> <p>a.5 Knowledge of an umpiring game plan in order to umpire effectively</p> <p>a.6 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively</p> <p>a.7 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences</p> <p>a.8 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions</p> <p>a.9 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game</p> <p>a.10 Knowledge of the order off procedures in order to umpire effectively</p> <p>b. Underpinning skills:</p>

	<ul style="list-style-type: none"> b.1 Bouncing/flag waving/throwing ball in actions relevant to umpiring Australian football b.2 Decision making skills in order to umpire effectively making decisions relevant to the game flow b.3 Player management skills in order to develop rapport with players and control the game b.4 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons b.5 Basic motor skills in order to umpire efficiently and effectively b.6 Whistle, running, indications in order to umpire effectively b.7 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately b.8 For boundary umpires ability position appropriately, throw the ball in, use a whistle, run and indicate appropriately b.9 For goal umpires ability to position appropriately and signal appropriately b.10 Basic planning and organising skills to ensure the management of the game is effective b.11 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism b.12 Basic administrative skills in order to complete necessary paperwork correctly b.13 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football b.14 Public speaking skills in order to represent organisation in an effective manner when required
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a state or national level of competition b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of three (3) matches in order to ensure consistency of performance in accordance with the guidelines of umpiring Australian football
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual umpiring situation in actual fixtured matches on at least three (3) occasions b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will involve observation of the umpire in action at state or national level of competition demonstrating the skills required at advanced standard of performance as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with Australian football d. 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 and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1

SRS AFT 009A USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	a. Decisions are explained to players through clear and concise verbal communication b. Effective use of voice is demonstrated, including projecting voice over distances c. Listening skills are applied and players and other officials are responded to in a positive and non threatening manner d. Players and other officials are interacted with in a friendly and professional manner
2. Use signals	a. Signals associated with Australian football are applied to convey an explanation of decisions to other umpires, players, coaches, spectators, interchange stewards and timekeepers b. Signals from other officials are interpreted and responded to appropriately c. The use of signals to effectively co-operate with umpiring colleagues is demonstrated
3. Use auditory devices	a. The range of whistle commands is demonstrated in an authoritative manner b. The whistle is applied to influence outcomes on the field
4. Make effective use of body language	a. An open body stance and posture is used when interacting with others b. Firm, confident signals and movements while performing the role of an umpire are demonstrated

Range of Variables

USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants with level 2 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory, strength, endurance and flexibility c. participants with appropriate motor performance factors – agility, speed, coordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials at State or National level of competition
2. Auditory devices	<ul style="list-style-type: none"> a. whistle b. siren
3. Equipment	<ul style="list-style-type: none"> a. personal equipment - whistle, uniform, report sheets, pen, notebook b. equipment for visual aids - red/yellow cards
4. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground condition b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches benches d. spectators e. television f. media
5. Information	<ul style="list-style-type: none"> a. relevant laws and interpretations b. spirit of the laws: <ul style="list-style-type: none"> b.1 advantage plays b.2 50 metre penalties b.3 contest for the ball - general play b.4 contest for the ball - marking contests b.5 contest for the ball - ruck contests b.6 tackling the player in possession b.7 diving on the ball c. other free kicks <ul style="list-style-type: none"> c.1 throwing the ball c.2 shepherding c.3 interference after disposal c.4 running too far c.5 illegal interference with an opponent c.6 interference with an umpire c.7 kicking the ball out of bounds on the full, deliberately forcing the ball out of bounds, kicking the ball out of bounds from a behind c.8 wilfully wasting time

	<ul style="list-style-type: none"> c.9 carrying the ball across the boundary line c.10 touching the ball that has been signalled out of bounds by the boundary umpire c.11 abusive language or behaviour toward an umpire c.12 kicking in a manner likely to cause injury c.13 more than 4 players of one team in the centre square for a centre bounce c.14 shaking the goal post while the ball is in transit towards goal c.15 interference by any official, runner, trainer, medial officer or replaced player d. intentional tripping e. order off law f. contests between players g. relevant rules and regulations h. infringements i. scoring j. competitive positioning (eg, players in appropriate positions in relation to set play – for instance, at a free kick) k. participant reactions l. reportable offences and procedures m. other officials n. is imparted <ul style="list-style-type: none"> n.1 in writing n.2 verbally n.3 indications n.4 signals n.5 computer reports
6. Other officials	<ul style="list-style-type: none"> a. timekeepers b. colleagues c. sports administrators d. team managers e. team coaches f. sport medicine personnel <ul style="list-style-type: none"> f.1 doctors f.2 physiotherapists g. interchange steward h. runners i. trainers j. water carriers k. observers l. umpire coaches
7. Resources	<ul style="list-style-type: none"> a. playing ground <ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn
8. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. level 3 field umpire coaching manual and workbook c. National Activity Organisation codes of conduct
9. Signals	<ul style="list-style-type: none"> a. field umpire <ul style="list-style-type: none"> a.1 push in the back a.2 high tackle a.3 holding the man a.4 holding the ball

- a.5 start of match/quarter
- a.6 end of quarter/match
- a.7 all clear - goal, behind
- a.8 blood rule
- a.9 throw the ball in (out of bounds)
- a.10 change of control
- a.11 retaining control
- a.12 advantage
- a.13 play on
- a.14 50 metre penalty
- b. boundary umpire
 - b.1 out of bounds
 - b.2 out on the full
 - b.3 blood rule
- c. goal umpire
 - c.1 goal
 - c.2 behind
- d. assisting with
 - d.1 out of bounds
 - d.2 out on the full
 - d.3 blood rule

Evidence Guide

USE COMMUNICATION STRATEGIES TO UMPIRE AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of communication strategies to umpire Australian football at an advanced level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate with fellow umpires c.2 Communicate orally with elite players, club officials and other officials in an effective manner c.3 Use and interpret signals c.4 Use auditory devices c.5 Convey a confident and friendly manner through body and posture while performing the role of an umpire
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 008A Interpret and apply the rules of Australian football at an advanced level b.2 SRS AFT 010A Demonstrate positioning skills relevant to umpire Australian football at an advanced level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Comprehensive knowledge of the rules and regulations of Australian football in order to umpire effectively a.2 Comprehensive knowledge of signals and indications used in umpiring in Australian football a.3 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management a.4 Knowledge of the role of the umpires in order to umpire with authority and effectiveness a.5 Knowledge of the two umpire system in order to work as a team when required a.6 Knowledge of an umpiring game plan in order to officiate effectively a.7 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively a.8 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences a.9 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions a.10 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game a.11 Knowledge of the order off procedures in order to umpire effectively

	<p>a.12 Knowledge of team tactics and patterns of play in order to understand what is happening on the field during a match</p> <p>b Underpinning skills:</p> <p>b.1 Decision making skills in order to umpire effectively making decisions relevant to the game flow</p> <p>b.2 Player management skills in order to develop rapport with players and control the game</p> <p>b.3 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons</p> <p>b.4 Basic motor skills in order to umpire efficiently and effectively</p> <p>b.5 Whistle, running, indications in order to umpire effectively</p> <p>b.6 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately</p> <p>b.7 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.8 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.9 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.10 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p> <p>b.11 Public speaking skills in order to represent organisation in an effective manner when required</p> <p>b.12 Interpersonal skills in order to develop rapport with participants, other officials, coaches, spectators and other relevant persons and conduct the match in a friendly and professional manner</p>
<p>4. Resource implications</p>	<p>a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a state or national level of competition</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit of competency must be assessed under match conditions over a minimum of three (3) matches in order to ensure consistency of performance in accordance with the requirements for umpiring Australian football</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual umpiring situation in fixtured matches at state or national level of competition</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will involve observation of the official in action at state or national level of competition demonstrating the skills required at the Level 3 standard of performance, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with Australian football</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology

2	2	1	2	1	2	1
---	---	---	---	---	---	---

SRS AFT 010A DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adopt appropriate position/s for set plays</p>	<p>a. The positioning principles in the three umpire system applying to set play situations are identified and noted b. Positioning skills applying to set play situations are demonstrated c. Cooperative positioning skills at set play situations are applied</p>
<p>2. Adopt appropriate position/s to observe general play</p>	<p>a. The positioning principles in the three umpire system applying to general play situations are identified and noted b. Positioning skills applying to general play situations are demonstrated c. Cooperative positioning skills at general play situations are applied</p>
<p>3. Move appropriately to maintain optimal position to view play throughout the match</p>	<p>a. Positioning skills are demonstrated to consistently obtain the best position to see all elements of the situation at hand b. Teamwork with on-field colleagues is demonstrated to achieve correct positioning throughout the match</p>

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO UMPIRING AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants with level 2 experience in umpiring Australian football b. participants with appropriate levels of fitness – cardio-respiratory, strength, endurance and flexibility c. participants with appropriate motor performance factors - agility, speed, coordination d. participants with compatibility between players/club officials and umpires e. participants with stable and positive emotional approach to performance and enhancement f. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition g. players and club officials up to senior local or district level of competition
2. Equipment	<ul style="list-style-type: none"> a. personal equipment <ul style="list-style-type: none"> a.1 whistle a.2 spare whistle a.3 uniform a.4 report sheets a.5 pen a.6 notebook b. equipment for visual aids <ul style="list-style-type: none"> b.1 red/yellow cards
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 ground condition b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 sun b.3 rain c. coaches benches d. spectators e. television f. media
4. Information	<ul style="list-style-type: none"> a. relevant laws and interpretations b. commencement of the game - centre bounces c. starting each quarter <ul style="list-style-type: none"> c.1 positioning c.2 awarding of free kicks at centre bounces c.3 rotation of positions c.4 controlling umpire after a goal c.5 simultaneous penalties awarded at centre bounces d. positioning - general play - the umpire <ul style="list-style-type: none"> d.1 ball in contest d.2 play heads toward the boundary line d.3 mid zone d.4 end zone d.5 field bounce/s

	<ul style="list-style-type: none"> d.6 mid zone d.7 end zone, within and outside the tramlines e. positioning - non controlling umpire <ul style="list-style-type: none"> e.1 general play, as end zone umpires/mid zone umpires e.2 behind play incidents f. change of control - general play <ul style="list-style-type: none"> f.1 mid zone/end zone umpires f.2 long kicks f.3 short passages of play g. positioning set play <ul style="list-style-type: none"> g.1 set play in mid zone g.2 set play, greater than 40 metres not likely to score g.3 change of position g.4 set play, less than 40 metres from goal likely to score g.5 kick-in from behind g.6 set play out of defence h. changing zones <ul style="list-style-type: none"> h.1 50 metre penalty h.2 field bounces i. special provision covering the awarding of free kicks <ul style="list-style-type: none"> i.1 infringements in play/just off play i.2 implementation of free kicks awarded by the non controlling umpire i.3 infringements forward of play i.4 infringements behind play i.5 infringements behind play during a set kick j. end of game k. spirit of the laws l. contests between players m. infringements n. scoring o. competitive positioning p. participant reactions q. other officials r. is imparted <ul style="list-style-type: none"> r.1 in writing r.2 verbally r.3 indications r.4 signals r.5 computer reports
5. Other officials	<ul style="list-style-type: none"> a. timekeepers b. colleagues c. sport administrators d. team managers e. team coaches f. sports medicine personnel <ul style="list-style-type: none"> f.1 doctors f.2 physiotherapists g. interchange steward h. runners i. trainers j. water carriers k. observers l. umpire coaches m. state umpiring managers
6. Positioning considerations	<ul style="list-style-type: none"> a. side-on to the contests b. 20/25 metres from play c. angle when the ball heads to the boundary line d. pre-determined areas of control e. position of other umpires
7. Resources	<ul style="list-style-type: none"> a. playing ground

	<ul style="list-style-type: none"> a.1 marked a.2 padded posts b. team of umpires c. controlling body paperwork d. football e. stretcher f. medical kit g. ice h. change rooms i. siren/bell/horn
<p>8. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. level 3 field umpire coaching manual and workbook c. National Activity Organisation codes of conduct

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE AUSTRALIAN FOOTBALL AT AN ADVANCED LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of positioning skills relevant to umpire Australian football at an advanced level in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Position to control set plays c.2 Position to control general play c.3 Position cooperatively with umpiring colleagues
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS AFT 008A Interpret and apply the rules of Australian football at an advanced level b.2 SRS AFT 009A Use communication strategies to umpire Australian football at an advanced level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Comprehensive knowledge of the rules and regulations of Australian football in order to umpire effectively a.2 Comprehensive knowledge of signals and indications used in umpiring in Australian football a.3 Knowledge of relevant equipment and safety requirements, including bleeding and blood borne diseases and risk management a.4 Knowledge of the role of the umpires in order to umpire with authority and effectiveness a.5 Knowledge of the two umpire system in order to work as a team when required a.6 Knowledge of an umpiring game plan in order to umpire effectively a.7 Knowledge of the principles of controlling general play and set play situations in order to umpire effectively a.8 Knowledge of reportable offences and reporting procedures in order to understand which offences to report and how to report these offences a.9 Knowledge of racial vilification procedures in order to ensure a game is conducted without racial vilification and the social implications of such actions a.10 Knowledge of the legal responsibilities of an umpire to ensure you carry out all responsibilities while umpiring a game a.11 Knowledge of the order off procedures in order to umpire effectively a.12 Knowledge of team tactics and patterns of play in order to understand what is happening on the field during a match b. Underpinning skills: <ul style="list-style-type: none"> b.1 Decision making skills in order to umpire effectively making

	<p>decisions relevant to the game flow</p> <p>b.2 Player management skills in order to develop rapport with players and control the game</p> <p>b.3 Basic communication skills to ensure information is given and received accurately and understood by all relevant persons</p> <p>b.4 Basic motor skills in order to umpire efficiently and effectively</p> <p>b.5 Whistle, running, indications in order to umpire effectively</p> <p>b.6 For field umpires ability to position appropriately, bounce the ball, use a whistle, run and indicate appropriately</p> <p>b.7 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.8 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.9 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.10 Conflict resolution skills in order to manage any situation that arises while umpiring a game of Australian football</p> <p>b.11 Public speaking skills in order to represent organisation in an effective manner when required</p> <p>b.12 Interpersonal skills in order to develop rapport with participants, other officials, coaches, spectators and other relevant persons and conduct the match in a friendly and professional manner</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an Australian football facility, equipment and players competing at a state or national level of competition</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of three (3) fixtured matches in order to ensure consistency of performance in accordance with the guidelines for umpiring Australian football</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual umpiring situation in fixtured matches at state or national level of competition</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competency will involve observation of the umpire in action at state or national level of competition demonstrating the skills required at the Level 3 standard of performance as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with Australian football</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	1	2	1	2	1

SRS AFT 011A TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF AUSTRALIAN FOOTBALL

AFT

Australian football

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an intermediate skill of Australian football	<ul style="list-style-type: none"> a. Basic biomechanical principles are explained in the context of Australian football skills b. An intermediate skill and its purposes are identified and the skill is broken into components c. Observable body movements are identified 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 Australian football	<ul style="list-style-type: none"> a. The Show, Practice, Instruct, Reward method of teaching is reinforced in the context of Australian football intermediate skills b. Appropriate communication techniques and their application to a variety of players and situations are identified c. Effective group organisation is identified and noted to ensure optimum use of resources and effective communication
3. Assess players readiness to acquire and perform the intermediate skill/s of Australian football	<ul style="list-style-type: none"> a. The skill or skills to be developed are identified b. Factors which affect the acquisition of the intermediate skills of Australian football are identified and described in relation to skill acquisition of players c. Players are assessed regarding their readiness to acquire the skill being taught or developed d. The Show, Practice, Instruct, Reward method of skill development is used. Aspects needing further emphasis and/or attention are identified for intervention or progression in future sessions
4. Conduct drills, activities and/or games to teach or develop the intermediate skills of Australian football	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected to match the players readiness, the environment, the intermediate skill/s and the equipment available b. Training activities are conducted in accordance with a clearly developed set of team rules c. Training activities are conducted as part of a periodised year-long program d. Relevant information, explanations and demonstrations are provided to ensure that drills, activities and/or games are delivered to achieve identified outcomes relating to skill development e. Sufficient space and resources are allocated for the drill, activity or game f. Verbal instructions are kept to a minimum g. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis h. Players are observed to see that the drills, activities and/or games are conducted in a safe and appropriate environment i. Observation is undertaken with minimal disruption to the flow of the drill, activity or game j. Corrections and feedback regarding skill acquisition are provided on a team or individualised basis

5. **Adapt the teaching of an intermediate skill in response to feedback**
- a. An *intermediate skill* is taught utilising the **Show, Practice, Instruct, Reward** method in a monitored environment
 - b. The teaching method and coaching effectiveness are monitored during the instruction and assessed following the instruction
 - c. Any required modifications to the teaching method and coaching style are implemented in response to results of the monitoring

Range of Variables

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF AUSTRALIAN FOOTBALL

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in Australian football	<ul style="list-style-type: none"> a. National Activity Organisation policies (eg, blood rule, racial vilification, drug code) b. National Activity Organisation <i>Coaches Code of Conduct</i> c. Australian Football Coaches Association d. Accreditation of coaches through National Activity Organisation National Coaching Accreditation Scheme courses e. Australian Coaching Council's <i>Coaches Code of Conduct</i> policy f. Australian Sports Commission anti-harassment policy g. National Activity Organisation skills manual and videos
2. Basic biomechanical principles of kicking in Australian football	<ul style="list-style-type: none"> a. that are designed to teach or develop the intermediate skills of Australian football b. such as those described in "Kick Left, Kick Right" video and manual c. should include: <ul style="list-style-type: none"> c.1 basic skill drills c.2 grid work c.3 relevant modified games
3. Communicate in a style appropriate to the players	<ul style="list-style-type: none"> a. communication with a large group of players in an open environment b. one-on-one communication c. use of runners during matches d. 2 way radios (during matches) e. white-board or static presentation f. computer-generated information/reports g. video analysis/match analysis h. factors to be considered <ul style="list-style-type: none"> h.1 age h.2 gender h.3 ethnicity h.4 preferred language h.5 sensory or intellectual impairment (sight loss or hearing loss) h.6 education background
4. Drills, activities and games to teach or develop the intermediate skills of Australian football	<ul style="list-style-type: none"> a. Individual skill development (pairs, small groups) b. Drills (full ground, triangular, grids, lane work) c. Conditioned games d. Set play rehearsals e. Simulated match conditions f. There are a number of variations on each of the above activities. Details of these can be found in the appropriate National Activity Organisation coaching manuals
5. Intermediate skills of Australian football	<ul style="list-style-type: none"> a. the following skills performed accurately in a competitive environment: <ul style="list-style-type: none"> a.1 handball a.2 kicking a.3 ruckwork a.4 marking a.5 general skills (eg, bouncing, picking up) a.6 checking skills (eg, shepherding/blocking, screening, tackling)

	<ul style="list-style-type: none"> a.7 team play b. there are a number of variations on each of the above skills. Details of these can be found in the appropriate National Activity Organisation coaching manuals c. intermediate skills vary from basic skills in that the former need to be performed effectively under pressure in match conditions while the latter may be demonstrated under minimal or no pressure.
6. Laws of the game and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football b. spirit of the laws booklet c. National Activity Organisation junior policy document (including the rules of Aussie footy) d. National Activity Organisation level 2 coaching manual
7. Monitored environment	<ul style="list-style-type: none"> a. peer feedback b. coach feedback c. qualified assessor feedback
8. Organisational health and safety requirements; safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. as set out in the laws of Australian football b. professionally-fitted mouthguards should be worn c. safe ground for training and competition d. no jewellery to be worn at training e. goal posts should be padded f. change rooms and facilities conforming to appropriate health and safety regulations g. use of drink bottles consistent with policies avoiding spread of Hepatitis, Human Immuno-deficiency Virus h. first aid adequately resourced at training and at matches i. blood rule policies implemented at all times
9. Periodised	<ul style="list-style-type: none"> a. Periodised plan refers to a yearly plan taking account of variations in emphasis on skill development at training sessions during pre-season, in-season, post-season while also recognising specificity as a major principle of all aspects of training in Australian football
10. Show, Practice, Instruct, Reward	<ul style="list-style-type: none"> a. show <ul style="list-style-type: none"> a.1 name the skill a.2 demonstrate three times (minimum) a.3 give three coaching points (maximum) b. practice <ul style="list-style-type: none"> b.1 allow players to practise c. instruct <ul style="list-style-type: none"> c.1 provide instruction on the coaching points c.2 players are given the opportunity to ask questions d. reward <ul style="list-style-type: none"> d.1 provide feedback
11. Team rules	<ul style="list-style-type: none"> a. Underpinning rules for each individual team developed by the coach, perhaps in consultation with players, regarding on-field performance <ul style="list-style-type: none"> a.1 run to support a.2 no u-turns a.3 handball from ground level

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF AUSTRALIAN FOOTBALL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge to successfully interpret, develop and communicate skills of Australian football in such a way as to enable players to participate effectively at an intermediate level b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable to the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide a safe teaching environment c.2 Teach and correct intermediate Australian football skills c.3 Review and adapt coaching methods to improve effectiveness
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualised long-term training program b.2 SRX CAI 009A Conduct, monitor and adjust individualised long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS AFT 012A Apply the intermediate tactics and strategies of Australian Football in a competitive situation c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Provide information regarding drugs in sports issues c.3 SRS COA 013A Support clients to adopt the principles of sports psychology c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the intermediate skills of Australian football in order to pass this knowledge onto others in a teaching/coaching situation a.2 Knowledge of drills, activities and games to teach the intermediate skills of Australian football a.3 Knowledge of basic team formations, tactics and strategies for Australian football in order to pass these on in a teaching or coaching situation a.4 Knowledge of the laws and regulations of Australian football in order to instruct according to these laws and regulations a.5 Knowledge of the relevant modified rules and regulations of Australian football to use in an instructing situation a.6 Knowledge of relevant equipment and safety requirements and policies to conduct a safe teaching session a.7 Knowledge of the development structure of Australian football in order to assist participants to develop their game

	<ul style="list-style-type: none"> a.8 Knowledge of appropriate physical conditioning practices in Australian football in order to conduct safe training sessions a.9 Knowledge of nutrition and hydration requirements for Australian football in order to conduct safe training sessions a.10 Knowledge of the benefits and dangers of introducing a weight training program in relation to skill development and performance a.11 Knowledge of basic psychological considerations in coaching individuals and teams, especially as they relate to effective communication <p>b Underpinning skills:</p> <ul style="list-style-type: none"> b.1 Skills used to apply the rules of Australian football (eg, movement, voice, use of technical aids, judgement, reporting etc) b.2 Ability to teach effectively (especially through implementation of Show, Practice, Instruct, Reward method and use of technical aids, support staff and appropriate feedback mechanisms) b.3 Ability to implement an appropriate fitness training program which complements skill development of individuals and the team, including awareness of appropriate nutrition and hydration for footballers, weight training, and effective recovery and rehabilitation practices b.4 Ability to develop team play through introduction and refinement of strategies and tactics which build upon team rules and skill levels of players b.5 Ability to develop appropriate behaviours of self and players in relation to officials, especially to umpires b.6 Ability to work as a member of a team (including specialist coaches, selectors)
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an Australian football facility, equipment and players competing at a local or district level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed under training and match conditions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment b. Practical assessments are to be conducted during a football fixture at least once at a training session and during at least one fixtured match
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment of this unit of competence will involve observation of the coach in action, as well as written/oral assessment, including: <ul style="list-style-type: none"> a.1 Submission of goals and objectives for the year a.2 Practical assessment in a real coaching situation a.3 Submission of a written diary component a.4 Practical assessment during at least one training session and one fixtured match b. Participants must be registered coaches of teams competing in formal fixtures of matches c. Competency must be demonstrated in a real work environment d. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios e. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes f. 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 and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	2	2	-	1	1

SRS AFT 012A APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF AUSTRALIAN FOOTBALL IN A COMPETITIVE SITUATION

AFT

Australian football

DESCRIPTION: This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to teach or develop the intermediate tactics and strategies of Australian football.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess the player/s readiness to implement intermediate tactics and strategies of Australian football</p>	<p>a. The tactics and/or strategies to be developed for intermediate level players are identified</p> <p>b. Players are assessed regarding their readiness to acquire the intermediate tactics and strategies being taught or developed</p> <p>c. Factors which affect the acquisition of the intermediate tactics and strategies of Australian football are identified</p>
<p>2. Develop intermediate attacking and defensive tactics of Australian football</p>	<p>a. The strengths and weaknesses of the team are assessed and noted</p> <p>b. A team plan consistent with the team personnel is developed</p> <p>c. Appropriate methods are implemented to develop the players' ability to utilise attacking and defensive tactics and strategies</p> <p>d. Appropriate methods are implemented to develop the players' ability to appreciate and understand the interactive processes involved in tactical aspects of the game</p> <p>e. The coach develops and implements intermediate tactics and/or strategies through effective training practices and in fixtured matches over the course of a season</p> <p>f. Appropriate methods are executed to develop the players' ability to implement counteractive strategies encountered during competition</p>
<p>3. Undertake pre-match analysis and preparation</p>	<p>a. Ensure that match preparation is appropriate to the players and the environment</p> <p>b. Ensure that decisions regarding team selection and player positions are made after careful analysis of own player/s in relation to field positioning and likely match-ups</p> <p>c. Ensure that the strengths and weaknesses of opposition player/s are analysed and that own players are advised on how to approach their opponents</p>
<p>4. Undertake in-match analysis and decision making</p>	<p>a. Appropriate psychological approaches are adopted to enhance performance at this level of competition, with particular emphasis on effective communication, motivation and feed-back</p> <p>b. Decisions regarding substitutions and positional changes are made in the light of analysis of comparative strengths and weaknesses of own player/s and opposition players in relation to field positioning and match-ups</p> <p>c. Appropriate advice is provided to own players in relation to their strengths and weaknesses and those of opposition players on how to approach opponents and/or situations</p> <p>d. The situation of the game is monitored and positional changes, interchanges and counter tactics are made to best effect</p> <p>e. Where relevant, statistics are analysed, advice sought from support staff and players and relevant adjustments made to team line-up and individual match-ups</p>

-
- | | |
|--|--|
| <p>5. Undertake post-match analysis and follow-up</p> | <ul style="list-style-type: none">a. Players are debriefed appropriately following the gameb. Performance of individual players and the team are reviewed and appropriate on-going coaching strategies are implemented to enhance performance |
|--|--|

Range of Variables

APPLY THE TACTICS AND STRATEGIES OF AUSTRALIAN FOOTBALL IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
<p>1. Activities and games to teach or develop the intermediate tactics and strategies of Australian football</p>	<p>a. grid drills for developing, 1 on 1 ball control, 2 on 2 passing</p> <p>b. simulated/modified games, one team maintains possession, other team accountable for running with opponent</p> <p>c. full ground training drills simulating movement of the ball out of defense</p> <p>d. set play practice: such as clearance from centre bounce; clearance from kick-out; attacking from set kick from outside 50 metre line; zone defense positions for kick-out.</p> <p>e. game sense activities based around problem-solving at player level</p> <p>f. such as described in the <i>Australian football level 2 coaching manual</i></p> <p>g. such as described in <i>game sense</i> manual and video tape (Australian Coaching Council)</p>
<p>2. Advanced defending tactics and strategies of Australian football</p>	<p>a. the considerations relevant to development of defensive tactics and strategies in Australian football include:</p> <p style="margin-left: 20px;">a.1 on an individual basis within the team environment</p> <ul style="list-style-type: none"> - being accountable for opponent when own team not in possession - minimising attacking options by pressure in mid-field - forcing opponent onto his non-preferred side - playing between own opponent and the ball - forcing opponent to the boundary - channeling opponents and the ball to non-preferred scoring areas - spoiling, playing safe rather than taking risks - applying a tag to selected players - filling spaces at set plays while remaining accountable for opponent <p style="margin-left: 20px;">a.2 team</p> <ul style="list-style-type: none"> - man on man defense - zone defense - overloading the defensive area - counteracting actions to opposition set-plays (eg, man-up) - defensive pattern of moving the ball wide of the central corridor - defensive clearance through a switch of play across the face of goal - defensive clearance from kick off by flooding the defensive area - defensive clearance through use of the huddle at centre half back - slowing down play by sharing the ball via short kicks to unmanned teammates. <p style="margin-left: 20px;">a.3 considerations</p> <ul style="list-style-type: none"> - safety in preference to risk - time available – slow things down - stage of the game (time remaining) - occupying or restricting space within the defensive zone - decision making - anticipation

	<ul style="list-style-type: none"> - field setting - defensive balance and/or patterns - regaining possession - minimising angles of attack - concentration on proximity to opponent rather than ball-chasing - reading the play
3. Appropriate methods	<ul style="list-style-type: none"> a. using the Show, Practice, Instruct, Reward method to introduce and teach new team tactics and strategies b. making verbal instructions concise and relevant c. placing an emphasis on practical involvement d. providing feedback on an individualised basis e. providing group feedback on organisational issues not individual issues f. selecting methods of teaching/learning to suit the tactical strategies being developed g. monitoring and adjusting instruction to players' responses during and/or between sessions
4. Coach	<ul style="list-style-type: none"> a. participants with level 1 National Coach Accreditation Scheme experience in coaching Australian football b. participants with adequate health status c. participants with appropriate motor performance factors - agility, speed, coordination d. participants with stable and positive emotional approach to performance and enhancement e. participants may have special needs, eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition f. coaches at regional or local level up to state level of competition g. registered members of the Australian football coaches association h. actively coaching a team competing in a season-long fixture in a registered competition i. the National Activity Organisation requires that National Coach Accreditation Scheme general principles courses are undertaken within a sport-specific National Coach Accreditation Scheme Australian football course.
5. Endorsed standards promoted by Australian football	<ul style="list-style-type: none"> a. The standards endorsed by Australian football as they relate to coaches include: <ul style="list-style-type: none"> a.1 the National Activity Organisation <i>Coaches Code of Conduct</i> a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> a.3 Australian football policies (eg, blood rule, racial vilification, drug code) a.4 Australian Football Coaches Association a.5 Accreditation of coaches through National Activity Organisation National Coach Accreditation Scheme courses a.6 Australian Sports Commission anti-harassment policy a.7 National Activity Organisation skills manuals and videos
6. Ethical considerations	<ul style="list-style-type: none"> a. effectively represent Australian football in a positive manner to the broader community
7. Intermediate attacking tactics and strategies of Australian football	<ul style="list-style-type: none"> a. the considerations relevant to development of attacking tactics and strategies in Australian football include <ul style="list-style-type: none"> a.1 on an individual basis within the team environment <ul style="list-style-type: none"> - exploiting opponent's weaker side or one-sidedness - exploiting opponent's weaknesses (fitness) - employing deception skills (feint, baulk, dummy lead) - accountability for opponent when own team not in possession - preparedness to sacrifice own possession gathering for team possessions a.2 team <ul style="list-style-type: none"> - attacking pattern of using the central corridor forward of the centre zone

	<ul style="list-style-type: none"> - creating space within the forward zone - getting greater numbers to the ball - set plays at centre bounces, field bounces, boundary throw-ins, free kicks, kicks after a mark, kick-ins after behinds are scored, and set kicks from outside attacking 50 metre line - quick movement of the ball through overlapping handpasses and kicks. <p>a.3 considerations</p> <ul style="list-style-type: none"> - deception - risk versus safety - shot selection and placement - time available - stage of the game (time remaining) - space, depth and/or width - field setting/ rehearsal - decision making - anticipation - penetration - attacking and scoring - keeping possession - delay - reading the play
<p>8. Player readiness</p>	<p>a. players at intermediate level need to have sound development as follows:</p> <p>a.1 physical: all core areas of fitness need to be developed to a stage where participation in full competition can be undertaken</p> <p>a.2 motor skills are fully developed to a level that enables the basic skills of Australian football to be performed automatically under limited pressure.</p> <p>a.3 social/psychological/emotional: a capacity to effectively work as a member of a fully functioning team is essential, while also taking pride in on-going individual development and achievement</p>
<p>9. Resources</p>	<p>a. human/physical:</p> <p>a.1 National Activity Organisation staff and publications/videos</p> <p>a.2 Australian football National Coach Accreditation Scheme courses in each state/territory</p> <p>a.3 state directors of coaching in each state/territory</p> <p>a.4 development managers in each State/Territory Activity Organisation</p> <p>a.5 Australian Football Coaches Association branches in each state/territory</p> <p>a.6 National Activity Organisation club personnel</p> <p>a.7 Australian Coaching Council consultants</p> <p>b. equipment</p> <p>b.1 footballs</p> <p>b.2 portable goal posts</p> <p>b.3 tackle bags</p> <p>b.4 ruck bags</p> <p>b.5 marker cones</p> <p>b.6 video cameras/ players</p> <p>b.7 computer statistics systems</p> <p>c. materials</p> <p>c.1 National Activity Organisation coaching manuals</p> <p>c.2 books/articles on team play and tactics</p> <p>c.3 books/articles on game sense</p> <p>c.4 books/articles on modified games and training drills</p> <p>c.5 videos on team play and tactics</p> <p>c.6 Australian Coaching Council texts and videos</p> <p>d. health and safety provisions</p> <p>d.1 guidelines produced by the Sports Medicine Australia and Australian Sports Commission</p> <p>e. indoor/outdoor facilities</p>

	<ul style="list-style-type: none"> e.1 ovals e.2 gymnasiums e.3 lecture theatres
10. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of Australian football booklet
11. Show, Practice, Instruct, Reward	<ul style="list-style-type: none"> a. show <ul style="list-style-type: none"> a.1 name the strategy/tactic a.2 demonstrate three times (minimum) a.3 give three coaching points (maximum) b. practice <ul style="list-style-type: none"> b.1 allow players to practice c. instruct <ul style="list-style-type: none"> c.1 provide instruction on the coaching points c.2 players are given the opportunity to ask questions d. reward <ul style="list-style-type: none"> d.1 provide feedback
12. Strengths and weaknesses	<ul style="list-style-type: none"> a. personnel b. physical attributes c. skill level

Evidence Guide

APPLY THE TACTICS AND STRATEGIES OF AUSTRALIAN FOOTBALL IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge to successfully interpret, develop and communicate patterns of team play and tactics necessary for a team to participate effectively at an intermediate level b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable to the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide a safe teaching environment c.2 Teach and correct intermediate Australian football tactics c.3 Review and adapt coaching methods to improve effectiveness c.4 Observe a player/s and recognise when and how intervention should take place to improve individual/team tactics and strategies c.5 motivate participants to achieve set training goals c.6 Review and adapt coaching method effectiveness
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualised long-term training program b.2 SRX CAI 009A Conduct, monitor and adjust individualised long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS AFT 011A Teach or develop intermediate skills of Australian football c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Provide information regarding drugs in sports issues c.3 SRS COA 013A Support clients to adopt the principles of sports psychology c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the intermediate tactics and strategies of Australian football a.2 Knowledge of drills, activities and games to teach the intermediate tactics and strategies of Australian football a.3 Knowledge of the laws and regulations of Australian football in order to pass this information on to participants in a training session a.4 Knowledge of relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) a.5 Knowledge of the intermediate skills of Australian football in order to link these with the intermediate tactics and strategies in a training session

	<ul style="list-style-type: none"> a.6 Knowledge of basic team formations, tactics and strategies for Australian football a.7 Knowledge of the relevant modified rules and regulations of Australian football a.8 Knowledge of relevant equipment and safety requirements and policies in order to conduct a safe training session a.9 Knowledge of the development structure of Australian football in order to pass this information on to participants in training sessions a.10 Knowledge of appropriate physical conditioning practices in Australian football a.11 Knowledge of nutrition and hydration requirements for Australian football in order to conduct a safe training session a.12 Knowledge of the benefits and dangers of introducing a weight training program in relation to skill development and performance a.13 Knowledge of basic psychological considerations in coaching individuals and teams, especially as they relate to effective communication b. Underpinning delivery skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of Australian football (eg, movement, voice, use of technical aids, judgement, reporting) b.2 Ability to provide demonstrations (ie, self, other athletes as models, videos) b.3 Ability to teach effectively (especially through implementation of Show, Practice, Instruct, Reward method and use of technical aids, support staff and appropriate feedback mechanisms) b.4 Ability to implement an appropriate fitness training program which complements skill development of individuals and the team, including awareness of appropriate nutrition and hydration for footballers, weight training, and effective recovery and rehabilitation practices b.5 Ability to develop team play through introduction and refinement of strategies and tactics which build upon team rules and skill levels of players b.6 Ability to develop appropriate behaviours of self and players in relation to officials, especially to umpires b.7 Ability to work as a member of a team (including specialist coaches, selectors)
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an Australian football facility, equipment and participants competing at intermediate level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Competence in this unit must be assessed under training and match conditions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment b. Practical assessments are to be conducted during a football fixture at least once at a training session and during at least one fixtured match
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Assessment of this unit of competence will involve observation of the coach in action, as well as written/oral assessment, including: <ul style="list-style-type: none"> a.1 Participation in the course a.2 Submission of goals and objectives for the year a.3 Practical assessment in a real coaching situation a.4 Submission of a written diary component a.5 Attendance at the review day a.6 Practical assessment during at least one training session and one fixtured match b. Participants must be registered coaches of teams competing in formal fixtures of matches c. In cases where the learner does not have the opportunity to cover all

- categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- d. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - e. 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 and Organise Information	Communicate Ideas and Information	Plan and Organise Activities	Work with Others and in Teams	Use Mathematical Ideas and Techniques	Solve Problems	Use Technology
2	2	2	2	-	1	1

BASKETBALL

BSK

Contents

SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level.....	1
SRS BSK 002A Use fundamental communication strategies to officiate basketball at a junior or beginner level	6
SRS BSK 003A Provide reports and receive feedback relevant to officiating basketball at a junior or beginner level	12
SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiating basketball at a junior or beginner level	18
SRS BSK 005A Interpret and apply the rules of basketball at an intermediate level	24
SRS BSK 006A Use communication strategies to officiate basketball at an intermediate level	30
SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at an intermediate level	37
SRS BSK 008A Interpret and apply the rules of basketball at an advanced level	44
SRS BSK 009A Use communication strategies to officiate basketball at an advanced level.....	50
SRS BSK 010A Demonstrate positioning skills relevant to officiate basketball at an advanced level	57
SRS BSK 011A Teach or develop intermediate skills of basketball	64

SRS BSK 001A INTERPRET AND APPLY THE FUNDAMENTAL RULES OF BASKETBALL AT A JUNIOR OR BEGINNER LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for a basketball game	<ul style="list-style-type: none"> a. The physical condition of the players and/or other officials are observed prior to the game in accord with the accepted best practice principles of basketball b. Appropriateness of the players and/or other officials to participate are ratified prior to the game in accord with the accepted best practice principles of basketball c. Environment, facilities and equipment are assessed prior to the game in accord with the accepted best practice principles of basketball d. Safety and risk factors are confirmed prior to the commencement of the game e. Conditions are assessed and appropriate responses enacted
2. Observe a basketball game and identify information on which to base fundamental decisions	<ul style="list-style-type: none"> a. Players and club officials are observed to see that the game is conducted in accordance with the rules and regulations of basketball including local rules and regulations b. Observation is undertaken with minimal disruption to the conduct of the game c. Breaches of rules and regulations by players and club officials are identified and appropriate action taken
3. Interpret and apply rules and regulations in accord with the intent of the rules	<ul style="list-style-type: none"> a. Decisions are made using relevant information b. Rules or regulations for a given situation are interpreted consistently in accord with intent of the rules of basketball c. Decisions are made accurately and consistently, and are based on impartiality, participant safety and intent of the rules
4. Communicate decisions and manage the outcomes of decision making while refereeing	<ul style="list-style-type: none"> a. Decisions are communicated in accord with accepted best practice principles of basketball at junior or beginner level of competition b. Reactions of players and club officials are managed in accordance with the fundamental rules and regulations of basketball
5. Complete score-sheets	<ul style="list-style-type: none"> a. Game score-sheet is completed in accord with basketball refereeing guidelines and/or local association requirements

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Conditions	<ul style="list-style-type: none"> a. playing surface b. weather - humidity
3. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 clock a.2 bench b. personal equipment <ul style="list-style-type: none"> b.1 uniform b.2 whistle c. game ball
4. External influences	<ul style="list-style-type: none"> a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
5. Fundamental rules and regulations	<ul style="list-style-type: none"> a. pushing fouls b. holding fouls c. hand fouls d. out of bounds e. double dribble f. blatant travels g. modified rules - some latitude is given on violation calls, but not on contact
6. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
7. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on

	<p>the floor - (1st there retains)</p> <p>e. participant reactions - assessed by other official</p> <p>f. other officials - partner, scoretable</p> <p>is imparted</p> <p>a. verbally</p> <p>b. indications</p> <p>c. signals</p> <p>d. in writing</p>
8. Intent of the rules	a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
9. Junior or beginner level	<p>a. mainly children and young people</p> <p>b. can be adults with little or no experience in basketball</p> <p>c. participants have adequate health status</p> <p>d. participants may have special needs</p> <p>d.1 gender</p> <p>d.2 social disadvantage</p> <p>d.3 minority ethnic and cultural groups</p> <p>d.4 disability</p> <p>d.5 medical condition</p>
10. National guidelines	<p>a. player safety paramount</p> <p>b. notion of fair play</p> <p>c. sportsmanship</p> <p>d. awareness of advantage/disadvantage interpretation</p> <p>e. enjoyable experience</p> <p>f. creating a flowing game</p> <p>g. junior sports policy</p>
11. Other officials	<p>a. partner</p> <p>b. scorers/timekeepers</p> <p>c. coaches</p> <p>d. bench chairperson</p>
12. Rules and regulations	<p>a. current edition of the <i>Official Basketball Rules</i></p> <p>b. current edition of <i>Basket Rules - Simplified and Illustrated</i></p> <p>c. current edition of <i>Official Basketball Referees Manual</i></p> <p>d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy</p> <p>e. relevant modified rules for juniors</p>
13. Spirit of the game	<p>a. player safety paramount</p> <p>b. notion of fair play</p> <p>c. sportsmanship</p> <p>d. intent of the rules</p> <p>e. junior sports policy</p> <p>f. enjoyment</p>
14. Resources	<p>a. marked court</p> <p>b. score table/board</p> <p>c. team bench</p> <p>d. health and safety provisions</p> <p>e. indoor facilities</p> <p>f. padded backboard and stand</p> <p>g. materials - controlling body paperwork</p> <p>h. electronic and/or manual scoring system</p> <p>i. horns, buzzers and bells</p> <p>j. game clock</p> <p>k. competing team officials</p> <p>l. timekeepers/official scorers</p> <p>m. ring and net</p>

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge to successfully interpret and apply the fundamental rules that are required to manage a basketball game at a junior or beginner level b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Observe the physical condition of the players and/or other officials c.2 Ratify qualification and registration details of the players and/or other officials c.3 Assess environment, facilities and equipment prior to the game and act appropriately c.4 Observe a game and identify information on which to base fundamental decisions c.5 Observe a game and recognise when breaches of rules and regulations occur c.6 Interpret and apply rules and regulations in accord with the spirit of the game c.7 Communicate decisions and manage the outcomes of decision making while refereeing the game c.8 Communicate decisions to players, coaches and spectators and scorers in an appropriate manner c.9 Complete real game score-sheets in accord with National Activity Organisation refereeing guidelines or local association requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 002A Use basic communication strategies to officiate basketball at a junior or beginner level a.2 SRS BSK 003A Provide reports and receive feedback relevant to basketball at junior or beginner level a.3 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Fundamental rules and regulations of basketball in order to make accurate decisions when officiating at a junior or beginner level a.2 Relevant modified rules and regulations of basketball in order to make accurate decisions when officiating a game of this nature at a junior or beginner level a.3 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.4 Basic knowledge of career paths for referees in order to develop an officiating career plan

	<ul style="list-style-type: none"> a.5 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.6 Basic knowledge of game and game environment in order to effectively apply the rules of basketball at a junior or beginner level a.7 Basic knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball <ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Basic motor skills in order to be able to officiate a game of basketball for the required game period b.2 Whistle blowing, running, signalling, ball handling skills necessary to officiate a game of basketball b.3 Basic positioning skills of basketball in order to effectively officiate a game of basketball b.4 Basic communication skills in order to convey refereeing decisions to participants b.5 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.6 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at a junior or beginner level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixtured game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS BSK 002A USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT A JUNIOR OR BEGINNER LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Use fundamental oral communication skills	a. Fundamental infractions are identified and documented for players and the score table b. Fundamental infractions are communicated to players and the score table in a confident manner c. Effective use of voice is demonstrated when communicating with players d. Players' and other officials' requests are listened to and responded to confidently e. Players and team officials are interacted with in a friendly and professional manner
2. Use fundamental signals	a. The fundamental signals associated with basketball are demonstrated to convey an explanation of decisions to players, score table and spectators, b. Signals from other officials are interpreted accurately
3. Use fundamental auditory devices	a. The whistle is applied in a strong manner to stop play b. Score table requests conveyed by the use of audible signals are responded to
4. Make effective use of body language	a. An open body stance and posture is utilised when interacting with others b. Firm, confident signals and movements are demonstrate when officiating

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of basketball	a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Conditions	a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather - humidity
3. Equipment	a. technical equipment – clock, score bench b. personal equipment -uniform, whistle c. game ball
4. External influences	a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
5. Fundamental auditory devices	a. whistles b. horns c. buzzers and bells
6. Fundamental rules and regulations	a. pushing fouls b. holding fouls c. hand fouls d. out of bounds e. double dribble f. blatant travels g. modified rules - some latitude is given on violation calls, but not on contact
7. Fundamental signals	a. foul infraction b. violation infraction c. jump ball
8. Given situation/s	a. contact situations b. ball handling situation/s

	<ul style="list-style-type: none"> c. out of bounds d. interaction with players
9. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning – players have an entitlement to a position on the floor – (1st there retains) e. participant reactions – assessed by other official f. other officials – partner, score table <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals d. in writing
10. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
11. Junior or beginner level	<ul style="list-style-type: none"> a. participants are mainly children and young people b. participants can be adults with little or no experience in basketball c. participants have adequate health status d. participants may have special needs <ul style="list-style-type: none"> d.1 gender d.2 social disadvantage d.3 minority ethnic and cultural groups d.4 disability d.5 medical condition
12. National guidelines	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. awareness of advantage/disadvantage interpretation e. enjoyable experience f. creating a flowing game g. junior sports policy
13. Other officials	<ul style="list-style-type: none"> a. partner b. scorers, c. timekeepers d. sports administrators e. coaches f. first aid personnel
14. Resources	<ul style="list-style-type: none"> a. marked court b. scoretable/board c. team bench d. health and safety provisions e. indoor facilities f. padded backboard and stand g. materials – controlling body paperwork h. electronic and/or manual scoring system i. hooter, buzzer and/or bell j. game clock k. competing team officials l. timekeepers/official scorers

<p>15. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
<p>16. Spirit of the game</p>	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. junior sports policy f. enjoyment

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully utilise fundamental communication strategies required to manage a basketball game at a junior or beginner level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate orally with players and other officials in an effective manner c.2 To convey a confident and friendly manner through body and posture c.3 Use a whistle c.4 Communicate decisions and manage the outcomes of decision making while refereeing the game c.5 Communicate decisions to players, coaches and spectators and scorers in an appropriate manner
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level b.2 SRS BSK 003A Provide reports and receive feedback relevant to basketball at junior or beginner level b.3 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Rules and regulations of basketball in order to use accurate communication strategies when officiating at a junior or beginner level a.2 Basic signals and equipment in order to accurately communicate decisions when officiating at a junior or beginner level a.3 Basic knowledge of game and game environment in order to use effective communication strategies to officiate a game of basketball at a junior or beginner level a.4 Basic knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball a.5 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity b. Underpinning skills: <ul style="list-style-type: none"> b.1 Listening skills in order to understand and interpret the mood of the game b.2 Working in a team in order to effectively officiate an game of basketball working with other officials b.3 Co-operation skills in order to officiate an game of basketball working with other officials

	<p>b.4 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball</p> <p>b.5 Basic positioning skills of basketball in order to effectively officiate a game of basketball</p> <p>b.6 Basic communication skills in order to convey your refereeing decisions</p> <p>b.7 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons</p> <p>b.8 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at a junior or beginner level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation during a fixtured game</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

**SRS BSK 003A PROVIDE REPORTS AND RECEIVE FEEDBACK
RELEVANT TO OFFICIATING BASKETBALL AT A
JUNIOR OR BEGINNER LEVEL**

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Provide written reports	<ul style="list-style-type: none"> a. The important aspects of the scoresheet are identified and documented b. The scoresheets are assessed and signed to finalise the result of a game c. The completed scoresheets are forward to the match manager
2. Provide oral reports	<ul style="list-style-type: none"> a. Oral reports are provided to the score table and other officials as required by Local Activity Organisations b. Oral reports and feedback are provided to colleagues, mentor, coach and other officials
3. Receive feedback	<ul style="list-style-type: none"> a. Feedback provided by others is discussed in a rational and constructive way b. Changes are implemented to improve the quality of officiating based on informal discussions with mentors, players, other officials, parents, and other relevant persons
4. Engage in a self reflection process	<ul style="list-style-type: none"> a. The key elements of the self reflection process are identified and documented b. Self reflection processes are implemented in relation to 'control' and 'decision making' areas of performance

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of basketball	a. refers to: a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Conditions	a. playing surface b. weather - humidity
3. Documentation	a. score-sheets b. personal journal c. personal feedback sheet
4. Equipment	a. technical equipment – clock, score bench b. personal equipment -uniform, whistle c. game ball
5. Fundamental rules and regulations	a. pushing fouls b. holding fouls c. hand fouls d. out of bounds e. double dribble f. blatant travels g. Modified rules - some latitude is given on violation calls, but not on contact
6. External influences	a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
7. Fundamental auditory devices	a. whistles b. horns c. buzzers and bells
8. Fundamental signals	a. foul infraction b. violation infraction c. jump ball d. time in

9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) e. participant reactions - assessed by other official f. other officials - partner, score table <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals d. in writing
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
12. Junior or beginner level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 are mainly children and young people a.2 can be adults with little or no experience in basketball a.3 have adequate health status a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
13. National guidelines	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. awareness of advantage/disadvantage interpretation e. enjoyable experience f. creating a flowing game g. junior sports policy
14. Other officials	<ul style="list-style-type: none"> a. partner b. scorers, c. timekeepers d. sports administrators e. coaches f. first aid personnel g. coaches h. bench chairperson
15. Resources	<ul style="list-style-type: none"> a. marked court b. score table/board c. team bench d. indoor facilities e. padded backboard and stands f. materials - controlling body paperwork g. health and safety provisions h. electronic and/or manual scoring system i. hooter, buzzer and/or bell j. game clock k. competing team officials l. timekeepers/official scorers m. ring and net
16. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i>

	<ul style="list-style-type: none">c. current edition of <i>Official Basketball Referees Manual</i>d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policye. relevant modified rules for juniors
17. Self reflection process	<ul style="list-style-type: none">a. actionb. reviewc. aspects to improved. planning for improvemente. implementing the changes
18. Spirit of the game	<ul style="list-style-type: none">a. player safety paramountb. notion of fair playc. sportsmanshipd. intent of the rulese. junior sports policyf. enjoyment

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to complete written reports and/or provide oral reports that are relevant to refereeing basketball at a junior or beginner level and implement changes to improve the quality of officiating based on formal or informal feedback provided by mentors, advisers and other officials. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide accurate oral reports to appropriate personnel c.2 Accurately complete appropriate documentation c.3 Receive and accept feedback c.4 Take action to implement changes suggested in feedback c.5 Implement a basic self reflection process c.6 Communicate in an effective manner
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level b.2 SRS BSK 002A Use basic communication strategies to officiate basketball at junior or beginner level b.3 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiate basketball at junior or beginner level c. For the purpose of integrating assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Rules and regulations of basketball in order to provide accurate reports when officiating at a junior or beginner level a.2 Basic understanding of self reflection process in order to receive feedback in a constructive manner and provide accurate and relevant reports a.3 Basic knowledge of the administrative requirements for refereeing basketball at a junior or beginner level and providing accurate reports and feedback a.4 Basic knowledge of the performance review and feedback process in order to provide accurate and relevant reports a.5 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity b. Underpinning skills: <ul style="list-style-type: none"> b.1 Listening skills in order to understand and interpret the mood of the game b.2 Working in a team in order to effectively officiate an game of basketball working with other officials b.3 Co-operation skills in order to officiate an game of basketball working with other officials b.4 Whistle blowing, running, signalling, ball handling in order to

	<p>effectively officiate a game of basketball</p> <p>b.5 Basic positioning skills of basketball in order to effectively officiate a game of basketball</p> <p>b.6 Basic communication skills (written and verbal) in order to convey your refereeing decisions</p> <p>b.7 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons</p> <p>b.8 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at a junior or beginner level or a training venue</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation during a fixture game or at actual referee training sessions</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS BSK 004A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATING BASKETBALL AT A JUNIOR OR BEGINNER LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s for set play situations	a. The positioning elements for <i>set play situations</i> are identified and applied
2. Adopt appropriate position/s to observe general play from the sideline and baseline	a. The positioning elements required for observing <i>general play</i> from the baseline and sideline are discussed and applied
3. Move appropriately to maintain optimal position to view the play throughout the game	a. The best positions to see all elements of the play and space between players are consistently obtained b. The important elements of working as a team are discussed and applied c. Specific on court areas of responsibility are demonstrated

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of basketball	a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Conditions	a. playing surface b. weather - humidity
3. Documentation	a. score-sheets b. personal journal c. personal feedback sheet
4. Equipment	a. technical equipment – clock, scorable b. personal equipment -uniform, whistle c. game ball
5. External influences	a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
6. Fundamental positioning considerations	a. commencement of or restarting play b. offensive and defensive c. areas of responsibility d. 6 boxes: <ul style="list-style-type: none"> d.1 trail 1-3 d.2 lead 4-6 d.3 5 shared e. obtaining the best view
7. Fundamental rules and regulations	a. pushing fouls b. holding fouls c. hand fouls d. out of bounds e. double dribble f. blatant travels g. Modified rules - some latitude is given on violation calls, but not on contact
8. General play	a. loose ball situations

	<ul style="list-style-type: none"> b. offensive plays c. defensive plays - man to man/zone d. the elements of working as a team in terms of the "sandwich principle"
9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) e. participant reactions - assessed by other official f. other officials - partner, scoretable <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
12. Junior or beginner level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 are mainly children and young people a.2 can be adults with little or no experience in basketball a.3 have adequate health status a.4 may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
13. Other officials	<ul style="list-style-type: none"> a. partner b. scorers, c. timekeepers d. sports administrators e. coaches f. first aid personnel g. coaches h. bench person
14. Resources	<ul style="list-style-type: none"> a. marked court b. scoretable/board c. team bench d. health and safety provisions e. indoor facilities f. padded backboard and stands g. materials - controlling body paperwork h. electronic and/or manual scoring system i. hooter, buzzer and/or bell j. game clock k. competing team officials l. timekeepers/official scorers m. ring and net
15. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy

<p>16. Set play situations</p>	<ul style="list-style-type: none"> a. starting the game/periods – jump ball b. free throw penalties c. working as a team d. “sandwich principle”
<p>17. Spirit of the game</p>	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. junior sports policy f. enjoyment

Evidence Guide

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

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of fundamental positioning skills required to referee a basketball game at a junior or beginner level</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <ul style="list-style-type: none"> c.1 position effectively to see the situation at hand c.2 position for set plays c.3 position for general play
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <ul style="list-style-type: none"> a.1 Nil <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> b.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level b.2 SRS BSK 002A Use basic communication strategies to officiate basketball at junior or beginner level b.3 SRS BSK 003A Provide reports and receive feedback relevant to officiating basketball at junior or beginner level <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> c.1 Nil
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <ul style="list-style-type: none"> a.1 Fundamental rules and regulations of basketball in order to understand correct positioning for officiating basketball at a junior or beginner level a.2 Relevant modified rules and regulations of basketball in order to take up correct positions when officiating a game of this nature at a junior or beginner level a.3 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.4 Basic knowledge of game and game environment in order to take up correct positions to officiate at a junior or beginner level a.5 Basic knowledge of the role of the senior partner, scorer and timekeeper in order to effectively officiate a game of basketball a.6 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity <p>b. Underpinning skills:</p> <ul style="list-style-type: none"> b.1 Listening skills in order to understand and interpret the mood of the game b.2 Working in a team in order to effectively officiate an game of basketball working with other officials b.3 Co-operation skills in order to officiate an game of basketball working with other officials b.4 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball

	<p>b.5 Basic positioning skills of basketball in order to effectively officiate a game of basketball</p> <p>b.6 Basic communication skills (written and verbal) in order to convey your refereeing decisions</p> <p>b.7 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons</p> <p>b.8 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at a junior or beginner level or a training venue</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation during a fixture game</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS BSK 005A INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN INTERMEDIATE LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a basketball game	a. The condition of the players and/or other officials are observed in terms of their suitability to participate in a game b. The environment, facilities and equipment are assessed to ensure they are in accordance with the accepted best practice principles of basketball c. Safety and risk factors are confirmed prior to the commencement of the game d. Appropriate actions are taken based on an assessment of the conditions
2. Observe a game and identify information on which to base decisions	a. Players and team officials are observed to see that the game is conducted in accordance with the rules and regulations of basketball, including local rules and regulations b. Observation is undertaken with minimal disruption to the performance of the game c. Breaches of rules and regulations by players and team officials and identified and appropriate action taken
3. Interpret and apply rules and regulations in accord with the intent of the rules	a. Decisions are made using relevant information b. Rules or regulations for a given situation are interpreted consistently in accord with intent of the rules of basketball c. Decisions are made accurately and consistently, and are based on fairness, participant safety and intent of rules d. The timekeeper, scorer, assistant scorer and 30-second operator are identified e. The official timepiece is designated
4. Communicate decisions and manage the outcomes of decision making while refereeing	a. Decisions are communicated in accordance with the prescribed procedures for basketball b. Reactions of participants are managed in accordance with the rules and regulations of basketball

Range of Variables

INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Appropriate actions	<ul style="list-style-type: none"> a. confer with match manager b. make adjustments to court, net, surrounds c. postpone the game
2. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
3. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather - humidity
4. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
5. Equipment	<ul style="list-style-type: none"> a. technical equipment – clock, scorable b. personal equipment -uniform, whistle c. game ball
6. External influences	<ul style="list-style-type: none"> a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
7. Fundamental auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
8. Fundamental signals	<ul style="list-style-type: none"> a. foul infraction b. violation infraction c. jump ball d. in play
9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players

10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) e. participant reactions - assessed by other official f. other officials - partner, scoretable <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals d. in writing
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
12. Intermediate level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have Level 1 experience in basketball refereeing a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
13. Intermediate rules and regulations	<ul style="list-style-type: none"> a. major contact situations <ul style="list-style-type: none"> a.1 Legal guarding a.2 players with and without the ball a.3 basic screening a.4 act of shooting a.5 verticality unsportsmanlike fouls a.6 advantage/disadvantage principles a.7 incidental contact a.8 contact from unfavourable positions a.9 a disqualifying foul a.10 an unsportsmanlike foul a.11 fighting a.12 a double foul b. ball handling violations <ul style="list-style-type: none"> b.1 travel violations b.2 legal movement with the ball b.3 illegal dribbles b.4 out of bounds b.5 ball returning to back of court b.6 fumble b.7 kicked ball b.8 centre line b.9 jump ball b.10 throw in c. administrative violations <ul style="list-style-type: none"> c.1 jump balls c.2 basket interference c.3 free throws d. technical Infractions <ul style="list-style-type: none"> d.1 rules of conduct d.2 technical, rules relating to players, coaches and bench personnel e. timing Regulations <ul style="list-style-type: none"> e.1 correctable errors e.2 ball alive e.3 ball in play e.4 ball dead e.5 time out e.6 substitution e.7 3, 5, 10 and 30 seconds

14. Other officials	<ul style="list-style-type: none"> a. colleague/partner b. scorer c. assistant scorer d. timekeepers e. 30-second operator f. team administrators g. coaches h. first aid personnel
15. Resources	<ul style="list-style-type: none"> a. scoretable/board b. team bench c. health and safety provisions d. indoor facilities e. padded backboards and stands f. materials - controlling body paperwork g. electronic and/or manual scoring system h. hooter, buzzer and/or bell i. game clock j. competing team officials k. timekeepers/official scorers l. marked court m. backboard n. baskets o. ring p. paperwork - scoresheet q. team bench areas r. basketball s. a 30-second device t. player foul markers u. team foul markers v. team fouls indicator w. timeout indicator
16. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
17. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. advantage/disadvantage interpretation f. creating a flowing game g. balancing control and consistency h. junior sports policy i. enjoyment

Evidence Guide

INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN INTERMEDIATE LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to successfully interpret and apply the rules that are required to manage a basketball game at an intermediate level..</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Evaluate whether players and conditions are suitable to commence the game</p> <p>c.2 Take appropriate action to rectify an unsuitable condition</p> <p>c.3 Observe a game and recognise when breaches of rules and regulations occur</p> <p>c.4 Make a correct decision</p> <p>c.5 Communicate that decision to the players, coaches, scorers, spectators</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level</p> <p>a.2 SRS BSK 002A Use basic communication strategies to officiate basketball at junior or beginner level</p> <p>a.3 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiating basketball at junior or beginner level</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS BSK 006A Use communication strategies to officiate basketball at intermediate level</p> <p>b.2 SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at intermediate level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Rules and regulations of basketball in order to effectively officiate a game of basketball at an intermediate level</p> <p>a.2 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators</p> <p>a.3 The role of scorers, timekeepers, 30-second operator, assistant scorer and the bench chairperson in order to effectively officiate a game of basketball</p> <p>a.4 The role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices</p> <p>a.5 Knowledge of game and game environment in order to correctly officiate at an intermediate level</p> <p>a.6 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity</p> <p>a.7 Basic knowledge of career paths for referees in order to develop an officiating career plan</p>

	<ul style="list-style-type: none"> b. Underpinning skills: <ul style="list-style-type: none"> b.1 Listening skills in order to understand and interpret the mood of the game b.2 Working in a team in order to effectively officiate an game of basketball working with other officials b.3 Co-operation skills in order to officiate an game of basketball working with other officials b.4 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball b.5 Basic positioning skills of basketball in order to effectively officiate a game of basketball b.6 Basic communication skills (written and verbal)in order to convey your refereeing decisions b.7 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.8 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner b.9 Decision-making skills in order to officiate basketball effectively
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at an intermediate level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of 4 games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines and local or state Association requirements
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixture game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS BSK 006A USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained to players, coaches and spectators b. Voice is used effectively to communicate with colleagues, scorers table, players, team bench and other officials c. Players and other officials are listened to attentively and responded to confidently d. Players, team officials and other personnel are interacted with in a friendly and professional manner
2. Use signals	<ul style="list-style-type: none"> a. Signals associated with basketball are conveyed to players, colleagues, spectators, scorers, timekeepers and the team bench as an explanation of decisions b. Signals are interpreted from other officials accurately c. Signals are demonstrated in a confident manner
3. Use auditory devices	<ul style="list-style-type: none"> a. The whistle commands are applied in an authoritative manner during play. b. Auditory signals from other officials are responded to in a professional manner
4. Make effective use of body language	<ul style="list-style-type: none"> a. Open body stance and posture are utilised when interacting with others b. Firm, confident signals and movements are demonstrated while refereeing

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Appropriate actions	<ul style="list-style-type: none"> a. confer with match manager b. make adjustments to court, net, surrounds c. postpone the game
2. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
3. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
4. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather - humidity
5. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
6. Equipment	<ul style="list-style-type: none"> a. technical equipment – clock, score bench b. personal equipment -uniform, whistle c. game ball
7. External influences	<ul style="list-style-type: none"> a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
8. Fundamental auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
9. Fundamental signals	<ul style="list-style-type: none"> a. foul infraction b. violation infraction c. jump ball d. time in
10. Given situation/s	<ul style="list-style-type: none"> a. contact situations

	<ul style="list-style-type: none"> b. ball handling situation/s c. out of bounds d. interaction with players
11. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) e. participant reactions - assessed by other official f. other officials - partner, scoretable <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals d. in writing
12. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
13. Intermediate level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have Level 1 experience in basketball refereeing a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
14. Intermediate rules and regulations	<ul style="list-style-type: none"> a. major contact situations <ul style="list-style-type: none"> a.1 legal guarding a.2 players with and without the ball a.3 basic screening a.4 act of shooting a.5 verticality unsportsmanlike fouls a.6 advantage/disadvantage principles a.7 incidental contact a.8 contact from unfavourable positions a.9 a disqualifying foul a.10 an unsportsmanlike foul a.11 fighting a.12 a double foul b. ball handling violations <ul style="list-style-type: none"> b.1 travel violations b.2 legal movement with the ball b.3 illegal dribbles b.4 out of bounds b.5 ball returning to back of court b.6 fumble b.7 kicked ball b.8 centre line b.9 jump ball b.10 throw in c. administrative violations <ul style="list-style-type: none"> c.1 jump balls c.2 basket interference c.3 free throws d. technical infractions <ul style="list-style-type: none"> d.1 rules of conduct d.2 technical, rules relating to players, coaches and bench personnel e. timing regulations <ul style="list-style-type: none"> e.1 correctable errors e.2 ball alive e.3 ball in play e.4 ball dead

	<ul style="list-style-type: none"> e.5 time out e.6 substitution e.7 3, 5, 10 and 30 seconds
15. Intermediate signals	<ul style="list-style-type: none"> a. two points, three points, three points successful shot b. cancel score/play c. stop clock/do not start clock d. time in e. substitution f. charged time out g. travelling h. illegal dribble i. 3 second violation j. carrying the ball k. 5 or 10 second violation l. ball returned to back court m. intentional foot ball n. 30 seconds shot clock violation o. 30 seconds shot clock reset p. jump ball q. stop clock for foul r. personal foul, no free fouls s. to designate offender t. holding u. pushing or charging without the ball v. illegal use of hands w. blocking x. excessive swinging of elbows y. charging with the ball z. foul by team in control of the ball aa. double foul bb. technical foul cc. unsportsmanlike foul dd. disqualifying foul ee. free throws penalty ff. one free throw gg. two free throws hh. three free throws
16. Other officials	<ul style="list-style-type: none"> a. colleague/partner b. scorer c. assistant scorer d. timekeepers e. 30-second operator f. team administrators g. coaches h. first aid personnel i. bench chairperson
17. Resources	<ul style="list-style-type: none"> a. scoretable/board b. team bench c. health and safety provisions d. indoor facilities e. padded backboards and stands f. materials - controlling body paperwork g. electronic and/or manual scoring system h. hooter, buzzer and/or bell i. game clock j. competing team officials k. timekeepers/official scorers l. marked court m. backboard n. baskets o. ring and net

	<ul style="list-style-type: none"> p. paperwork - scoresheet q. team bench areas r. basketball s. a 30-second device t. player foul markers u. team foul markers v. team fouls indicator w. timeout indicator
19. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
20. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. advantage/disadvantage interpretation f. creating a flowing game g. balancing control and consistency h. junior sports policy i. enjoyment

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully utilise communication strategies required to referee a basketball game at an intermediate level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate orally with players, score table and other officials in an effective manner c.2 Use and interpret intermediate signals c.3 Use auditory devices c.4 Convey a confident and friendly manner through body and posture while refereeing
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level a.2 SRS BSK 002A Use basic communication strategies to officiate basketball at junior or beginner level a.3 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiating basketball at junior or beginner level b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 005A Interpret and apply the rules and regulations of basketball at an intermediate level b.2 SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at an intermediate level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Rules and regulations of basketball in order to use accurate communication strategies when officiating at an intermediate level a.2 Signals and equipment in order to accurately communicate decisions when officiating at an intermediate level a.3 Knowledge of game and skills levels of the players in order to use effective communication strategies to officiate a game of basketball at an intermediate level a.4 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.5 The role of scorers, timekeepers, 30-second operator, assistant scorer and the bench chairperson in order to effectively officiate a game of basketball a.6 The role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices a.7 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.8 Basic knowledge of career paths for referees in order to develop

	<p>an officiating career plan</p> <p>b. Underpinning skills:</p> <p>b.1 Listening skills in order to understand and interpret the mood of the game</p> <p>b.2 Working in a team in order to effectively officiate an game of basketball working with other officials</p> <p>b.3 Co-operation skills in order to officiate an game of basketball working with other officials</p> <p>b.4 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball</p> <p>b.5 Basic positioning skills of basketball in order to effectively officiate a game of basketball</p> <p>b.6 Basic communication skills (written and verbal)in order to convey your refereeing decisions</p> <p>b.7 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons</p> <p>b.8 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner</p> <p>b.9 Decision-making skills in order to officiate basketball effectively</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at an intermediate level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of four (4) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines and local or state Association requirements</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation during a fixture game</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

**SRS BSK 007A DEMONSTRATE POSITIONING SKILLS RELEVANT
TO OFFICIATE BASKETBALL AT AN INTERMEDIATE
LEVEL**

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s for set plays	a. The <i>set play positioning</i> requirements are identified and demonstrated
2. Adopt appropriate position/s to observe general plays	a. The <i>general play positioning</i> requirements are identified and demonstrated
3. Move appropriately to maintain optimal position to view play throughout the game	a. Consistently obtain the best <i>position</i> to see all elements of the situation at hand b. Work as part of a team with <i>other officials</i> c. Specific on-court areas of responsibility are identified and applied

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
2. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
3. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather - humidity
4. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
5. Equipment	<ul style="list-style-type: none"> a. technical equipment – clock, scorable b. personal equipment -uniform, whistle c. game ball
6. External influences	<ul style="list-style-type: none"> a. environmental conditions b. coaches/team bench c. other facility users d. spectators/parents e. comments to referees and players
7. Fundamental auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
8. Fundamental signals	<ul style="list-style-type: none"> a. foul infraction b. violation infraction c. jump ball d. time in
9. General play positioning	<ul style="list-style-type: none"> a. loose ball b. offensive plays c. defensive plays - man to man/zone d. working as a team - "sandwich principle" e. adjust position according to player/ball movement

10. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
11. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. basic contact and ball handling situations c. scoring d. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) e. participant reactions - assessed by other official f. other officials - partner, scoretable <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals d. in writing
12. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
13. Intermediate level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have Level 1 experience in basketball refereeing a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
14. Intermediate rules and regulations	<ul style="list-style-type: none"> a. major contact situations <ul style="list-style-type: none"> a.1 legal guarding a.2 players with and without the ball a.3 basic screening a.4 act of shooting a.5 verticality unsportsmanlike fouls a.6 advantage/disadvantage principles a.7 incidental contact a.8 contact from unfavourable positions a.9 a disqualifying foul a.10 an unsportsmanlike foul a.11 fighting a.12 a double foul b. ball handling violations <ul style="list-style-type: none"> b.1 travel violations b.2 legal movement with the ball b.3 illegal dribbles b.4 out of bounds b.5 ball returning to back of court b.6 fumble b.7 kicked ball b.8 centre line b.9 jump ball b.10 throw in c. administrative violations <ul style="list-style-type: none"> c.1 jump balls c.2 basket interference c.3 free throws d. technical infractions <ul style="list-style-type: none"> d.1 rules of conduct d.2 technical, rules relating to players, coaches and bench personnel e. timing regulations <ul style="list-style-type: none"> e.1 correctable errors e.2 ball alive

	<ul style="list-style-type: none"> e.3 ball in play e.4 ball dead e.5 time out e.6 substitution e.7 3, 5, 10 and 30 seconds
15. Other officials	<ul style="list-style-type: none"> a. colleague/partner b. scorer c. assistant scorer d. timekeepers e. 30-second operator f. team administrators g. coaches h. first aid personnel i. bench chairperson
16. Position	<ul style="list-style-type: none"> a. commencement of play b. offensive/defensive plays c. out of bounds
17. Resources	<ul style="list-style-type: none"> a. scoretable/board b. team bench c. health and safety provisions d. indoor facilities e. padded goal stands f. materials - controlling body paperwork g. electronic and/or manual scoring system h. hooter, buzzer and/or bell i. game clock j. competing team officials k. timekeepers/official scorers l. marked court m. backboard n. baskets o. ring and net p. paperwork - scoresheet q. team bench areas r. basketball s. a 30-second device t. player foul markers u. team foul markers v. team fouls indicator w. timeout indicator
18. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
19. Set play positioning	<ul style="list-style-type: none"> a. starting the game/period - jumpball b. free throw penalties c. working as a team - "sandwich principle" d. positions are adjusted according to player/ball movement
20. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. advantage/disadvantage interpretation f. creating a flowing game g. balancing control and consistency h. junior sports policy i. enjoyment

|

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE BASKETBALL AT AN INTERMEDIATE LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of positioning skills required to referee a basketball game at an intermediate level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Position to effectively see the situation at hand c.2 Position for set plays c.3 Position in general play
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 001A Interpret and apply the fundamental rules of basketball at a junior or beginner level a.2 SRS BSK 002A Use basic communication strategies to officiate basketball at junior or beginner level a.3 SRS BSK 003A Provide reports and receive feedback relevant to officiating basketball at junior or beginner level a.4 SRS BSK 004A Demonstrate fundamental positioning skills relevant to officiating basketball at junior or beginner level b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 005A Interpret and apply the rules and regulations of basketball at an intermediate level b.2 SRS BSK 006A Use communication strategies to officiate basketball at an intermediate level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Rules and regulations of basketball in order to understand correct positioning for officiating basketball at an intermediate level a.2 Game and game environment in order to take up correct positions to officiate at an intermediate level a.3 The role of the scorers ,timekeepers, 30-second operator and assistant scorer in order to effectively officiate a game of basketball at an intermediate level a.4 The role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices a.5 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.6 Career paths for referees in order to develop an officiating career plan b. Underpinning skills: <ul style="list-style-type: none"> b.1 Movement and positioning skills used to apply the rules of basketball b.2 Listening skills in order to understand and interpret the mood of the game b.3 Working in a team in order to effectively officiate an game of basketball working with other officials

	<ul style="list-style-type: none"> b.4 Co-operation skills in order to officiate an game of basketball working with other officials b.5 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball b.6 Basic positioning skills of basketball in order to effectively officiate a game of basketball b.7 Basic communication skills (written and verbal)in order to convey your refereeing decisions b.8 Basic planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.9 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner b.10 Decision-making skills in order to officiate basketball effectively
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at an intermediate b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of four (4) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines and local or state Association requirements
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixtured game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS BSK 008A INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN ADVANCED LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a basketball game	<ul style="list-style-type: none"> a. The condition of the players and/or other officials are observed in terms of their suitability to participate in a game b. The environment, facilities and equipment are assessed to ensure they are in accordance with the accepted best practice principles of basketball c. Safety and risk factors are confirmed prior to the commencement of the game d. Appropriate actions are taken based on an assessment of the conditions
2. Observe a game and identify information on which to base decisions	<ul style="list-style-type: none"> a. Players and team officials are observed to see that the game is conducted in accordance with the rules and regulations of basketball, including local rules and regulations b. Observation is undertaken with minimal disruption to the performance of the game c. Breaches of rules and regulations by players and team officials and identified and appropriate action taken
3. Interpret and apply rules and regulations in accord with the intent of the rules	<ul style="list-style-type: none"> a. Decisions are made using relevant information b. Rules or regulations for a given situation are interpreted consistently in accord with intent of the rules of basketball c. Decisions are made accurately and consistently, and are based on fairness, participant safety and intent of rules d. The timekeeper, scorer, assistant scorer, 30-second operator and the bench chairperson are acknowledged and greeted appropriately e. The official timepieces are designated
4. Communicate decisions and manage the outcomes of decision making while refereeing	<ul style="list-style-type: none"> a. Decisions are communicated in accordance with the prescribed procedures for basketball b. Reactions of participants are managed in accordance with the rules and regulations of basketball c. Effective ways of handling conflict are incorporated

Range of Variables

INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have experience equivalent to a Level 2 National Activity Organisation referee a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
2. Appropriate actions	<ul style="list-style-type: none"> a. confer with match manager b. make adjustments to court, net, surrounds c. postpone the game
3. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, buzzers and bells
4. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
5. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather
6. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
7. Equipment	<ul style="list-style-type: none"> a. technical equipment - a game clock and stopwatch b. personal equipment - uniform, whistle c. game ball d. equipment for visual aids
8. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions - heat/humidity c. other facility users d. spectators e. coaches bench f. media

	<ul style="list-style-type: none"> g. video assessments h. game evaluators i. coaches/team bench j. other facility users k. spectators/parents l. comments to referees and players
9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations regarding <ul style="list-style-type: none"> a.1 major contact situations a.2 ball handling violations a.3 administrative violations a.4 technical infractions a.5 timing regulations b. scoring c. competitive positioning d. participant reactions e. interactions with players f. relevant rules and regulations g. basic contact and ball handling situations h. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) i. participant reactions - assessed by other official j. other officials - partner, score table <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. through indications c. by signals d. in writing
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the laws of the game
12. National trends	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. advantage/disadvantage interpretation e. maintaining a balance with game control f. consistency with a common sense approach to officiating
13. Other officials	<ul style="list-style-type: none"> a. colleagues b. scorers c. assistant scorer d. timekeepers e. 30-second operator f. team officials g. sports administrators h. coaches i. sport medicine personnel j. bench chairperson k. match manager l. statistical bench operator
14. Positioning considerations	<ul style="list-style-type: none"> a. commencement of play b. offensive/defensive
15. Resources	<ul style="list-style-type: none"> a. score table/board b. team bench c. health and safety provisions

	<ul style="list-style-type: none"> d. indoor facilities e. padded backboards and stands f. materials - controlling body paperwork g. health and safety provisions h. electronic and/or manual scoring system i. hooter, buzzer and/or bell j. game clock k. competing team officials l. timekeepers/official scorers m. marked court n. backboard o. baskets p. ring and net q. 2 teams r. paperwork - scoresheet s. health and safety provisions t. team bench areas u. basketball v. a 30-second device w. player foul markers x. team foul markers y. team fouls indicator z. grants and sponsorship aa. timeout indicator bb. statisticians bench
16. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
17. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. junior sports policy f. enjoyment

Evidence Guide

INTERPRET AND APPLY THE RULES OF BASKETBALL AT AN ADVANCED LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully interpret and apply the rules that are required to referee a basketball game at an advanced level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 evaluate whether conditions are suitable to commence the game c.2 observe a game and recognise when breaches of rules and regulations occur at an advanced level c.3 make a correct decision at an advanced level
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 005A Interpret and apply the rules and regulations of basketball at an intermediate level b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 009A Use communication strategies to officiate basketball at an advanced level b.2 SRS BSK 010A Demonstrate positioning skills relevant to officiate basketball at an advanced level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Comprehensive knowledge of the rules and regulations of basketball in order to incorporate into officiating at an advanced level a.2 Relevant modified rules and regulations of basketball in order to make accurate decisions when officiating a game of this nature at an advanced level a.3 Comprehensive knowledge of relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.4 Comprehensive knowledge of the role of the scorers ,timekeepers, 30-second operator and assistant scorer in order to effectively officiate a game of basketball at an advanced level a.5 Detailed knowledge of the role of the lead and trail referees in officiating a game of basketball at an advanced level in order to incorporate this into officiating practices a.6 Detailed knowledge of presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.7 Career paths for referees in order to develop an officiating career plan a.8 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity b. Underpinning skills: <ul style="list-style-type: none"> b.1 Movement and positioning skills used to apply the rules of basketball

	<ul style="list-style-type: none"> b.2 Listening skills in order to understand and interpret the mood of the game b.3 Working in a team in order to effectively officiate an game of basketball working with other officials b.4 Co-operation skills in order to officiate an game of basketball working with other officials b.5 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball b.6 Positioning skills of basketball in order to effectively officiate a game of basketball b.7 Communication skills (written and verbal)in order to convey your refereeing decisions b.8 Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.9 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner b.10 Decision-making skills in order to officiate basketball effectively b.11 Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball b.12 Media presentation skills in order to effectively conduct a media interview about a game of basketball b.13 Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism b.14 Reporting skills in order to accurately record the results of a game of basketball
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and participants competing at a State/National level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of sic (6) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines or relevant state association requirements
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixtured game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS BSK 009A USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained in a clear and concise manner to players, team benches, score table, colleagues and spectators b. Voice is used effectively to communicate with colleagues, scorers table, players, team benches and other officials c. Players and other officials are listened to attentively and responded to confidently d. Players, team officials and other personnel are interacted with in a friendly and professional manner
2. Use signals	<ul style="list-style-type: none"> a. Signals associated with basketball are conveyed to players, colleagues, spectators, score table, timekeepers and the team bench as an explanation of decisions b. Signals are interpreted from other officials c. Signals are demonstrated in a confident manner
3. Use auditory devices	<ul style="list-style-type: none"> a. The whistle commands are applied in an authoritative manner during play. b. Auditory signals from other officials are responded to in a confident and professional manner
4. Make effective use of body language	<ul style="list-style-type: none"> a. Open body stance and posture are utilised when interacting with others b. Firm, confident signals and movements are demonstrated while refereeing c. Elements of non-verbal communication are demonstrated in a positive manner
5. Receive feedback from basketball officials	<ul style="list-style-type: none"> a. Feedback provided by others is discussed in a rational and constructive manner b. Changes are implemented to improve the quality of refereeing based on formal discussions with mentors, referee coaches, players and other officials
6. Engage in a detailed self reflection process	<ul style="list-style-type: none"> a. The three key officiating areas are identified, analysed and documented b. The outcomes of the analysis are discussed with coach/mentor c. the appropriate changes are implemented in future game settings

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have experience equivalent to a Level 2 National Activity Organisation referee a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
2. Advanced signals	<ul style="list-style-type: none"> a. scoring b. clock related c. administrative d. violations e. reporting a foul to the scorers table f. free throw administration
3. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, c. buzzers and bells
4. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
5. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather – humidity
6. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
7. Equipment	<ul style="list-style-type: none"> a. technical equipment - clock b. personal equipment -uniform, whistle c. game ball
8. External influences	<ul style="list-style-type: none"> a. game evaluators b. coaches/team bench c. other facility users

	<ul style="list-style-type: none"> d. spectators/parents e. comments to referees and players f. media
9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. contact and ball handling situations c. scoring d. court of referees e. player/coach reactions f. interactions with players g. positioning of referee/s h. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. through indications c. by signals d. in writing
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
12. Other officials:	<ul style="list-style-type: none"> a. colleagues b. scorer c. assistant scorer d. timekeepers e. 30-second operator f. team officials/administrators g. coaches h. sports medicine personnel i. technical commissioner j. bench chairperson k. match manager
13. Resources	<ul style="list-style-type: none"> a. score table/board b. team bench c. health and safety provisions d. indoor facilities e. padded backboards and stands f. materials - controlling body paperwork g. electronic and/or manual scoring system h. hooter, buzzer and/or bell i. game clock j. competing team officials k. timekeepers/official scorers l. marked court m. backboard n. baskets o. ring p. paperwork - scoresheet q. basketball r. a 30-second device s. player foul markers t. team foul markers u. team fouls indicator v. timeout indicator

14. Rules and regulations	<ul style="list-style-type: none">a. current edition of the <i>Official Basketball Rules</i>b. current edition of <i>Basket Rules - Simplified and Illustrated</i>c. current edition of <i>Official Basketball Referees Manual</i>d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
15. Spirit of the game	<ul style="list-style-type: none">a. player safety paramountb. notion of fair playc. sportsmanshipd. intent of the rulese. advantage/disadvantage interpretationf. junior sports policyg. enjoyment

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully utilise communication strategies required to referee a basketball game at an advanced level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate orally with players, score table and other officials in an effective manner c.2 Use and interpret intermediate signals c.3 Use auditory devices c.4 Convey a confident and friendly manner through body and posture while refereeing c.5 Receive feedback from basketball officials c.6 Engage in a self reflection process
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 005A Interpret and apply the rules and regulations of basketball at an intermediate level a.2 SRS BSK 006A Use communication strategies to referee basketball at an intermediate level a.3 SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at an intermediate level b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 008A Interpret and apply the rules of basketball at an advanced level b.2 SRS BSK 010A Demonstrate positioning skills relevant to officiate basketball at an advanced level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Rules and regulations of basketball for various competitions in order to use accurate communication strategies when officiating at an advanced level a.2 Signals used in basketball in order to accurately communicate decisions when officiating at an advanced level a.3 Knowledge of game and skills levels of the players in order to use effective communication strategies to officiate a game of basketball at an advanced level a.4 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.5 The role of scorers, timekeepers, 30-second operator, assistant scorer and the bench chairperson in order to effectively officiate a game of basketball a.6 The role of the lead and trail referees in officiating a game of basketball at intermediate level in order to incorporate this into officiating practices

	<ul style="list-style-type: none"> a.7 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.8 Basic knowledge of career paths for referees in order to develop an officiating career plan a.9 Philosophies of basketball officiating in order to incorporate these into officiating responsibilities b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to read the game in order to officiate accurately b.2 Ability to make appropriate officiating signals in order to communicate decisions to players, other officials, scorers etc b.3 Ability to project voice in order to communicate decisions to players, other officials, scorers etc b.4 Movement and positioning skills used to apply the rules of basketball b.5 Listening skills in order to understand and interpret the mood of the game b.6 Working in a team in order to effectively officiate an game of basketball working with other officials b.7 Co-operation skills in order to officiate an game of basketball working with other officials b.8 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball b.9 Positioning skills of basketball in order to effectively officiate a game of basketball b.10 Communication skills (written and verbal)in order to convey your refereeing decisions b.11 Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.12 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner b.13 Decision-making skills in order to officiate basketball effectively b.14 Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball b.15 Media presentation skills in order to effectively conduct a media interview about a game of basketball b.16 Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism b.17 Reporting skills in order to accurately record the results of a game of basketball
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at an intermediate level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of six (6) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines and State Association or National requirements
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixture game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

- d. 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

SRS BSK 010A DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s for set plays	<ul style="list-style-type: none"> a. The set play positioning requirements are identified and demonstrated b. Positions are adjusted according to player/ball movement c. The elements of working as a team including the "sandwich principle" are demonstrated
2. Adopt appropriate position/s to observe general plays	<ul style="list-style-type: none"> a. The general play positioning requirements are identified and demonstrated b. Positions are adjusted in response to player/ball movement c. The elements of working as a team including the "sandwich principle" are demonstrated
3. Move appropriately to maintain optimal position to view play throughout the game	<ul style="list-style-type: none"> a. The best positions are consistently obtained to see between the players to determine contact b. The elements of working as a team including the "sandwich principle" are demonstrated c. The practices of working not to get in line with play are demonstrated d. Appropriate movements and anticipation are demonstrated
4. Positioning areas of responsibility	<ul style="list-style-type: none"> a. The specific on-court areas of responsibility are identified b. Primary areas of responsibility are applied

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants which: <ul style="list-style-type: none"> a.1 have experience equivalent to a Level 2 National Activity Organisation referee a.2 have adequate health status a.3 are players up to local or regional level a.4 may have special needs (eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition)
2. Advanced signals	<ul style="list-style-type: none"> a. scoring b. clock related c. administrative d. violations e. reporting a foul to the scorers table f. free throw administration
3. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns, c. buzzers and bells
4. Best practice principles of basketball	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy a.2 the National Officiating Program's <i>Officials Code of Conduct</i> policy a.3 National Activity Organisation, State Activity Organisation and/or Local Activity Organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of Australian basketball a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
5. Conditions	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 playing surface a.2 weather - humidity
6. Documentation	<ul style="list-style-type: none"> a. score-sheets b. personal journal c. personal feedback sheet
7. Equipment	<ul style="list-style-type: none"> a. technical equipment - clock b. personal equipment -uniform, whistle c. game ball
8. External influences	<ul style="list-style-type: none"> a. game evaluators b. coaches/team bench c. other facility users

	<ul style="list-style-type: none"> d. spectators/parents e. comments to referees and players f. media
9. Given situation/s	<ul style="list-style-type: none"> a. contact situations b. ball handling situation/s c. out of bounds d. interaction with players
10. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. contact and ball handling situations c. scoring d. court of referees e. player/coach reactions f. interactions with players g. positioning of referee/s h. competitive positioning - players have an entitlement to a position on the floor - (1st there retains) <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. through indications c. by signals d. in writing
11. Intent of the rules	<ul style="list-style-type: none"> a. a philosophical guideline accepted within the culture of basketball regarding the interpretation of the rules of the game
12. Other officials	<ul style="list-style-type: none"> a. colleagues b. scorer c. assistant scorer d. timekeepers e. 30-second operator f. team officials/administrators g. coaches h. sports medicine personnel i. technical commissioner j. bench chairperson k. match manager
13. Positioning considerations	<ul style="list-style-type: none"> a. division of the court to maintain full coverage b. set play c. starting the game/period d. scoring situations e. free throw penalty f. jumpball g. foul shot administration h. types of offences and defences i. general play j. loose ball k. offensive/defensive plays l. back court defensive pressure m. trailing the court in back play n. leading play in fast breaks o. out of bounds p. areas of responsibility q. one looking on ball r. one looking off ball
14. Resources	<ul style="list-style-type: none"> a. score table/board b. team bench c. health and safety provisions d. indoor facilities e. padded backboards and stands

	<ul style="list-style-type: none"> f. materials - controlling body paperwork g. electronic and/or manual scoring system h. hooter, buzzer and/or bell i. game clock j. competing team officials k. timekeepers/official scorers l. marked court m. backboard n. baskets o. ring p. paperwork - scoresheet q. basketball r. a 30-second device s. player foul markers t. team foul markers u. team fouls indicator
15. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy e. Official Referees Manual
16. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Official Basketball Rules</i> b. current edition of <i>Basket Rules - Simplified and Illustrated</i> c. current edition of <i>Official Basketball Referees Manual</i> d. National Activity Organisation, State Activity Organisation and/or Local Activity Organisation <i>Code of conduct</i> policy
17. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. intent of the rules e. maintaining a balance with game control f. consistency with a common sense approach g. advantage/disadvantage interpretation h. junior sports policy i. enjoyment

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE BASKETBALL AT AN ADVANCED LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully demonstrate the use of positioning skills required to referee a basketball game at a State or National level. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Adopt position appropriate for set plays c.2 Adopt appropriate position for general plays c.3 Move appropriately to position to see the situation at hand throughout the game c.4 Adjust position according to areas of responsibility
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS BSK 005A Interpret and apply the rules and regulations of basketball at an intermediate level a.2 SRS BSK 006A Use communication strategies to officiate basketball at an intermediate level a.3 SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at an intermediate level b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS BSK 008A Interpret and apply the rules and regulations of basketball at an advanced level b.2 SRS BSK 009A Use communication strategies to officiate basketball at an advanced level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Comprehensive knowledge of rules and regulations of basketball in order to understand correct positioning for officiating basketball at an advanced level a.2 Rules and regulations of basketball for various competitions in order to incorporate this into positioning skills a.3 Game and game environment in order to take up correct positions to officiate at an advanced level a.4 The role of the scorers ,timekeepers, 30-second operator and assistant scorer in order to effectively officiate a game of basketball at an advanced level a.5 The role of the lead and trail referees in officiating a game of basketball at advanced level in order to incorporate this into officiating practices a.6 Presentation requirements for referees in order to effectively represent organisation in an officiating capacity a.7 Career paths for referees in order to develop an officiating career plan a.8 Philosophies of basketball officiating in order to incorporate these into officiating responsibilities b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to read the game in order to officiate accurately

	<ul style="list-style-type: none"> b.2 Ability to make appropriate officiating signals in order to communicate decisions to players, other officiates, scorers etc b.3 Ability to project voice in order to communicate decisions to players, other officiates, scorers etc b.4 Movement and positioning skills used to apply the rules of basketball b.5 Listening skills in order to understand and interpret the mood of the game b.6 Working in a team in order to effectively officiate an game of basketball working with other officials b.7 Co-operation skills in order to officiate an game of basketball working with other officials b.8 Whistle blowing, running, signalling, ball handling in order to effectively officiate a game of basketball b.9 Positioning skills of basketball in order to effectively officiate a game of basketball b.10 Communication skills (written and verbal)in order to convey your refereeing decisions b.11 Planning and organising skills in order to efficiently officiate a game of basketball and communicate all relevant information to coaches, participants, other officials, spectators, and other relevant persons b.12 Interpersonal and coping skills in order to receive give and feedback in a positive and constructive manner b.13 Decision-making skills in order to officiate basketball effectively b.14 Conflict resolution skills in order to effectively manage any disputes while officiating a game of basketball b.15 Media presentation skills in order to effectively conduct a media interview about a game of basketball b.16 Concentration skills in order to officiate a game of basketball and not be distracted by player/crowd comments and criticism b.17 Reporting skills in order to accurately record the results of a game of basketball
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a basketball facility, equipment and players competing at an advanced level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of six (6) games in order to ensure consistency of performance over the range of variables and contexts applicable to and in accordance with basketball refereeing guidelines and State Association or National requirements
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation during a fixture game b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS BSK 011A TEACH OR DEVELOP INTERMEDIATE SKILLS OF BASKETBALL

BSK

Basketball

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the intermediate movement patterns of intermediate basketball skills	<ul style="list-style-type: none"> a. Intermediate bio-mechanical principles are explained in the context of intermediate basketball skills b. an <i>intermediate skill</i> and its purposes are identified and the skill is broken into components
2. Identify preferred teaching methods and coaching styles to develop the intermediate skills of basketball	<ul style="list-style-type: none"> a. Teaching methods are identified and explained in the context of specific skills b. Effective types of feedback are demonstrated during the practice session c. Appropriate demonstrations are used during the practice session d. Appropriate questions are used in the coaching process of skill teaching e. Appropriate coaching styles are related to specific coaching situations
3. Assess players readiness to acquire and perform the intermediate skill/s of basketball	<ul style="list-style-type: none"> a. A pre-skill competency assessment is conducted b. The skill or skills to be developed are identified c. Factors which affect the acquisition of the <i>intermediate skills of basketball</i> are identified and described in relation to skill acquisition of players d. Players are assessed regarding their readiness to acquire the intermediate skill being taught or developed
4. Conduct drills, activities and/or games to teach or develop the intermediate skills of basketball	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected to match the players readiness, the <i>conditions and external influences</i>, the advanced skill/s and the <i>equipment</i> available b. Sufficient space and <i>resources</i> are allocated for the drill, activity and/or game c. Relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> are delivered d. Where appropriate, technological aids are used to supplement presentations. e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis f. Players are observed to see that the drills, activities and/or games are conducted to enhance the <i>rules, regulations and policies</i> and <i>accepted practices in basketball</i> g. Player skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis h. Observation is undertaken with minimal disruption to the flow of the drill, activity or game i. The skill is taught and the teaching method and coaching/instructing styles are monitored during the instruction and assessed following the instruction j. Group control is maintained 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

- a. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring
- b. Players are given the opportunity to comment and/or ask questions
- c. Aspects needing further emphasis and/or attention are identified for intervention in future practice sessions

Range of Variables

TEACH OR DEVELOP INTERMEDIATE SKILLS OF BASKETBALL

VARIABLE STATEMENT	CATEGORIES
1. Accepted practices in basketball	<ul style="list-style-type: none"> a. accreditation of coaches through the National Coaching Accreditation Scheme b. teaching methods c. effective types of feedback d. appropriate demonstrations e. appropriate questions f. coaching styles g. the basketball Coaches code of ethics a. the Australian Coaching Council's Coaches Code of Conduct policy b. the culture of the sport c. basketball policies (eg, Anti doping, blood policy etc.) d. accreditation of coaches through National Coaching Accreditation Scheme e. Australian Sports Commission Harassment free sport policy
2. Communicate	<ul style="list-style-type: none"> a. in a style appropriate to the basketball community with: <ul style="list-style-type: none"> a.1 coach, player interaction a.2 coach, official interaction a.3 coach, broader community interaction a.4 coach, media interaction b. in accord with: <ul style="list-style-type: none"> b.1 appropriate use of verbal, non-verbal and written modes b.2 the <i>Basketball Coaches Code of Conduct</i> policy b.3 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy b.4 the culture of the sport
3. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions for outdoor courts b. facility conditions c. shared facility etiquette
4. Drills, activities and games	<ul style="list-style-type: none"> a. drills and game configurations <ul style="list-style-type: none"> a.1 1 x 0 a.2 1 x 1 a.3 2 x 2 a.4 3 x 2 a.5 3 x 3 a.6 4 x 4 a.7 5 x 5 b. drills and games can be developed by using the above progressions in a changing environment of full and half court configurations c. refer to the <i>Basketball Level 2 Coaching Guide</i> for a detailed summary of the drills, activities and games described above
5. Equipment	<ul style="list-style-type: none"> a. all personal equipment in competition conforms to the Rules of basketball b. technical equipment is appropriate and safe for the activities undertaken c. personal equipment is appropriate and safe for the activities undertaken at that time

	<ul style="list-style-type: none"> d. should provide maximum time on task e. should be utilised in a safe and effective manner which maximises participation
6. Intermediate skills of basketball	<ul style="list-style-type: none"> a. body movement fundamentals b. dribbling – left and right hand c. passing - left and right hand d. lay ups - left and right hand e. jump shot - left and right hand f. individual defensive skills g. individual offensive skills h. team defensive skills i. team offensive skills j. traditional play <p>The emphasis is placed on the non-preferred hand in the individual skill development All these skills are to be coached under competitive environments Further information can be obtained from the National Activity Organisation Level 2 Coaches manual</p>
7. Resources	<ul style="list-style-type: none"> a. coaching personnel b. equipment c. materials d. health and safety provisions (refer to Occupational Health and Safety statement) e. facilities both indoor and outdoor f. first aid kit g. Sufficient resources must be made available (both human and physical) to maintain a safe and enjoyable experience while maintaining maximum time on task activities
8. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Basketball Rule Book</i> b. best practice codes of ethics such as: <ul style="list-style-type: none"> b.1 basketball code of ethics b.2 Australian Coaching Council code of ethics c. policies of the employer organisation such as: <ul style="list-style-type: none"> c.1 basketball anti doping policy c.2 Australian Sports Commission Harassment free sport d. age restrictions

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF BASKETBALL

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge teach or develop the intermediate skills of basketball in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide a safe teaching environment c.2 Teach and correct intermediate basketball skills with maximum time on task c.3 Review and adapt coaching methods to improve their effectiveness c.4 Evaluate whether conditions are suitable to commence and continue the practice c.5 Observe a player and recognise when and how intervention should take place to improve individual skill and team performance
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of or in conjunction with the competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed after attainment of competency in or, in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRS CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.1 SRS COA 002A Plan individualised training programs to improve skills c.2 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills c.3 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.2 SRS COA 005A Include special interest groups or people with special needs c.3 SRS COA 006A Implement the fundamental principles of sport psychology c.4 SRS COA 007A Provide fundamental information about the principle of eating for peak performance c.5 SRX OFF 002A Apply rules and regulations to conduct games and competitions
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Fundamental skills of basketball in order to progress to the intermediate level of skill acquisition a.2 Drills, activities and games used to teach the intermediate skills of basketball a.3 Knowledge of how to identify and correct inappropriate skills execution in order to incorporate this into teaching methods a.4 Knowledge of the rules and regulations of basketball in order to teach these to participants a.5 Relevant modified rules and regulations of basketball in order to teach these to participants a.6 Relevant equipment and safety requirements to ensure all

	<p>possible risks associated with a training session have been identified and appropriate action taken to ensure safe participation</p> <p>b. Underpinning skills:</p> <p>b.1 Organise effective and appropriate coaching practices</p> <p>b.2 Apply the rules of basketball (eg, Movement, voice, use of technical aids, judgement, reporting)</p> <p>b.3 Provide demonstrations (ie, Self, other athletes as models, videos)</p> <p>b.4 Organisational ability to maintain maximum time on task</p> <p>b.5 Ability to adapt to changes in training circumstances (eg, only 3 players at practice)</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a basketball facility, equipment and participants competing at an appropriate level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of 3 sessions in order to ensure consistency of performance.</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an real coaching situation with real players that compete at an appropriate level</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

CAREER ORIENTED PARTICIPATION

COP

Contents

SRS COP 001A	Prepare for public speaking	1
SRS COP 002A	Plan for and participate in a media interview	5
SRS COP 003A	Demonstrate personal image and presentation skills.	10
SRS COP 004A	Develop negotiation skills	14
SRS COP 005A	Demonstrate basic assertive communication skills	18
SRS COP 006A	Complete a tax return.....	22
SRS COP 007A	Develop a financial goal setting plan	26
SRS COP 008A	Prepare a pre or post event meal.....	31
SRS COP 009A	Collect information on drugs in sport	35
SRS COP 010A	Collect information on stress management	39
SRS COP 011A	Develop an integrated time management plan.....	43
SRS COP 012A	Develop a travel and accommodation plan	47
SRS COP 013A	Develop a career goal setting plan	51
SRS COP 014A	Prepare to study	55
SRS COP 015A	Prepare a public speaking presentation for informative, motivational and persuasive talks	59
SRS COP 016A	Prepare for a media interview	64
SRS COP 017A	Develop self awareness skills	68
SRS COP 018A	Develop advanced assertive communication skills	73
SRS COP 019A	Prepare a sponsorship proposal	77
SRS COP 020A	Develop a personal financial plan.....	81
SRS COP 021A	Collect information on contracts	86
SRS COP 022A	Collect information on elite athletes.....	90
SRS COP 023A	Design an athlete's diet.....	94
SRS COP 024A	Prepare for an overseas sporting event.....	98
SRS COP 025A	Prepare to participate in competition	103
SRS COP 026A	Implement and evaluate a time management plan.....	107

SRS COP 001A PREPARE FOR PUBLIC SPEAKING

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to prepare and deliver a talk, including the structure and the communication skills required.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for public speaking	a. The selection of information is relevant to the audience b. The talk is organised and appropriate language used to convey a clear expression of ideas
2. Present a talk to a public forum	a. The talk is given in an audible manner b. The presentation is given in a manner that engages and holds the audience's attention c. The presentation is delivered developing ideas logically, coherently and is completed in the given time d. The presentation is delivered using appropriate vocabulary and grammatical structures e. The presentation is given in a confident and fluent manner that uses appropriate register and tone and employs variety of pace, pitch, stress and volume f. Relevant non-verbal communication and body language are used g. The presentation is enhanced through the selection, organisation and presentation of supporting materials such as visuals h. Questions are effectively dealt with

Range of Variables

PREPARE FOR PUBLIC SPEAKING

VARIABLE STATEMENT	CATEGORIES
1. Appropriate language	<ul style="list-style-type: none"> a. is pitched at audience level b. appropriate too the topic c. contains no bad or offensive language d. does not use jargon
2. Effectively	<ul style="list-style-type: none"> a. fully b. politely c. correctly
3. Impromptu talk	<ul style="list-style-type: none"> a. usually shorter b. audience unknown, therefore ability to respond to feedback and adjust presentation is very important c. ability to think on your feet
4. Non-verbal communication and body language	<ul style="list-style-type: none"> a. placement of hands b. stance c. head movements d. eye movements
5. Organised	may include: <ul style="list-style-type: none"> a. past b. present c. future d. introduction e. body f. conclusion
6. Prepared talk	<ul style="list-style-type: none"> a. preparation time b. practice c. research topic and audience d. ability to use visual aids
7. Relevant	<ul style="list-style-type: none"> a. interesting b. informative c. on the subject advertised d. motivational
8. Talk	<ul style="list-style-type: none"> a. short b. long c. prepared d. impromptu
9. Visuals	<ul style="list-style-type: none"> a. overhead transparencies b. slides c. photographs d. handouts e. video recording f. PowerPoint presentation

Evidence Guide

PREPARE FOR PUBLIC SPEAKING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors that influence the preparation and presentation of an impromptu talk and a longer prepared speech b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Prepare information for a speech c.2 present a speech that contains relevant information c.3 present a speech in a manner that engages and holds the audience's attention c.4 deliver a speech using appropriate vocabulary and communication skills
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Organisational codes of practice and guidelines for the delivery of speeches to the public a.2 Decision making and conflict resolution strategies for answering difficult questions a.3 Relevant knowledge of the organisation, its key functions, personnel, aims and objectives b. Underpinning skills <ul style="list-style-type: none"> b.1 Problem solving in order to answer difficult questions fully and correctly, or to refer to others if answer is not known b.2 Interpersonal skills in order to develop a rapport with audience b.3 Communication (verbal and listening skills) b.4 Observation in order to monitor effect of talk and adjust if necessary b.5 Negotiation skills to negotiate outcomes with the audience and control audience reception of your talk b.6 Flexibility skills to be able to adjust the talk on the spot in order to achieve the best outcome
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an appropriately equipped theory space, a microphone, a lectern, a stage and access to relevant information b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the

- remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	1	1

SRS COP 002A PLAN FOR AND PARTICIPATE IN A MEDIA INTERVIEW

COP Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to plan and conduct an effective electronic and print media interview.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to plan a media interview	a. The specific <i>details</i> and <i>purpose of the interview</i> are identified b. The <i>method of delivery</i> for the interview is identified c. The plan conforms to all legislation, taking into account the rights of the interviewer and interviewee d. All forms of electronic media are identified e. The <i>equipment</i> that will be used in the interview is identified f. <i>Grooming techniques</i> to be used in media interviews are identified. g. Potential questions are identified h. A list of appropriate answers to identified questions is prepared i. The differences between <i>radio</i> and <i>television</i> interviews are identified
2. Undertake a media interview	a. Demonstrate the ability to use non-verbal <i>communication techniques</i> b. Demonstrate the ability to use the <i>equipment</i> normally used during an interview c. Conduct an electronic media interview d. Conduct a <i>print media</i> interview

Range of Variables

PLAN FOR AND PARTICIPATE IN A MEDIA INTERVIEW

VARIABLE STATEMENT	CATEGORIES
1. Communication techniques	a. verbal a.1 speaking concisely a.2 tone a.3 volume a.4 speed a.5 language b. non-verbal b.1 body language b.2 behaviour b.3 listening skills b.4 posture b.5 way you sit
2. Details	a. time b. length c. place
3. Differences between print and electronic media interviews	a. print: a.1 stories are longer and more detailed a.2 later deadlines a.3 may need photo b. media b.1 stories are short b.2 shorter deadlines b.3 image is important
4. Equipment	a. microphone b. head phones c. camera
5. Grooming techniques	a. colours b. patterns c. formal d. casual e. tracksuit f. sponsor clothing g. make-up h. hair
6. Method of delivery	a. telephone b. in studio c. live d. interview panel e. pre-recorded f. talk back g. remote
7. Print media	a. magazines b. newspapers c. publicity material

8. Professional background of interviewer	<ul style="list-style-type: none"> a. name b. program c. station d. previous interviews
9. Purpose of the interview	<ul style="list-style-type: none"> a. news b. special c. light entertainment d. current affairs e. radio f. print g. television
10. Radio interviews	<ul style="list-style-type: none"> a. tight deadlines b. short pieces, grabs c. result oriented d. critical aspect
11. Television interviews	<ul style="list-style-type: none"> a. characteristics: <ul style="list-style-type: none"> a.1 visual a.2 short grabs – 10 seconds b. crew <ul style="list-style-type: none"> b.1 reporter b.2 camera operator b.3 sound assistant c. critical aspects <ul style="list-style-type: none"> c.1 look and sound professional

Evidence Guide

PLAN FOR AND PARTICIPATE IN A MEDIA INTERVIEW

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the processes involved in planning an effective media interview in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Conduct a print media interview using appropriate information, language and equipment</p> <p>c.2 Conduct an electronic media interview using appropriate information, language and equipment</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 003A Demonstrate personal image and presentation skills</p> <p>a.2 SRS COP 005A Demonstrate basic assertive communication skills</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Contractual arrangements as an athlete in order to understand contractual obligations when participating in a media interview</p> <p>a.2 Codes of practice and guidelines for the sport/organisation in order to understand these when participating in a media interview</p> <p>a.3 Organisation's policy and procedures for media interviews</p> <p>a.4 Decision making and conflict resolution strategies in order to effectively manage any difficult situation that may arise during a media interview</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how to deal with unexpected questions or attitudes during an interview</p> <p>b.2 Interpersonal skills to develop rapport with audience</p> <p>b.3 Communication skills (verbal and listening) in order to effectively understand the message of the interview and convey an accurate answer</p> <p>b.4 Observation to monitor and adapt interview as required</p> <p>b.5 Negotiation skills to negotiate difficult situations with interviewer and/or audience</p> <p>b.6 Flexibility to adjust quickly to differing situations</p> <p>b.7 Empathy to develop rapport and understanding with and for the audience</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 Appropriately equipped theory space</p> <p>a.2 Camera</p> <p>a.3 Television</p> <p>a.4 Microphone</p> <p>a.5 Headphones</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	1	1

SRS COP 003A DEMONSTRATE PERSONAL IMAGE AND PRESENTATION SKILLS

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to present oneself in a professional manner to the media. The unit looks at both social and professional media situations.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on personal image and presentation techniques	<ul style="list-style-type: none"> a. The potential <i>stakeholders</i> you may be required to represent are identified b. <i>Professional</i> and <i>social situations</i> in which you may be required to represent key <i>stakeholders</i> are identified c. Requirements of key <i>stakeholders</i> are identified d. Characteristics of effective <i>personal presentation</i> are identified
2. Demonstrate personal image and presentation skills	<ul style="list-style-type: none"> a. The ability to use effective personal image and presentation techniques in a <i>professional situation</i> is demonstrated b. The ability to use effective personal image and presentation techniques in a <i>social situation</i> is demonstrated

Range of Variables

DEMONSTRATE PERSONAL IMAGE AND PRESENTATION SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Personal presentation	<ul style="list-style-type: none"> a. grooming b. colour and style c. travelling light d. table manners e. etiquette f. protocols
2. Professional situations	<ul style="list-style-type: none"> a. interviews b. media appearances c. training sessions d. competition e. promotional functions f. speech nights g. sporting body functions h. after competition activities i. travel related to competition j. sports clinics for schools and community organisations k. public speaking engagements l. presentation m. dinner
3. Social situations	<ul style="list-style-type: none"> a. social contact with supporters/fans b. workplace
4. Stakeholders	<ul style="list-style-type: none"> a. themselves b. sporting body c. coach d. parents e. sponsor

Evidence Guide

DEMONSTRATE PERSONAL IMAGE AND PRESENTATION SKILLS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the importance of personal image and presentation for an athlete</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Present oneself in a professional manner when interacting with the public and the media</p> <p>c.2 Key stakeholders are fully represented during all public and media presentations</p> <p>c.3 Use effective personal image and presentation techniques when interacting with the public and the media</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Codes of practice and guidelines for the sport/organisation in order to understand these when participating in a presentation</p> <p>a.2 Organisation's policy and procedures for interaction with the public in professional and social situations</p> <p>a.3 Decision making and conflict resolution strategies procedures for interaction with the public in professional and social situations</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how to deal with unexpected questions or attitudes during a function</p> <p>b.2 Interpersonal skills to develop rapport with guests</p> <p>b.3 Communication skills (verbal and listening) in order to effectively understand the message of the presentation and convey it accurately</p> <p>b.4 Observation to monitor and adapt interaction with guests as required</p> <p>b.5 Negotiation skills to negotiate difficult situations with guests and to resolve problems as they arise</p> <p>b.6 Flexibility to adjust quickly to differing situations</p> <p>b.7 Empathy to develop rapport and understanding with and for the guests</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 camera</p> <p>a.3 television</p> <p>a.4 microphone</p> <p>a.5 headphones</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

<p>KEY COMPETENCIES</p>						
<p>Collect, Analyse & Organise Information</p>	<p>Communicate Ideas & Information</p>	<p>Plan & Organise Activities</p>	<p>Work with Others & in Teams</p>	<p>Use Mathematical Ideas & Techniques</p>	<p>Solve Problems</p>	<p>Use Technology</p>
<p>2</p>	<p>2</p>	<p>2</p>	<p>1</p>	<p>-</p>	<p>1</p>	<p>1</p>

SRS COP 004A DEVELOP NEGOTIATION SKILLS

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to develop a plan on how to negotiate to achieve an agreed outcome	a. Information on <i>preparing for negotiation</i> is identified and included in the plan b. Information on creating <i>non verbal environments</i> for positive negotiating is identified and included in the plan c. Information on <i>active listening</i> is identified and included in the plan d. Information on different <i>questioning techniques</i> is identified and included in the plan e. Information is checked to ensure it is correct and up to date
2. Participate in a negotiation to an agreed outcome	a. Criteria for successful outcome are agreed upon by all parties b. Desired outcomes of all parties are considered c. Appropriate language is used throughout the negotiation d. A variety of questioning techniques are used e. The issues and process(es) are documented and agreed upon by all parties f. Possible solutions are discussed and their viability assessed g. Areas of agreement are confirmed and recorded h. Follow-up action is agreed upon by all parties

Range of Variables

DEVELOP NEGOTIATION SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Active listening	<ul style="list-style-type: none"> a. attentive b. don't interrupt c. good posture d. maintain eye contact e. reflective listening
2. Non verbal environments	<ul style="list-style-type: none"> a. friendly reception b. warm and welcoming room c. refreshments offered d. lead in conversation before negotiation begins
3. Preparing for negotiation	<ul style="list-style-type: none"> a. background information on other parties to the negotiation b. good understanding of topic to be negotiated c. clear understanding of desired outcome/s d. personal attributes <ul style="list-style-type: none"> d.1 self awareness d.2 self esteem d.3 objectivity d.4 empathy d.5 respect for others e. interpersonal skills <ul style="list-style-type: none"> e.1 listening/reflecting e.2 speaking e.3 non verbal communication e.4 assertiveness e.5 behaviour labelling e.6 testing understanding e.7 seeking information e.8 self disclosing f. analytic skills <ul style="list-style-type: none"> f.1 observing differences between content and process f.2 identifying bargaining information f.3 applying strategies to manage process f.4 applying steps in negotiating process f.5 strategies to manage conflict f.6 steps in negotiating process f.7 options within organisation and externally for resolving conflict
4. Questioning techniques	<ul style="list-style-type: none"> a. direct b. indirect c. open ended

Evidence Guide

DEVELOP NEGOTIATION SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors influencing negotiation to achieve agreed an outcome b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1. Participate in a negotiation with at least one other person to achieve an agreed outcome
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COP 005A Demonstrate basic assertive communication skills b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Codes of practice and guidelines for the sport/organisation in order to understand these when participating in a negotiation a.2 Organisation's policy and procedures for negotiations in order to incorporate these into all negotiations a.3 Decision making and conflict resolution strategies procedures for negotiating to a successful outcome b. Underpinning skills <ul style="list-style-type: none"> b.1 Problem solving strategies to know how to deal with unexpected questions or attitudes during a negotiation b.2 Interpersonal skills to develop rapport with other parties to the negotiation process b.3 Communication skills (verbal and listening) in order to effectively understand the message of the negotiation and come to an agreed outcome b.4 Observation to monitor and adapt strategies as required to reach desired outcome/s b.5 Negotiation skills to negotiate difficult situations and to resolve problems as they arise b.6 Flexibility to adjust quickly to differing situations b.7 Empathy to develop rapport and understanding with and for the other party
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a real negotiation process in the work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?"

- scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	2	1

SRS COP 005A DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to develop basic communication and assertive behavioural skills necessary to achieve effective interpersonal communication.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to develop a interpersonal communication action plan	<ul style="list-style-type: none"> a. The <i>characteristics of different behaviour</i> are identified and included in the plan b. The <i>processes used in communication</i> are identified and included in the plan c. The <i>common causes and consequences of ineffective communication</i> are identified and included in the plan d. The factors that influence <i>successful communication</i> are identified and included in the plan e. The factors that influence a person's capacity to develop <i>assertive behaviour</i> are identified and included in the plan f. A range of <i>strategies for developing assertive behaviour</i> are identified and included in the plan g. Information is checked to ensure it is correct and up to date
2. Demonstrate effective use of the key skills required for assertive communication	<ul style="list-style-type: none"> a. The ability to use <i>key skills</i> required for assertive communication is demonstrated b. The ability to adjust techniques according to different situations is demonstrated

Range of Variables

DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Assertive behaviour	<ul style="list-style-type: none"> a. a respect for yours and others rights b. limiting factors <ul style="list-style-type: none"> b.1 self confidence b.2 determination b.3 communication skills b.4 gender issues b.5 personal valuation
2. Characteristics of different behaviour	<ul style="list-style-type: none"> a. assertive <ul style="list-style-type: none"> a.1 a respect for yours and others rights b. non-assertive <ul style="list-style-type: none"> b.1 neglect of your own rights c. aggressive <ul style="list-style-type: none"> c.1 neglect of others right
3. Common causes and consequences of ineffective communication	<ul style="list-style-type: none"> a. causes <ul style="list-style-type: none"> a.1 mixed messages a.2 tone a.3 inappropriate body language b. consequences <ul style="list-style-type: none"> b.1 poor performance b.2 poor relationships b.3 disrespect
4. Key skills	<ul style="list-style-type: none"> a. active listening b. empathy c. developing rapport d. control body language e. eye contact
5. Processes used in communication	<ul style="list-style-type: none"> a. processes <ul style="list-style-type: none"> a.1 two way process a.2 sending a.3 receiving a.4 verbal a.5 non-verbal
6. Successful communication	<ul style="list-style-type: none"> a. listening skills b. clarity of message c. body language d. rapport e. concentration f. empathy
7. Strategies for developing assertive behaviour	<ul style="list-style-type: none"> a. include: <ul style="list-style-type: none"> a.1 broken record a.2 fogging a.3 negative assertion a.4 negative inquiry a.5 free information a.6 self disclosure a.7 empathy

Evidence Guide

DEMONSTRATE BASIC ASSERTIVE COMMUNICATION SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors that influence the effective use of assertive communication in the workplace b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Apply factors affecting the use of assertive communication in order to communicate successfully
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COP 004A Develop negotiation skills b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Codes of practice and guidelines for the sport/organisation in order to understand these when communicating with others a.2 Organisation's policy and procedures for communication with clients in order to incorporate these into all communications a.3 Decision making and conflict resolution strategies procedures for communication to achieve a successful outcome b. Underpinning skills <ul style="list-style-type: none"> b.1 Problem solving strategies to know how to deal with unexpected questions or attitudes while communication with clients b.2 Interpersonal skills to develop rapport with clients b.3 Communication skills (verbal and listening) in order to effectively understand the message of the interview and reach an agreed outcome b.4 Observation to monitor and adapt strategies as required to reach desired outcome/s of the communication process b.5 Negotiation skills to negotiate difficult situations and to resolve problems as they arise b.6 Flexibility to adjust quickly to differing situations b.7 Empathy to develop rapport and understanding with and for the other party
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a real communication process in the work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?"

- scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	2	1

SRS COP 006A COMPLETE A TAX RETURN

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to comply with responsibilities for paying income tax and claiming allowable deductions, as well completing a tax return.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on income taxation liabilities in order to complete a tax return	a. The <i>sources information on taxation advice</i> are identified b. The obligations/responsibilities for paying tax are identified c. <i>Possible sources of income</i> are identified d. <i>Allowable tax deductions</i> are identified e. The types of <i>records</i> to be kept for taxation purposes are identified f. A variety of <i>income tax forms</i> are identified
2. Complete a tax return	a. Complete a tax return, which incorporates all income, expenses and deductions b. The information is as up to date as available sources allow c. Discrepancies are checked with the relevant person

Range of Variables

COMPLETE A TAX RETURN

VARIABLE STATEMENT	CATEGORIES
1. Allowable tax deductions	<ul style="list-style-type: none"> a. expenses that relate to your work as an employee b. work related car expenses c. work related travel expenses d. work related uniform, occupation specific or protective clothing and laundry expenses e. work related self-education expenses f. interest and dividend g. gift or donations to eligible organisations h. cost of managing tax affairs i. non-employer sponsored superannuation contributions
2. Income tax forms	<ul style="list-style-type: none"> a. employment declaration b. group certificate c. tax file number request d. tax return
3. Possible sources of income	<ul style="list-style-type: none"> a. income b. salary c. investments d. sponsorships e. grants
4. Records	<ul style="list-style-type: none"> a. group certificate/s b. tax file number c. tax deductions d. other income
5. Sources information on taxation advice	<ul style="list-style-type: none"> a. taxation department b. tax agents c. accountants d. investment advisers e. banks f. building societies g. credit unions

Evidence Guide

COMPLETE A TAX RETURN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing personal income taxation and the obligations and responsibilities for pay income tax</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Complete an tax return that incorporates all income, expenses and deductions</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for completion of tax returns and using financial information correctly</p> <p>a.2 Basic financial management and record keeping in order to use this knowledge when completing a tax return</p> <p>b. Underpinning skills</p> <p>b.1 Use of technology in order to record financial information into electronic accounting program</p> <p>b.2 Referral skills to identify to whom to refer queries about possible deductions</p> <p>b.3 Research skills to seek information on the correct procedures for preparing and processing a tax return</p> <p>b.4 Literacy skills to clarify information contained in Australian Taxation Office literature</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to various taxation forms</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable</p>

6. Context for assessment

- a. Competency must demonstrated in a real or simulated environment
- b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	2	2	1

SRS COP 007A DEVELOP A FINANCIAL GOAL SETTING PLAN

COP

Career Oriented Participation

DESCRIPTION: This unit covers the basic knowledge and skills required to develop a personal budget, as well as the development of a financial goal setting plan.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to develop a personal budget	a. Sources of information required to develop a personal <i>budget</i> are identified b. The reasons for and <i>benefits of personal budgeting</i> are identified c. <i>Key money saving strategies</i> are identified d. The different types of <i>financial institutions</i> and the <i>services they provide</i> are identified e. The <i>criteria for assessing the services provided by financial institutions</i> are identified f. The <i>benefits of financial goal setting</i> are identified g. <i>Criteria for assessing each credit option</i> are outlined
2. Develop a personal budget	a. The <i>key elements of financial goal setting</i> are identified and evaluated b. The pros and cons of each option identified are assessed and appropriate options incorporated into the budget c. The personal budget developed incorporates a list of <i>personal credit options</i> and a financial goal setting plan
3. Collect information to complete a bank reconciliation	a. The <i>key elements of a reconciliation statement</i> are identified b. The <i>processes required to complete a bank reconciliation</i> are outlined c. Information required to establish a personal financial record-keeping system is identified
4. Complete a bank reconciliation	a. The ability to establish a personal financial record-keeping system is demonstrated b. The ability to successfully complete a bank reconciliation is demonstrated

Range of Variables

DEVELOP A FINANCIAL GOAL SETTING PLAN

VARIABLE STATEMENT	CATEGORIES
1. Benefits of financial goal setting	<ul style="list-style-type: none"> a. security b. achievement of financial goals c. monitoring of expenditure d. appropriate investment
2. Benefits of personal budgeting	<ul style="list-style-type: none"> a. checklist of income and expenditure b. monthly cash flow of income and expenditure c. allows for saving so be identified d. allows for realistic financial goals to be set
3. Budget	<ul style="list-style-type: none"> a. allocation of available resources
4. Criteria for assessing each credit option	<ul style="list-style-type: none"> a. interest rates b. flexibility c. service d. fees and charges e. credibility
5. Criteria for assessing services provided by financial institutions	<ul style="list-style-type: none"> a. interest rates b. flexibility c. service d. fees and charges e. convenience f. credibility
6. Financial institutions	<ul style="list-style-type: none"> a. bank b. building societies c. credit unions
7. Key elements of financial goal setting	<ul style="list-style-type: none"> a. identification of income and expenditure (current and desired) b. projection of income c. projection of sporting and career commitments
8. Key elements of a reconciliation statement	<ul style="list-style-type: none"> a. debits b. credits c. outstanding cheques d. outstanding deposits e. bank fees and charges f. benefits <ul style="list-style-type: none"> f.1 monitoring income/expenditure f.2 ensuring sufficient funds f.3 monitoring transactions
9. Key money saving strategies	<ul style="list-style-type: none"> a. obtain numerous quotes b. bank fees c. prepare own lunch, snacks and drinks

10. Process to complete a bank reconciliation	a. establish a financial record-keeping system b. compare bank's record to yours c. record income and expenditure included on bank statement
11. Services provided by financial institutions	a. loans b. mortgage c. investment d. overdraught e. accounts e.1 savings e.2 cheque f. credit card

Evidence Guide

DEVELOP A FINANCIAL GOAL SETTING PLAN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors influencing development of a comprehensive personal budget and the services provided by financial institutions b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Develop a financial goal setting plan that incorporates a personal budget and credit options c.2 Establish and maintain a personal record keeping system c.3 Reconcile a bank statement
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COP 013A Develop a career goal setting plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic financial management and record keeping in order to use this knowledge when developing a financial goal setting plan b. Underpinning skills <ul style="list-style-type: none"> b.1 Referral skills to identify to whom to refer queries about possible income streams b.2 Research skills to seek information on the different types of financial institutions b.3 Literacy skills to clarify information financial institutions literature
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to: <ul style="list-style-type: none"> a.1 appropriate bookkeeping records, journals a.2 sample bank statements a.3 information on financial institutions b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	2	2	1

SRS COP 008A PREPARE A PRE OR POST EVENT MEAL

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to prepare pre or post event meals with the correct nutritional requirements for persons participating in sport.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Collect information to plan a pre-or post event meal</p>	<p>a. Nutritional requirements for pre or post event meals are identified for a range of sports</p> <p>b. Information on different physiological characteristics and their effect on nutritional retention are identified</p> <p>c. Healthy cooking strategies are outlined</p> <p>d. Taste likes and dislikes of the client are identified for inclusion in the planning of a pre or post event meal</p>
<p>2. Prepare a pre or post event meal which meets nutritional requirements for a person participating in a sporting activity</p>	<p>a. Either a pre or post event meal that satisfies the nutritional requirements for a person participating in a sport is planned</p> <p>b. The plan takes account of all of the information gathered</p> <p>c. A pre or post event meal is prepared</p> <p>d. The meal is satisfying to the athlete and fulfils all nutritional requirements as identified</p>

Range of Variables

PREPARE A PRE OR POST EVENT MEAL

VARIABLE STATEMENT	CATEGORIES
1. Healthy cooking strategies	<ul style="list-style-type: none"> a. grilling b. steaming c. low fat cooking d. stir-fry
2. Nutritional requirements	<ul style="list-style-type: none"> a. pre-event <ul style="list-style-type: none"> a.1 eat 2-4 hours before a.2 high carbohydrate a.3 low fibre a.4 low fat a.5 moderate protein b. post event <ul style="list-style-type: none"> b.1 high carbohydrate snack within 15-30 minutes
3. Physiological characteristics	<ul style="list-style-type: none"> a. fat to muscle ratio b. sex
4. Range of sports	<ul style="list-style-type: none"> a. endurance events/aerobic b. sprint/anaerobic

Evidence Guide

PREPARE A PRE OR POST EVENT MEAL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the nutritional requirements for pre and post events meals b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Prepare a pre or post event meal that satisfies the nutritional requirements of a person participating in a sport
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the benefits to athletes of good nutritional cooking techniques a.2 Knowledge of the physiological characteristics of diet in order to prepare appropriate menus for athletes in competing and non competing situations b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to prepare a variety of different foods in a variety of healthy cooking styles b.2 Communication skills in order to give and receive information correctly on the eating tastes and dislikes of an individual b.3 Interpersonal skills in order to develop a rapport with the athletes for whom you are preparing meals
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to: <ul style="list-style-type: none"> a.1 information of nutritional requirements for pre and post event meals a.2 information on healthy cooking a.3 appropriately equipped kitchen b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real competition environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	--

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	-	-	2	-

SRS COP 009A

COLLECT INFORMATION ON DRUGS IN SPORT

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to identify sources of information on drugs in sport issues.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on professional advice available on drugs in sport	a. Information on the range of <i>professional advice available on drugs in sport</i> issues is identified and documented b. The function of each of these professional services is documented
2. Collect information on the major types of drugs available in Australian society	a. Information on the <i>major drugs used in Australian society</i> is identified and documented b. Information is as up-to-date, accurate and as comprehensive as available sources allow c. Conflicting information is checked with relevant sources
3. Collect information on the effects on the human body of the major drugs	a. Sources of information on the <i>classification of major drugs in relation to their legal status</i> is identified and documented b. Information is as up-to-date, accurate and as comprehensive as available sources allow c. Conflicting information is checked with relevant sources d. The <i>short term and long term effects on the human body</i> of the major drugs are identified and documented e. Other <i>possible harmful effects of drug use</i> as it relates to the individual and society, are identified and documented
4. Collect information on the ways in which the use of performance enhancing, weight control and other drugs are controlled in Australian Society	a. Sources of information on the classification of drugs as either <i>banned or permitted in sport</i> are identified and documented b. Sources of information on the reasons for drug use and the physical and psychological effects of banned and restricted drugs are identified and documented

Range of Variables

COLLECT INFORMATION ON DRUGS IN SPORT

VARIABLE STATEMENT	CATEGORIES
1. Banned or permitted in sport	current information available from: a. Australian Sports Drug Agency b. National Sporting Organisation for relevant sport c. Australian Sports Commission d. Australian Olympic Committee
2. Classification of major drugs in relation to their legal status	current information available from: a. Australian Sports Drug Agency b. National Sporting Organisation for relevant sport c. Australian Sports Commission d. Australian Olympic Committee
3. Major drugs used in Australian society	current information available from: a. Australian Sports Drug Agency b. National Sporting Organisation for relevant sport c. Australian Sports Commission d. Australian Olympic Committee
4. Possible harmful effects of drug use	current information available from: a. Australian Sports Drug Agency b. National Sporting Organisation for relevant sport c. Australian Sports Commission d. Australian Olympic Committee
5. Professional advice available on drugs in sport	a. Australian Sports Drug Agency b. Australian Pharmaceutical Association c. sports practitioner d. sports nutritionist
6. Physical and psychological effects of banned and restricted drugs	may include: a. narcotics a.1 loss of balance a.2 slowed breathing a.3 loss of concentration a.4 nausea b. stimulants b.1 increased blood pressure b.2 faster heart rate b.3 aggression and violence c. anabolic agents c.1 changes in mood c.2 shrinking of genitals c.3 hair loss
7. Short term and long term effects on the human body	current information available from: a. Australian Sports Drug Agency b. National Sporting Organisation for relevant sport c. Australian Sports Commission d. Australian Olympic Committee

Evidence Guide

COLLECT INFORMATION ON DRUGS IN SPORT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of drugs in sport issues and their effect on the human body</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Identify sources of information in order to collect information on drugs in sport issues</p> <p>c.2 Ensure the information is up to date and accurate</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for researching information from external organisations</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how access information on systems you do not have any knowledge of</p> <p>b.2 Interpersonal skills to develop rapport with organisations from whom you wish to gather information</p> <p>b.3 Communication (verbal and listening skills)</p> <p>b.4 Negotiation skills to negotiate access to information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to information on the drugs in sport issue and information from organisations that provide advice on these issues</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real competition environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	-	2	-	1	1

SRS COP 010A COLLECT INFORMATION ON STRESS MANAGEMENT

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to gather information on the causes of stress, and strategies for managing stress.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the impact stress can have on performance	<ul style="list-style-type: none"> a. Information on the causes of stress is identified and documented b. Information on the effects of stress on physiological and psychological well being is identified and documented c. Information on the impact stress can have on sporting performances is identified and documented d. Information is up-to-date, accurate and as comprehensive as available sources allow e. Conflicting information is checked with relevant sources
2. Collect information on ways of effectively managing stress	<ul style="list-style-type: none"> a. Information on the main forms of stress management is listed b. Information on the benefits of a range of relaxation techniques is identified and documented c. Information on the role of leisure and recreation in stress management is identified and documented d. Information is up-to-date , accurate and comprehensive as available sources allow e. Conflicting information is checked with relevant sources

Range of Variables

COLLECT INFORMATION ON STRESS MANAGEMENT

VARIABLE STATEMENT	CATEGORIES
1. Benefits of relaxation	<ul style="list-style-type: none"> a. increase in performance b. increase in concentration c. feeling of control d. decrease in cardiovascular risks
2. Causes of stress	<ul style="list-style-type: none"> a. social b. environmental c. technological d. fear/worry e. time management f. guilt
3. Effects of stress on Physiological and psychological well being	<ul style="list-style-type: none"> a. psychological <ul style="list-style-type: none"> a.1 emotional swings b. fight or flight response c. cardiovascular effects d. physiological
4. Forms of stress management	<ul style="list-style-type: none"> a. yoga b. conflict resolution c. relaxation d. time management training
5. Impact on sporting performance	<ul style="list-style-type: none"> a. increased tension b. loss of rhythm c. decrease in concentration
6. Relaxation techniques	<ul style="list-style-type: none"> a. deep breathing b. visualisation c. meditation
7. Role of leisure and recreation in stress management	<ul style="list-style-type: none"> a. release in tension b. balanced lifestyle c. fun

Evidence Guide

COLLECT INFORMATION ON STRESS MANAGEMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the impact of stress on performance</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Identify sources of information in order to collect information on stress management</p> <p>c.2 Ensure information is up to date and accurate</p> <p>c.3 Outline the ways of effectively managing stress</p>
<p>2 Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's policy and procedures for researching information from external organisations</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how access information on systems you do not have any knowledge of</p> <p>b.2 Interpersonal skills to develop rapport with organisations from whom you wish to gather information</p> <p>b.3 Communication (verbal and listening skills)</p> <p>b.4 Negotiation skills to negotiate access to information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 information on the physiological and psychological effects of stress</p> <p>a.3 information on different types of relaxation techniques</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	-	1	-	-	1

SRS COP 011A DEVELOP AN INTEGRATED TIME MANAGEMENT PLAN

COP Career Oriented Participation

DESCRIPTION: This unit covers the skills and knowledge required to develop and implement an integrated time management plan.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information for the development of a time management plan	a. Information required to develop a time management plan is identified and documented b. The factors that lead to time wastage are identified and documented c. The advantages and disadvantages of time management are identified and documented d. The factors that contribute to effective time management are identified and documented e. The key tools required for developing a time management plan are identified and documented f. All key activities and commitments that need to be included within the time management plan are identified and prioritised for inclusion in the plan g. Information is up-to date, accurate and as comprehensive as available sources allow h. Conflicting information is checked with relevant sources
2. Demonstrate the skills necessary to develop an integrated time management plan	a. The ability to develop an integrated time management plan that includes a diary and a weekly or monthly planner is demonstrated b. The ability to monitor, evaluate and adjust the time management plan as required is demonstrated

Range of Variables

DEVELOP AN INTEGRATED TIME MANAGEMENT PLAN

VARIABLE STATEMENT	CATEGORIES
1. Advantages of effective time management	<ul style="list-style-type: none"> a. increased productivity b. prevention of duplication of effort c. lower costs d. reduced stress e. increased output f. realisation of personal and professional goals
2. Effective time management	<ul style="list-style-type: none"> a. time scheduling b. establishment of priorities for <ul style="list-style-type: none"> b.1 education b.2 training b.3 work b.4 leisure c. integration of schedules d. dealing with distraction e. task orientation f. effective communication
3. Factors that lead to time wastage	<ul style="list-style-type: none"> a. goal conflicts b. reliance on others c. being controlled by others d. lack of planning e. ineffective communication f. poor organisation
4. Key activities	<ul style="list-style-type: none"> a. exam dates b. holiday camps c. competitions d. training times e. family commitments f. work hours g. goals
5. Key tools	<ul style="list-style-type: none"> a. diary b. weekly planner c. yearly planner d. goal setting plan e. technology

Evidence Guide

DEVELOP AN INTEGRATED TIME MANAGEMENT PLAN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing time management in the workplace and strategies for implementing and monitoring an effective time management plan</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Identify sources of information in order to collect information on the development of a time management plan</p> <p>c.2 Develop an integrated time management plan that all includes all key activities and includes a diary and a weekly or monthly planner</p> <p>c.3 Ensure the time management plan is adjusted as required</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 013A Develop a career goal setting plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Decision making and conflict resolution strategies and procedures for prioritising your time</p> <p>b. Underpinning skills</p> <p>b.1 Literacy skills to clarify information on the various types of time management tools</p> <p>b.2 Use of technology in order to record activities into an electronic time management program</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 template documents for logging time</p> <p>a.3 sample planners – weekly, monthly, yearly</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	1

SRS COP 012A DEVELOP A TRAVEL AND ACCOMMODATION PLAN

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to make travel and accommodation bookings for a particular itinerary and event.

ELEMENT	PERFORMANCE CRITERIA
1. Determine appropriate travel and accommodation arrangements for a particular event	a. <i>Purpose of travel</i> and proposed itinerary are clarified b. <i>Travel</i> and <i>accommodation</i> requirements are identified and documented c. Travel and accommodation arrangements suitable for the situation are assessed in line with needs
2. Make travel and accommodation bookings	a. Bookings are made in line with identified needs b. Itinerary for the particular event is finalised and distributed to appropriate persons

Range of Variables**DEVELOP A TRAVEL AND ACCOMMODATION PLAN**

VARIABLE STATEMENT	CATEGORIES
1. Accommodation	a. hotel b. motel c. hostel d. on-site
2. Purpose of travel	a. competition b. championship c. conference d. meeting e. presentation f. media event g. game h. interview
3. Travel	a. aeroplane b. car c. bus d. boat

Evidence Guide

DEVELOP A TRAVEL AND ACCOMMODATION PLAN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors influencing the booking of travel and accommodation arrangements b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1. Make travel and accommodation bookings in accordance with a given itinerary for a particular event
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Organisation's policy and procedures for booking of travel and accommodation a.2 Travel industry booking systems in order to effectively and efficiently develop a travel and accommodation plan a.3 Hospitality industry booking systems in order to effectively and efficiently develop a travel and accommodation plan b. Underpinning skills <ul style="list-style-type: none"> b.1 Literacy skills to clarify information on purpose of the travel b.2 Use of technology in order to make the necessary travel and accommodation bookings b.3 Problem solving strategies to know what to do if first option is not available b.4 Interpersonal skills to develop rapport with booking agencies b.5 Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately develop a travel and accommodation plan
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to <ul style="list-style-type: none"> a.1 appropriately equipped theory space a.2 information on procedures to be followed in the travel and hospitality industry for making booking b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS COP 013A DEVELOP A CAREER GOAL SETTING PLAN

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to identify the different types of goals, and the key elements of developing, implementing and reviewing goals.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to develop a career goal setting plan	a. The different types of goals are identified and documented b. The purpose of goal setting is identified and documented c. The key elements of goal setting are listed for inclusion in the plan
2. Develop a career goal setting plan	a. The plan includes long, medium and short term goals b. The plan includes tasks to meet the aims and is realistic c. The plan takes account of all collected information
3. Evaluate the plan	a. The parameters of evaluation are determined b. Feedback and suggestions are received constructively c. Areas where adjustment is needed are identified and ways of incorporating these adjustments agreed d. Career goal setting plan is adjusted incorporating the new information

Range of Variables

DEVELOP A CAREER GOAL SETTING PLAN

VARIABLE STATEMENT	CATEGORIES
1. Key elements of goal setting	<ul style="list-style-type: none"> a. specific b. measurable c. action-oriented d. realistic e. time-frame f. process of goal setting <ul style="list-style-type: none"> f.1 identification f.2 writing a goal statement g. S.M.A.R.T. goal principles <ul style="list-style-type: none"> g.1 Specific g.2 Measurable g.3 Achievable g.4 Realistic g.5 Time-line
2. Parameters of evaluation	<ul style="list-style-type: none"> a. review <ul style="list-style-type: none"> a.1 timeframe for review and notification of key parties a.2 seek feedback a.3 gather relevant information b. evaluation <ul style="list-style-type: none"> b.1 measure progress and set goals b.2 identify limiting factors to achievement b.3 make modifications b.4 reset timeframe for goals
3. Purpose	<ul style="list-style-type: none"> a. plan b. clarification c. motivation
4. Types of goals	<ul style="list-style-type: none"> a. short term b. medium term c. long term

Evidence Guide

DEVELOP A CAREER GOAL SETTING PLAN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the different types of goal setting and their purposes</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Develop a career goal setting plan that incorporates short, medium and long term goals</p> <p>c.2 Develop an action plan to review and modify the career goal setting plan as necessary</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Decision making and conflict resolution strategies and procedures for prioritising your goals</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how set realistic goals to aim for in your career and to identify pathways to achieving these aims</p> <p>b.2 Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately develop a career goal setting plan</p> <p>b.3 Negotiation skills to negotiate career advancements</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to documentation of goal setting for the work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS COP 014A PREPARE TO STUDY

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to set up an appropriate place in which to study and develop strategies to use study skills effectively.

ELEMENT	PERFORMANCE CRITERIA
1. Develop study skills	<ul style="list-style-type: none"> a. An appropriate study space is established b. Information required to develop a study diary is identified and documented c. Notes are taken from text books and lectures and recorded accurately d. Key techniques for enhancing memory are identified and documented e. Information on preparing standard essays is identified and documented f. Information on preparing for exams is identified and documented g. The ability to take notes and study effectively is demonstrated

Range of Variables

PREPARE TO STUDY

VARIABLE STATEMENT	CATEGORIES
1. Appropriate study space	<ul style="list-style-type: none"> a. quiet b. organised c. all requirements easily accessible appropriate lighting d. adjustable chair e. position of furniture
2. Key techniques for enhancing memory	<ul style="list-style-type: none"> a. revision b. summary notes
3. Notes are taken	<ul style="list-style-type: none"> a. skimming b. summarising c. short hand d. key words
4. Study diary	<ul style="list-style-type: none"> a. creating lists b. prioritising homework c. variation d. incorporating breaks

Evidence Guide

PREPARE TO STUDY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors that influence developing effective study habits</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Establish a area that is conducive to studying effectively</p> <p>c.2 Develop effective study habits</p> <p>c.3 Ensure accurate notes are taken from all lectures and text books</p> <p>c.4 Identify sources of information to prepare for essays and exams</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 011A Develop an integrated time management plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Decision making and conflict resolution strategies and procedures for prioritising study requirements</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving strategies to know how set realistic study goals to achieve aims</p> <p>b.2 Communication skills (verbal and listening) in order to effectively understand the presented information and use this to accurately prepare to study</p> <p>b.3 Negotiation skills to negotiate study programs</p> <p>b.4 Literacy skills to clarify information within study material</p> <p>b.5 Use of technology in order to prepare essays and other examinable documents</p> <p>b.6 Problem solving strategies to know what to do if research material is unavailable or deadline unachievable</p> <p>b.7 Interpersonal skills to develop rapport with lecturers and other learners</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 samples of study diaries</p> <p>a.3 samples of standard essays</p> <p>a.4 samples of relevant exams</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?"</p>

- scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	-	1	1

SRS COP 015A PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to plan a presentation for informative, motivational and persuasive talks, using strategies that enhance a presentation and maintain audience interest.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on informative, motivational and persuasive talks	<ul style="list-style-type: none"> a. Sources of information on the key characteristics of informative, motivational and persuasive talks are identified b. Appropriate formats for delivering informative, motivational and persuasive talks are identified c. The differing presentation styles for informative, motivational and persuasive talks are identified
2. Prepare an action plan to enhance the speaker's presence during a presentation	<ul style="list-style-type: none"> a. The plan includes strategies for developing confidence, self esteem and image during a presentation b. The plan includes different methods for managing nerves during a presentation c. The impact effective use of body language and eye contact has on a presentation are identified d. The plan identifies strategies for maintaining and re-establishing focus throughout a presentation e. The impact of tone, pitch and volume of the voice can have on a presentation are identified f. The plan identifies the key characteristics of an audience
3. Demonstrate the ability to effectively establish rapport with an audience and manage a presentation	<ul style="list-style-type: none"> a. The ability to apply strategies for maintaining audience interest and answering difficult questions during a presentation are demonstrated b. The ability to gain immediate feedback from the audience and incorporate this into the presentation is demonstrated

Range of Variables

PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS

VARIABLE STATEMENT	CATEGORIES
1. Impact effective use of body language and eye contact	<ul style="list-style-type: none"> a. developing rapport with audience b. developing trust with audience c. developing empathy with audience d. maintenance of audience interest
2. Impact tone, pitch and volume of voice	<ul style="list-style-type: none"> a. words 7% b. tonality 38% c. physiology 55%
3. Key characteristics of an audience	<ul style="list-style-type: none"> a. age b. sex c. reason for attending d. size e. voluntary
4. Key characteristics of informative, motivational and persuasive talks	<ul style="list-style-type: none"> a. informative <ul style="list-style-type: none"> a.1 detailed information a.2 stronger use of visual aids a.3 content important b. motivational <ul style="list-style-type: none"> b.1 style of presentation b.2 stronger use of body language b.3 content inspiring c. persuasive <ul style="list-style-type: none"> c.1 style of presentation c.2 stronger use of body language c.3 passionate about content c.4 logical approach to argument
5. Methods of managing nerves	<ul style="list-style-type: none"> a. centring breathing b. practice material c. mental rehearsal d. check environment and facilities e. positive thinking
6. Strategies for answering difficult questions	<ul style="list-style-type: none"> a. anticipate questions and prepare b. seek clarification c. maintain demeanour d. be honest e. deflect back to audience
7. Strategies for gaining immediate feedback from the audience	<ul style="list-style-type: none"> a. body language b. posture c. eye contact

<p>8. Strategies for maintaining and re-establishing focus</p>	<ul style="list-style-type: none"> a. pause <ul style="list-style-type: none"> a.1 take a deep breath a.2 have a drink a water a.3 re-focus on notes b. Seek audience feedback c. Visualisation
<p>9. Strategies for maintaining audience interest</p>	<ul style="list-style-type: none"> a. humour b. interaction c. eye contact d. modulation of voice e. visual aids

Evidence Guide

PREPARE A PUBLIC SPEAKING PRESENTATION FOR INFORMATIVE, MOTIVATIONAL AND PERSUASIVE TALKS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors that influence the delivery of an informative, motivational and persuasive talks b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Deliver either an informative, motivational or persuasive presentation to a public forum using the appropriate format and delivery style c.2 Develop an action plan for the delivery of the presentation that details ways of improving presentation to ensure its effectiveness c.3 Establish rapport with the audience c.4 Answer difficult questions if they arise during a presentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COP 001A Prepare for public speaking a.2 SRS COP 002A Plan for and participate in a media interview a.3 SRS COP 003A Demonstrate personal image and presentation skills b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Group dynamics to establish and maintain rapport with an audience a.2 Leadership styles to understand how to manage an audience and possible questions a.3 Decision making and conflict resolution strategies to understand how to manage difficult situations that may occur during a presentation a.4 Problem solving to understand how to manage difficult questions b. Underpinning skills <ul style="list-style-type: none"> b.1 Basic public speaking skills in order to effectively deliver talks to an audience b.2 Media presentation skills in order to understand what is required when presenting to the public b.3 Problem solving skills to effectively deal with any problems that arise during the presentation b.4 Interpersonal skills to establish and maintain rapport with the audience b.5 Communication (verbal and listening skills) b.6 Observation in order to read the mood of the audience b.7 Negotiation skills to negotiate mutually acceptable outcomes when difficulties arise during a presentation b.8 Flexibility skills in order to be able to adjust the presentation to suit the mood/need of the audience b.9 Empathy skills to build and feel empathy with and for the audience b.10 Conflict resolution skills to resolve possible conflicts that may

	<p>arise during a presentation</p> <p>b.11 Decision making skills to make decision of what needs to be done in order for the presentation to run smoothly</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 microphone</p> <p>a.3 lectern</p> <p>a.4 stage</p> <p>a.5 access to relevant information</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS COP 016A PREPARE FOR A MEDIA INTERVIEW

COP

Career Oriented Participation

DESCRIPTION: This unit explains the benefits of working with the media, as well as how to handle questions during media interviews and impromptu interviews.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Collect information on the benefits of working cooperatively with the media.</p>	<p>a. Sources of information on the main benefits the media can provide are identified</p> <p>b. The benefits that an organisation can provide the media are identified</p> <p>c. The characteristics of high profile media personalities, both in sport and business, are identified.</p> <p>d. Strategies for developing cooperative arrangements with journalists are identified</p>
<p>2. Collect information on the effective handling of questions during interviews</p>	<p>a. Sources of information on the key issues that need to be incorporate into the interview are identified</p> <p>b. Sources of information on strategies for incorporating the key issues into the interview are identified</p> <p>c. Sources of information on strategies for handling different styles of questioning are identified</p> <p>d. Sources of information on strategies for answering questions in ways that promote listener interest are identified</p>
<p>3. Prepare an action plan for an impromptu interview</p>	<p>a. The plan identifies situations where impromptu interviews may occur</p> <p>b. The plan includes a checklist of key points to be covered in an impromptu interview</p>
<p>4. Demonstrate the appropriate skills required to perform an impromptu interview</p>	<p>a. The ability to perform an impromptu interview is demonstrated</p> <p>b. The impromptu interview uses the relevant identified strategies</p>

Range of Variables

PREPARE FOR A MEDIA INTERVIEW

VARIABLE STATEMENT	CATEGORIES
1. Benefits	<ul style="list-style-type: none"> a. publicity: <ul style="list-style-type: none"> a.1 you a.2 sport a.3 sponsors b. attract spectators c. attract sponsors d. important announcements e. promotion f. recognition
2. Benefits that an organisation can provide the media	<ul style="list-style-type: none"> a. ratings b. profile c. audience interest d. attract advertising
3. Characteristics of high profile media personalities	<ul style="list-style-type: none"> a. charisma b. well spoken c. well presented d. unique qualities are demonstrated
4. Checklist	<ul style="list-style-type: none"> a. details relevant to your sport a. details of the event/competition b. sponsors c. key stakeholders
5. Impromptu interviews	<ul style="list-style-type: none"> a. post events b. presentation night c. tribunal d. game/event/competition
6. Key Issues	<ul style="list-style-type: none"> a. sponsors b. performance c. promotion
7. Promote listener interest	<ul style="list-style-type: none"> a. relaxed responses b. concise answers c. self disclosure d. no single word answers e. humour f. body language
8. Strategies for developing cooperative arrangements	<ul style="list-style-type: none"> a. availability b. research topic c. provision of appropriate information d. invitations e. media releases
9. Strategies for incorporating the key issues	<ul style="list-style-type: none"> f. conversational manoeuvring g. redirection of questions
10. Different styles of questioning	<ul style="list-style-type: none"> a. direct b. fantasy c. indirect d. open e. closed f. incisive g. soft

Evidence Guide

PREPARE FOR A MEDIA INTERVIEW

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing working cooperatively with the media in a work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Conduct an impromptu interview</p> <p>c.2 Handle questions effectively during the interview</p> <p>c.3 Incorporate the key issues into the interview</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 002A Plan for and participate in a media interview</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Contractual arrangements as an athlete in order to understand contractual obligations when participating in a media interview</p> <p>a.2 Codes of practice and guidelines for the sport/organisation in order to understand these when participating in a media interview</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving in order to handle difficult questions during a media interview</p> <p>b.2 Interpersonal skills in order to establish rapport with the interviewer</p> <p>b.3 Communication skills (verbal and listening) in order to effectively understand the presented information and use this accurately to prepare to give a public speaking presentation</p> <p>b.4 Negotiation to negotiate interviews with the media</p> <p>b.5 Flexibility to fit in with the needs of the media and the organisation</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 appropriately equipped theory space</p> <p>a.2 camera</p> <p>a.3 micro-phone</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables and contexts applicable</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on</p>

- underpinning knowledge and skills and consideration of required attitudes
- d. 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

SRS COP 017A DEVELOP SELF AWARENESS SKILLS

COP

Career Oriented Participation

DESCRIPTION: This unit provides an understanding of the role of the “self-concept” in enhancing sporting and personal performance.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the role self awareness plays in achieving personal goals	a. Sources of information on self-awareness, self-concept , personal goals and self-esteem are identified b. Sources of information on the factors influencing the development of self-concept are identified c. Sources of information on the behaviours associated with positive and negative self-concept are identified d. Sources of information on strategies for establishing personal goals are identified
2. Collect information on the impact positive and negative self-concept have on performance	a. Sources of information on the ways in which self-concept may influence behaviour are identified b. Sources of information on the ways in which self-concept may influence attitude and response to feedback are identified c. Sources of information on the ways in which self-concept may contribute to performance of individual and team are identified

Range of Variables

DEVELOP SELF AWARENESS SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Behaviours associated with positive and negative self-concept	<ul style="list-style-type: none"> a. assertive/aggressive b. withdrawn/outgoing c. positive/negative d. cooperative/uncooperative e. respectful/disrespectful f. individual/team g. selfish/considerate h. responsive to feedback i. secure/insecure j. risk taking k. responsive to new ideas
2. Feedback	<ul style="list-style-type: none"> a. sources <ul style="list-style-type: none"> a.1 coach a.2 umpire a.3 media a.4 spectators a.5 team members a.6 opponents a.7 officials a.8 family/friends a.9 peers a.10 supporters b. attitude and response to feedback <ul style="list-style-type: none"> b.1 receptive/defensive b.2 ignore/take action b.3 question/accept b.4 verbalise/remain silent b.5 argue/discuss
3. Performance in individual and team	<ul style="list-style-type: none"> a. goals <ul style="list-style-type: none"> a.1 team a.2 personal b. motivation c. dealing with success/failure
4. Personal goals	<ul style="list-style-type: none"> a. short term b. medium term c. long term d. attainable goals e. types of goals
5. Self-concept	<ul style="list-style-type: none"> a. factors influencing the development <ul style="list-style-type: none"> a.1 family <ul style="list-style-type: none"> a.1.1 number of children a.1.2 type a.1.3 place in family a.2 gender a.3 religion a.4 culture a.5 peer group a.6 environment

	<ul style="list-style-type: none">a.7 social classa.8 educationa.9 significant others
6. Self-esteem	<ul style="list-style-type: none">a. strategies to build<ul style="list-style-type: none">a.1 examine mistakesa.2 give and receive complimentsa.3 analysis of feedbacka.4 setting and monitoring personal goalsa.5 reflection
7. Strategies for identifying personal strengths and weaknesses.	<ul style="list-style-type: none">a. personal profilingb. self-analysisc. feedback from othersd. psychological/personality testse. professional counselling/coaching

Evidence Guide

DEVELOP SELF AWARENESS SKILLS

1 Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors that influence the development of a positive self-concept b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Identify ways of enhancing performance through positive self-concept
2 Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COP 013A Develop a career goal setting plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3 Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Sources of information to collect relevant information a.2 Factors affecting individual needs in order to incorporate this knowledge into development of self awareness skills b. Underpinning skills <ul style="list-style-type: none"> b.1 Problem solving skills in order to identify, clarify and incorporate relevant information b.2 Communication (verbal and listening) in order to effectively understand the presented information and use this to develop self awareness skills b.3 Use of technology to obtain relevant information
4 Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to sources of information on the development of self awareness and self esteem. b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5 Consistency in performance	<ul style="list-style-type: none"> a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable.
6 Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	-	-	1	1

SRS COP 018A DEVELOP ADVANCED ASSERTIVE COMMUNICATION SKILLS

COP

Career Oriented Participation

DESCRIPTION: This unit covers information on the main styles of behaviour and strategies to communicate effectively with each style.

ELEMENT	PERFORMANCE CRITERIA
1. Identify different behavioural styles	a. Sources of information on the main types of <i>behavioural styles</i> are identified b. Sources of information on the <i>characteristics of the different styles of behaviour</i> are identified c. <i>Strategies</i> for communicating effectively with each behavioural style are identified
2. Develop an action plan for implementing active listening skills	a. The plan includes the key elements of <i>active listening</i> b. The <i>role active listening</i> plays in the <i>communication process</i> is outlined in the plan c. The plan incorporates all information gathered and relevant to active listening on the different behavioural styles and how to communicate effectively with each style
3. Demonstrate effective use of active listening skills	a. The ability to effectively use active listening skills is demonstrated b. The ability to adjust techniques according to different situations is demonstrated
4. Demonstrate an ability to successfully communicate with all styles of behaviour	a. The ability to use communication techniques applicable to each behavioural style is demonstrated. b. The ability to adjust techniques according to different situations is demonstrated

Range of Variables

DEVELOP ADVANCED ASSERTIVE COMMUNICATION SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Active listening	<ul style="list-style-type: none"> a. attentive b. don't interrupt c. good posture d. maintain eye contact e. reflective listening
2. Behavioural styles	<ul style="list-style-type: none"> a. direct b. stabiliser c. influencing d. conscientious
3. Characteristics of the different styles of behaviour	<ul style="list-style-type: none"> a. direct <ul style="list-style-type: none"> a.1 priority to detail a.2 thorough a.3 systematic b. influencing <ul style="list-style-type: none"> b.1 results focussed b.2 seeks challenges b.3 leader c. stabiliser <ul style="list-style-type: none"> c.1 loyal c.2 mediator c.3 supporter d. conscientious <ul style="list-style-type: none"> d.1 creative d.2 implosive d.3 informal
4. Communication process	<ul style="list-style-type: none"> a. listening b. empathy c. body language d. managing conflict e. negotiation skills
6. Role of active listening	<ul style="list-style-type: none"> a. developing empathy b. diffusing aggression c. developing a common understanding
5. Strategies for communicating with the different styles of behaviour	<ul style="list-style-type: none"> a. direct <ul style="list-style-type: none"> a.1 factual and concise a.2 to the point b. influencing <ul style="list-style-type: none"> b.1 brainstorming b.2 acknowledgment b.3 input c. stabiliser <ul style="list-style-type: none"> c.1 detailed information c.2 nurturing and genuine c.3 supportive d. conscientious <ul style="list-style-type: none"> d.1 detailed information d.2 patient d.3 persistent and clear

Evidence Guide

DEVELOP ADVANCED ASSERTIVE COMMUNICATION SKILLS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the different behavioural style and effective strategies for communicating with each style.</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Apply knowledge of factors affecting the successful application of active listening</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 005A Demonstrate basic assertive communication skills</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Group dynamics in order to understand and manage communication process</p> <p>a.2 Leadership styles in order to understand and manage communication process</p> <p>a.3 Decision making and conflict resolution strategies in order to understand and manage communication process</p> <p>a.4 Problem solving strategies in order to manage communication process to a successful outcome</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving to resolve problems and communicate effectively</p> <p>b.2 Interpersonal skills to develop rapport and achieve desired outcomes from the communication process</p> <p>b.3 Communication (verbal and listening skills) in order to effectively understand the presented information and use this to develop advanced assertive communication skills</p> <p>b.4 Observation in order to identify behavioural types and use appropriate communication methods</p> <p>b.5 Negotiation skills in order to negotiate successful outcome</p> <p>b.6 Flexibility to adjust communication style to suit different situations</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to sources of information on the main behavioural types and active listening skills</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning</p>

- on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	2	1

SRS COP 019A PREPARE A SPONSORSHIP PROPOSAL

COP

Career Oriented Participation

DESCRIPTION: This unit covers information needed to develop a sponsorship proposal and service sponsors throughout the contracted period.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to prepare a sponsorship proposal	<ul style="list-style-type: none"> a. Information on the <i>important part sponsorship can play</i> in the operation of a business is identified b. Sources of information on all relevant sporting affiliations are identified c. Information on existing contractual obligations to all relevant sporting affiliations is identified d. Sources of information on the demographics of a number of sports are identified e. Sources of information for <i>advice on writing sponsorship proposals</i> are identified
2. Research the background of potential sponsors	<ul style="list-style-type: none"> a. A number of companies who could be approached with a sponsorship proposal are identified b. The mission statement and values of each identified company are obtained c. Sources of information on the core business of each identified company are identified d. A list of <i>key personnel</i> in each identified company is identified
3. Develop a sponsorship proposal	<ul style="list-style-type: none"> a. The proposal includes the benefits the sponsorship can offer the company targeted b. The proposal identifies the <i>rights and responsibilities of each party</i> c. The proposal includes all relevant details of the person/organisations requesting the sponsorship
4. Develop a plan for on going servicing of sponsors	<ul style="list-style-type: none"> a. The plan includes all the listed requirements within the sponsorship contract b. The plan identifies personnel within the organisation who will be responsible for each listed requirement c. The plan includes a <i>timeframe and methodology</i> for delivering sponsorship requirements within the contracted period d. The plan includes <i>methods of reporting</i> back to the sponsor on the progress of the contracted activities e. The plan includes the <i>subject areas</i> that will be addressed in the final report at the completion of the contract

Range of Variables

PREPARE A SPONSORSHIP PROPOSAL

VARIABLE STATEMENT	CATEGORIES
1. Advice on writing sponsorship proposals	<ul style="list-style-type: none"> a. sporting body b. marketing professional c. state institute/academy of sport d. club official e. solicitor f. coach g. personal manager
2. Important part a sponsorship can play	<ul style="list-style-type: none"> a. financial stability b. profile c. contacts d. allows time to concentrate on training
3. Key personnel	<ul style="list-style-type: none"> a. general manager/chief executive officer b. financial manager c. marketing manager d. public relations manager
4. Methods of reporting	<ul style="list-style-type: none"> a. periodical written reports b. verbal up date c. documented feedback d. site visits
5. Rights and responsibilities of each party	<p>may include:</p> <ul style="list-style-type: none"> a. sponsor: <ul style="list-style-type: none"> a.1 rights: <ul style="list-style-type: none"> - naming rights - merchandising/branding - promotional opportunities a.2 responsibilities: <ul style="list-style-type: none"> - vision and mission of organisation - shareholder interest b. athlete/organisation: <ul style="list-style-type: none"> b.1 rights: <ul style="list-style-type: none"> - contractual obligations - legal b.2 responsibilities <ul style="list-style-type: none"> - existing contractual obligations - organisational - existing sponsor/s
6. Subject areas	<ul style="list-style-type: none"> a. financial b. attendance c. publicity gained d. operational e. testimonials
7. Timeframe and methodology	<ul style="list-style-type: none"> a. operational timeline for each step of activity b. roles and responsibilities of each member of operational staff c. expected outcomes of each stage

Evidence Guide

PREPARE A SPONSORSHIP PROPOSAL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the development of sponsorship proposals</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Develop a sponsorship proposal that incorporates all necessary factors about the proposed activity and the organisation's responsibilities</p> <p>c.2 Ensure proposed companies to be approached are thoroughly researched to ensure correct matching of proposal and companies approached</p> <p>c.3 Ensure all relevant staff are fully informed of roles and responsibilities in relation to the activity</p> <p>c.4 Ensure sponsor is kept fully informed on the progress of the contracted activity</p> <p>c.5 Ensure the final report is comprehensive and addresses all areas agreed to in the sponsorship proposal</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisational policy and procedures of the organisation in regard to seeking sponsorship</p> <p>a.2 Legislative requirements (eg, Duty of care)</p> <p>a.3 Activity aims and client goals connected with sponsorship proposals</p> <p>a.4 Decision making and conflict resolution strategies in order to manage the sponsorship to a successful completion</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving in order to effectively manage any real or potential problems that may arise during the contracted period</p> <p>b.2 Interpersonal skills to develop rapport with potential sponsors</p> <p>b.3 Communication (verbal and listening) to successfully negotiate sponsorship</p> <p>b.4 Observation to foresee any potential problems</p> <p>b.5 Negotiation to successfully negotiate sponsorship</p> <p>b.6 Flexibility to adjust activity program to meet changing situations</p> <p>b.7 Decision making skills in order to make necessary decisions to ensure a successful outcome to sponsored activity</p> <p>b.8 Conflict resolution skills in order to resolve conflicts to ensure a successful outcome to sponsored activity</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to sample company profile information, sample sponsorship proposals</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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</p>

<p>KEY COMPETENCIES</p>						
<p>Collect, Analyse & Organise Information</p>	<p>Communicate Ideas & Information</p>	<p>Plan & Organise Activities</p>	<p>Work with Others & in Teams</p>	<p>Use Mathematical Ideas & Techniques</p>	<p>Solve Problems</p>	<p>Use Technology</p>
<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>-</p>	<p>2</p>	<p>1</p>

SRS COP 020A DEVELOP A PERSONAL FINANCIAL PLAN

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skills required to identify sources of independent professional advice and major investment alternatives are outlined in order to develop a personal finance plan.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to prepare a personal financial plan	<ul style="list-style-type: none"> a. Sources of information listing the <i>reasons why personal financial planning is important</i> are identified b. Sources of information on <i>providers</i> of financial advice are identified c. The <i>services</i> provided by each identified option are outlined d. Sources of information on the differences between <i>high</i> and <i>low risk</i> investment strategies are identified e. Sources of information on the different <i>forms of insurance</i> available are identified f. Sources of information on the different <i>forms of superannuation</i> are identified g. The <i>reasons for taking out insurance and personal superannuation</i> are listed h. Information is as up-to-date, accurate and as comprehensive as available sources allow i. Conflicting information is checked with relevant sources
2. Prepare a personal financial plan	<ul style="list-style-type: none"> a. The plan includes aims relevant to identified needs b. The plan includes <i>criteria for selecting a financial adviser</i> c. The plan includes details of the <i>major investment alternatives</i> available d. The plan <i>includes criteria for selecting the appropriate investment option</i> e. The plan takes account of all collected information

Range of Variables

DEVELOP A PERSONAL FINANCIAL PLAN

VARIABLE STATEMENT	CATEGORIES
1. Criteria for selecting a financial adviser	a. credibility b. empathy for sport c. experience d. cost
2. Criteria for selecting the appropriate investment option	a. accessibility to funds b. reasons for investment c. current/projected financial commitments
3. Forms of insurance	a. life b. accident c. property d. public liability e. motor vehicle f. trauma g. travel h. income protection
4. Forms of superannuation	a. roll over b. lump sum payment c. personal/employment contributions
5. High risk	a. short term b. specialised portfolio c. shares d. greater tax benefits
6. Low risk	a. long term b. secure c. diverse portfolio d. bonds e. property f. banks
7. Major investment alternatives	a. banks b. financial institutions c. share markets d. bonds e. trusts f. property
8. Providers	a. bank b. financial planners c. accountants d. investment advisers e. security brokers f. stock brokers g. solicitors h. insurance companies

9. Reasons for taking out insurance and personal superannuation	a. savings plan b. risk management c. retirement planning
10. Reasons why personal financial planning is important	a. risk management b. future planning c. retirement d. variation in income levels e. career changes in/out of sport
11. Services	a. investment options b. insurance options c. financial management

Evidence Guide

DEVELOP A PERSONAL FINANCIAL PLAN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the preparation of a personal financial plan.</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, the assessment must confirm the ability to:</p> <p>c.1 develop a personal financial plan that includes all relevant information necessary to effectively map out investment opportunities and known expenses for short, medium and long term financial security.</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 contractual obligations in order to assess future income for inclusion in personal financial plan</p> <p>a.2 decision making strategies in order to assess and decide on investment opportunities</p> <p>b. Underpinning skills</p> <p>b.1 problem solving skills to find sources of information needed for developing a personal financial plan</p> <p>b.2 communication (verbal and listening skills) in order to effectively understand the presented information and use this to accurately develop a personal financial plan</p> <p>b.3 negotiation to negotiate with financial advisers on the best investment option</p> <p>b.4 decision making skills in order to decide on the best investment opportunity available and the best financial adviser to use</p> <p>b.5 research skills in order to access sources of information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to sample investment plan information, information on superannuation, information on insurance policies.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables and contexts applicable.</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on</p>

- underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	1	2	1

SRS COP 021A COLLECT INFORMATION ON CONTRACTS

COP

Career Oriented Participation

DESCRIPTION: This unit identifies information of legal contracts as they apply to an athlete and their sport.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the function of a contract as it applies to an athlete and their sport	<ul style="list-style-type: none"> a. Sources of information on the rights and responsibilities of the parties in a contract are identified b. The key sources of advice on sporting contracts are identified c. Sources of information on the procedures in the establishment of a contract are identified d. The potential consequences of a breach of contract are outlined

Range of Variables

COLLECT INFORMATION ON CONTRACTS

VARIABLE STATEMENT	CATEGORIES
1. Breach of contract	<ul style="list-style-type: none"> a. loss of contract b. suspension c. fine d. disciplinary action e. legal implications f. decrease in desired profile
2. Essential elements of a valid contract	<ul style="list-style-type: none"> a. intention to create legal relations b. offer and acceptance c. consideration and form d. capacity
3. Sources of advice	<ul style="list-style-type: none"> a. club officials b. solicitors c. personal managers
4. Sporting contracts	<ul style="list-style-type: none"> a. player b. sponsorship c. employment d. validity (valid, void, voidable, unenforceable, illegal) e. performance (executed, executory) f. formation (express, implied, quasi) g. formal and simple contracts

Evidence Guide

COLLECT INFORMATION ON CONTRACTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors influencing the function of a contract as it applies to an athlete and their sport b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Collect relevant information on the function of a contract as it applies to an athlete and their sport c.2 Ensure the rights and responsibilities of all parties, including the potential consequences of a breach of contract are identified
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Contractual arrangements in order to assess what contracts may be entered into a.2 Organisational policy and procedures in regard to entering into contractual arrangements b. Underpinning skills <ul style="list-style-type: none"> b.1 Communication skills (verbal and listening) in order to effectively understand the presented information and use this when collecting information on contracts b.2 Negotiation skills in order to negotiate access to sources of information b.3 Decision making in order to decide on the relevant information b.4 Research skills in order to access sources of information
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant information on contracts b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	2	1

SRS COP 022A COLLECT INFORMATION ON ELITE ATHLETES

COP

Career Oriented Participation

DESCRIPTION: This unit identifies the characteristics of an elite athlete.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the characteristics of elite athletes	a. Sources of information on the key characteristics displayed by elite athletes are identified b. Sources of information on the potential barriers that an athlete may encounter are identified c. Strategies to effectively manage and overcome the potential barriers that an athlete may encounter are identified

Range of Variables

COLLECT INFORMATION ON ELITE ATHLETES

VARIABLE STATEMENT	CATEGORIES
1. Key characteristics	may include: <ol style="list-style-type: none"> a. commitment b. purpose c. vision d. confidence e. discipline f. balance g. talent
2. Manage and overcome	<ol style="list-style-type: none"> a. time management b. career planning c. goal setting d. conflict resolution e. establish support structures
3. Potential barriers	<ol style="list-style-type: none"> a. managing injury b. school/sport c. family/sport d. work/sport e. interpersonal conflict f. managing media g. non selection/coach/athlete

Evidence Guide

COLLECT INFORMATION ON ELITE ATHLETES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors that influence the identification of barriers that may prevent an athlete developing and maintaining the desired characteristics of an elite athlete</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect information on strategies to manage and overcome potential barriers that inhibit the performance of an athlete.</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 013A Develop a career goal setting plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 factors affecting individual needs in order to incorporate this knowledge into information on elite athletes</p> <p>b. Underpinning skills</p> <p>b.1 communication skills (verbal and listening) in order to effectively understand the presented information and use this when compiling a profile of elite athletes</p> <p>b.2 negotiation skills in order to negotiate access to sources of information</p> <p>b.3 decision making in order to decide on the relevant information</p> <p>b.4 research skills in order to access sources of information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an appropriately equipped theory space</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable</p>

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	-	1

SRS COP 023A

DESIGN AN ATHLETE'S DIET

COP

Career Oriented Participation

DESCRIPTION: This unit covers the knowledge and skill required to develop the dietary needs of an athlete.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Collect information on the different dietary strategies for optimising an athlete's body composition and sporting performance</p>	<p>a. Sources of information on a range of <i>weight and body fat dietary strategies</i> are identified</p> <p>b. The advantages and disadvantages of the identified dietary strategies are listed</p> <p>c. The <i>effects</i> different dietary strategies can have on sporting performance are listed</p>
<p>2. Design a balanced diet that fulfils the training needs of an athlete</p>	<p>a. The <i>energy requirements</i> for an athlete in training are identified</p> <p>b. The athlete's food likes and dislikes are identified</p> <p>c. A menu that satisfies the athlete's training needs is designed</p> <p>d. The menu takes account of all of the information identified</p> <p>e. The menu incorporates sound nutritional principles</p>
<p>3. Design a diet for an athlete's competition and recovery requirements</p>	<p>a. Sources of information on the principle of <i>carbohydrate loading</i> and its benefits for competition are identified</p> <p>b. Sources of information on <i>pre-competition foods</i> and the <i>timing of pre-competition meals</i> are identified</p> <p>c. The importance of maintaining fluids is explained</p> <p>d. The benefits of recovery eating after competition are explained</p> <p>e. The diet follows sound nutritional principles</p>

Range of Variables

DESIGN AN ATHLETE'S DIET

VARIABLE STATEMENT	CATEGORIES
1. Carbohydrate loading	a. provide stored energy b. greater endurance
2. Effects	a. decrease in performance b. lethargy c. decrease in concentration d. dizziness e. reaction times decreased
3. Energy requirements	a. high carbohydrate b. low fat c. balanced fluids d. high GI factor
4. Pre-competition foods	a. low in fat b. high in carbohydrate c. low fibre content d. maintain hydration e. easily digestible
5. Timing of pre-competition meals	a. 2-4 hours before
6. Weight and body fat dietary strategies	a. recommended a.1 low fat Vs low kilojoule diets a.2 reduce body fat not muscle a.3 eat less food with high energy a.4 never skip meals b. not recommended b.1 fad diets b.2 purging b.3 drug therapy b.4 dehydration techniques b.5 excessive exercise

Evidence Guide

DESIGN AN ATHLETE'S DIET

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the factors that influence the design of appropriate diets for an athlete during training, competition and recovery b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Assess different dietary strategies for optimising an athlete's body composition and sporting performance c.2 Design a diet for an athlete that will provide sustenance throughout training c.3 Design a diet for an athlete that allows for competition and recovery needs
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Individual dietary needs in order to incorporate this information when designing an athlete's diet a.2 Nutritional factors affecting values in order to consider and include these into an athlete's diet b. Underpinning skills <ul style="list-style-type: none"> b.1 Communication (verbal and listening skills) in order to communicate with the athlete in relation to individual likes, dislikes and dietary needs b.2 Negotiation skills in order to negotiate access to sources of information b.3 Decision making in order to decide on the relevant information b.4 Research skills in order to access sources of information
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to information on different diets and their nutritional values and strategies for optimising performance b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable.
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on

- underpinning knowledge and skills and consideration of required attitudes
- d. 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	-

SRS COP 024A PREPARE FOR AN OVERSEAS SPORTING EVENT

COP

Career Oriented Participation

DESCRIPTION: This unit covers the identification of factors impacting on overseas travel and strategies developed to minimise the impact of overseas travel on training and performance.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a travel plan and itinerary for an overseas sporting event	a. Flight and accommodation requirements are identified b. Transport requirements both in Australia and overseas are identified c. Competition commitments whilst overseas are outlined d. A checklist of items required to take overseas is developed e. A comprehensive travel plan and itinerary for the duration of the time spent overseas is developed f. The travel plan is checked by the person travelling to ensure all details are correct
2. Collect information necessary to obtain appropriate documentation for meeting overseas travel requirements	a. Sources of information on documentation and vaccinations required to travel to the country of destination are identified b. Sources of information on how the identified requirements can be obtained are identified c. Sources of information on the length of time it takes to process the identified requirements are identified
3. Collect information on the major differences between Australia and the country of destination	a. Sources of information on the major differences between Australia and the country of destination are identified b. Sources of information on strategies to prepare in advance for the identified major differences in the country of destination are developed
4. Develop a strategic plan to minimise the impact of overseas travel on training and performance	a. The strategic plan identifies information on the effects overseas travel may have on training and performance b. The strategic plan includes strategies to minimise the effects of overseas travel on training and performance c. Key organisations and people who can provide assistance whilst travelling overseas are listed in the strategic plan d. The roles and responsibilities of the key organisations and people identified are detailed e. A contact list of names and phone numbers for all key organisations and people identified is developed and included in the strategic plan

Range of Variables

PREPARE FOR AN OVERSEAS SPORTING EVENT

VARIABLE STATEMENT	CATEGORIES
1. Accommodation requirements	<ul style="list-style-type: none"> a. within Australia b. outside Australia c. type of accommodation d. time of arrival at accommodation
2. Checklist	<ul style="list-style-type: none"> a. training clothes/equipment b. food and food for travel c. competition clothes/equipment d. money/credit facilities e. toiletries f. passport g. medications h. leisure clothes i. recreational material
3. Differences	<ul style="list-style-type: none"> a. cultural b. currency c. language d. political e. nutrition/water f. communication systems g. travel h. climate i. legal
4. Documentation obtained	<ul style="list-style-type: none"> a. visa <ul style="list-style-type: none"> a.1 relevant embassy in Canberra b. passport <ul style="list-style-type: none"> b.1 Australia Post c. travellers cheques <ul style="list-style-type: none"> c.1 bank c.2 building society c.3 credit union c.4 American Express c.5 Thomas Cook Travel
5. Documentation required	<ul style="list-style-type: none"> a. visa b. passport c. travellers cheques d. vaccination certificates
6. Effects of overseas travel	<ul style="list-style-type: none"> a. jetlag b. dehydration c. poor nutrition d. homesickness e. disorientation f. isolation
7. Flight requirements	<ul style="list-style-type: none"> a. departure times b. arrival times

8. Key organisations	<ul style="list-style-type: none"> a. consulate b. embassy c. credit card company d. bank e. doctor f. Australian Sports Drug Agency hotline g. insurance company
9. Length of time to process travel documentation	<ul style="list-style-type: none"> a. Visa <ul style="list-style-type: none"> a.1 one week b. Passport <ul style="list-style-type: none"> b.1 one month c. Travellers cheques <ul style="list-style-type: none"> c.1 same day d. Vaccinations <ul style="list-style-type: none"> d.1 up to six weeks before travel
10. Strategies	<ul style="list-style-type: none"> a. research culture, politics, food, water, religion, currency b. learn key phrases in the language c. talk with people from that country d. exchange money into the currency of the country before leaving e. communication systems
11. Strategies for minimising effects	<ul style="list-style-type: none"> a. adequate sleep b. drink plenty of water c. a well balanced diet d. contact family and friends regularly e. study map of city f. socialise
12. Transport requirements	<ul style="list-style-type: none"> a. to airport b. to accommodation c. to training d. to performance
13. Vaccination	<ul style="list-style-type: none"> a. medical practitioner

Evidence Guide

PREPARE FOR AN OVERSEAS SPORTING EVENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors that influence the preparation of a travel plan and itinerary for an overseas sporting event</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Develop a strategic plan for minimising the impact of overseas travel on training and performance for an overseas event.</p> <p>c.2 Ensure all transport and accommodation needs are booked and documented in the travel plan</p> <p>c.3 Ensure necessary procedures to comply with all documentation and vaccination requirements is documented in the travel plan</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisational policy and procedures for the booking of travel and accommodation</p> <p>b. Underpinning skills</p> <p>b.1 Problem solving skills to effectively deal with any incidents that occur while travelling overseas</p> <p>b.2 Interpersonal skills in order to develop rapport with people from other cultures</p> <p>b.3 Communication (verbal and listening) to effectively communicate with people from other cultures</p> <p>b.4 Negotiation to negotiate travel and accommodation arrangements</p> <p>b.5 Flexibility to adjust to customs of another country</p> <p>b.6 Conflict resolution to resolve any conflicts that may occur while travelling overseas</p> <p>b.7 Research skills to source information required to minimise impact of overseas travel on sporting performance</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to template documents for visa and passport applications and, information from various embassies on travelling to their country.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable</p>

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
----------------------------------	---

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	2	1

SRS COP 025A PREPARE TO PARTICIPATE IN COMPETITION

COP

Career Oriented Participation

DESCRIPTION: This unit provides a basic knowledge of performance enhancing sports psychology.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a goal setting plan	a. Sources of information on motivation and goal setting are identified in the plan b. Goals are identified in the plan c. The relationship between goals and motivation is described in the plan d. The benefits goal setting can have on performance is described in the plan
2. Collect information on how to mentally prepare to participate in competition	a. Sources of information on the <i>characteristics of being under aroused</i> and <i>over aroused</i> are identified b. Sources of information on the <i>optimal level of arousal</i> and how athletes can achieve this level are identified c. Sources of information on the different <i>methods of psychological preparation</i> are identified d. Sources of information on the <i>effect positive and negative feedback</i> can have on the performance of an individual are identified

Range of Variables

PREPARE TO PARTICIPATE IN COMPETITION

VARIABLE STATEMENT	CATEGORIES
1. Characteristics of being under aroused	a. drowsy b. inattentive c. poor performance
2. Characteristics of being over aroused	a. tense b. overly excited c. poor performance
3. Effects of positive/negative verbal feedback	a. athlete is encouraged/discouraged b. can lead to better/worse performance c. increased/decreased level of motivation
4. Goals	a. personal b. sporting c. financial d. career
5. Methods of psychological preparation	a. relaxation skills b. visualisation/imagery c. mental rehearsal d. positive self-talk e. concentration skills f. pre-competition routines g. competition de-briefing
6. Optimal level of arousal	a. inverted U function b. the ideal performing state c. methods of achieving optimal arousal c.1 music c.2 incentives c.3 video c.4 sub-maximal physical exertion c.5 interaction with appropriate others c.6 visualisation c.7 good fitness c.8 good skills c.9 time management c.10 relaxation techniques

Evidence Guide

PREPARE TO PARTICIPATE IN COMPETITION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors that influence the setting of goals to enhance performance as an athlete</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Develop a goal setting plan that takes into account all personal, sporting and work goals</p> <p>c.2 Develop strategies to psychologically prepare for competition</p> <p>c.3 Ensure the effects of under aroused and over aroused are documented in the strategies developed</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS COP 013A Develop a career goal setting plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Contractual agreements in order to set realistic goals</p> <p>b. Underpinning skills</p> <p>b.1 Negotiation skills in order to negotiate the best</p> <p>b.2 Decision making skills in order to decide on and set goals</p> <p>b.3 Research skills to source information required to develop goal setting plan and mentally prepare for competition</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to Information on goal setting and its benefits, the characteristics of under aroused and over aroused and the role of verbal feedback on performance</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	-	-	1	1

SRS COP 026A IMPLEMENT AND EVALUATE A TIME MANAGEMENT PLAN

COP

Career Oriented Participation

DESCRIPTION: This unit covers factors that contribute to poor time management and strategies developed to minimise time wastage.

ELEMENT	PERFORMANCE CRITERIA
1. Develop a time management plan	<ul style="list-style-type: none"> a. The plan includes a list of all daily activities b. The plan includes current daily time allocation to each activity c. Time wasters are identified in the plan d. Strategies to minimise time wasters are identified in the plan and implemented to achieve desired daily time allocation for each activity e. The plan prioritises daily activities f. The involvement of other people in the plan is outlined
2. Evaluate the time management plan	<ul style="list-style-type: none"> a. The parameters for evaluation are determined b. The evaluation includes details of activities where conflict occurs c. The evaluation includes the views of all key parties involved d. Strategies for resolving conflicting situations are identified e. Feedback and suggestions are offered and received constructively f. Areas where time can be managed more effectively are identified and ways of achieving this improvement agreed

Range of Variables

IMPLEMENT AND EVALUATE A TIME MANAGEMENT PLAN

VARIABLE STATEMENT	CATEGORIES
1. Daily activities	<ul style="list-style-type: none"> a. training b. sleeping c. shopping d. school e. eating f. recreation g. competing h. work i. family commitments
2. Key parties	<ul style="list-style-type: none"> a. self b. coach c. team d. family e. friends f. educational adviser
3. Strategies to minimise time wasters	<ul style="list-style-type: none"> a. divide tasks into achievable goals b. maintain a personal diary c. plan daily, monthly and annual activities d. use technology effectively, including: <ul style="list-style-type: none"> d.1 facsimile d.2 mobile telephone d.3 word-processing software d.4 database software d.5 spreadsheet software
4. Time wasters	<ul style="list-style-type: none"> a. goal conflicts b. reliance on others c. being controlled by others d. lack of planning e. ineffective communication f. poor organisation

Evidence Guide

IMPLEMENT AND EVALUATE A TIME MANAGEMENT PLAN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the identification of time wasters</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, the assessment must confirm the ability to:</p> <p>c.1 Develop a time management plan that includes all daily activities</p> <p>c.2 Ensure time wasters are identified and strategies implemented to minimise time wastage</p> <p>c.3 Address conflict within the time management plan and adjust accordingly</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Strategies to minimise time wastage</p> <p>b. Underpinning skills</p> <p>b.1 Decision making in order to prioritise daily activities</p> <p>b.2 Problem solving skills in order to implement adjustments identified in the evaluation of the time management plan</p> <p>b.3 Negotiation skills to negotiate adjustments identified during the evaluation process</p> <p>b.4 Use of technology in order to develop time management plan on an electronic system</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to template documents for logging time, sample planners – weekly, monthly, yearly</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competency in this unit must be assessed over a period of time in order to ensure competency of performance over a range of variables applicable</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	-	2	1

COACHING

COA

Contents

SRS COA 001A	Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities.....	1
SRS COA 002A	Plan individualised training programs to improve skills .	9
SRS COA 003A	Conduct, monitor and adjust an individualised program of training sessions to improve skills	17
SRS COA 004A	Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills	27
SRS COA 005A	Include special interest groups or people with special needs	36
SRS COA 006A	Implement the fundamental principles of sports psychology	43
SRS COA 007A	Provide information about the fundamental principles of eating for peak performance	47
SRS COA 008A	Customise coaching to include children.....	51
SRS COA 009A	Customise coaching to include mature aged athletes... 	58
SRS COA 010A	Customise coaching to include athletes with a disability	65
SRS COA 011A	Work with officials.....	73
SRS COA 012A	Provide information regarding drugs in sport issues	77
SRS COA 013A	Support clients to adopt the principles of sports psychology	81
SRS COA 014A	Support clients to adopt the principles of eating for peak performance.....	85
SRS COA 015A	Monitor coach welfare.....	89
SRS COA 016A	Implement recovery training programs	93
SRS COA 017A	Implement water - based training programs	97

SRS COA 001A OPERATE IN ACCORD WITH ACCEPTED COACHING PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
1. Access ongoing coach education	<ul style="list-style-type: none"> a. The structure and function of peak state and national coach education bodies are described b. The structure and function of sport specific coach education organisations and/or systems are described c. Procedures for accessing structures and programs for the development of coaches and coaching are explained d. Further education/training that will enhance the learners professional development are researched and documented e. Professional development activities to enhance coaching skills and knowledge are described f. Ability to access ongoing coach education resources and information is demonstrated
2. Operate in accord with the legal responsibilities of a coach	<ul style="list-style-type: none"> a. The legal responsibilities of a coach are described and explained b. The legal responsibilities of a coach are applied to the specific coaching situation, environment and client group c. The principles of risk management in relation to coaching are described and explained d. A risk management plan is developed and implemented for specific coaching situation, environment and client group e. The principles of natural justice are described and applied
3. Operate in accord with the ethical responsibilities of a coach	<ul style="list-style-type: none"> a. Ethical responsibilities of a coach in relation to rules, policies and regulations of their sport are determined b. Ethical responsibilities of a coach in relation to rules, policies and regulations of the sport are implemented c. The principles of client confidentiality are implemented d. Best practice principles of the sport/activity are implemented
4. Address drugs in sport issues	<ul style="list-style-type: none"> a. The structure and function of the Australian Sports Drug Agency and its state affiliates are described b. Ability to access drugs in sport resources and information is demonstrated c. Athletes are advised regarding sources of information on drugs in sport issues d. Sport specific rules, policies and regulations relating to drugs in sport are identified and adhered too
5. Working with officials and support personnel	<ul style="list-style-type: none"> a. Communication is conducted in way that engenders respect between all parties b. Responsibilities as a role model are explained and demonstrated c. Strategies for advancing a sport and/or the sport industry through

	<p>working in a collaborative manner with officials and other support personnel are identified and pursued</p> <p>d. Clear non-judgmental communication techniques are demonstrated</p>
<p>6. Identify common coaching styles</p>	<p>a. Common coaching styles are identified</p> <p>b. Appropriateness and application of each of these coaching styles is explained and justified in relation to a particular sport, situation and/or client groups</p> <p>c. Adopted coaching styles comply with best practice principles of the sport/activity</p>
<p>7. Develop a philosophy of coaching</p>	<p>a. The appropriateness of competition levels and activities are determined in relation each athlete's stage of development</p> <p>b. Personal philosophies relating to sportsmanship, winning/losing and holistic development of the athlete are articulated and justified in relation to particular situations and client groups</p> <p>c. The role of the coach in regard to required sport specific skills and knowledge are identified according to accepted practices and the culture of the sport</p>

Range of Variables

**OPERATE IN ACCORD WITH ACCEPTED COACHING PRACTICES,
STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES**

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Best practice principles of the sport/activity	<ul style="list-style-type: none"> a. Refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
3. Client confidentiality	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. refer to best practice principles of the sport/activity
4. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
5. Coaching/instructional styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient

	<ul style="list-style-type: none"> b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
6. Equipment	<ul style="list-style-type: none"> a. can include: <ul style="list-style-type: none"> a.1 fixed pieces of apparatus for use by all clients a.2 individual equipment required by each client in order to undertake the sport/activity (eg, tennis racquet) a.3 personal protective or non-protective clothing or attire a.4 technical a.5 audio-visual a.6 safety
7. Ethical responsibilities of a coach	<ul style="list-style-type: none"> a. Refers to behavioural requirements set down by various peak bodies within coaching which govern the way in which a coach interacts with their athlete/s and conduct their coaching program b. incorporates: <ul style="list-style-type: none"> b.1 harassment b.2 sexual harassment b.3 sexual abuse b.4 physical abuse b.5 client/coach relationships b.6 drugs in sport b.7 cheating
8. Information	<ul style="list-style-type: none"> a. Includes: <ul style="list-style-type: none"> a.1 expectations and aspirations of clients a.2 numbers, ages and gender of clients a.3 previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations a.4 activity national organisation codes and rules as they apply to the range of clients a.5 staff and financial resources a.6 cultural and political influences a.7 involvement and interest of parents a.8 details on time a.9 necessary equipment, clothing and footwear a.10 materials and provision a.11 precautions and other health and safety information. b. is collected through: <ul style="list-style-type: none"> b.1 sport or activity specific performance tests b.2 physiological procedures profiling protocols b.3 psychological profiling procedures and protocols b.4 discussions, and/or b.5 observation c. sources include: <ul style="list-style-type: none"> c.1 clients c.2 parents c.3 organisations c.4 recorded information d. is imparted: <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 through tactile input d.3 through self-exploration activity/ies, tasks or projects d.4 in writing d.5 verbally
9. Legal responsibilities of a coach	<ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 duty of care a.2 negligence a.3 waivers and exclusion clauses a.4 insurance

	<ul style="list-style-type: none"> a.5 sporting tribunals and natural justice a.6 contract negotiations a.7 restraint of trade a.8 operating in accord with accepted Occupational Health and Safety standards a.9 complying with local, state, and national government legislation and/or requirements
10. Natural justice	<ul style="list-style-type: none"> a. right of appeal b. right to an explanation, particularly in relation to: <ul style="list-style-type: none"> b.1 selections, and b.2 suspensions c. notice of charges d. right to be heard e. act without bias
11. Philosophy of coaching	<ul style="list-style-type: none"> a. refers to a set of personal beliefs and practices associated with coaching in relation to issues where there is no clear cut rules, policies or regulations
12. Principles of risk management in relation to coaching	<ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 relevant sport specific safety requirements (including safety equipment) a.2 injury prevention a.3 first aid requirements (including Cardio-Pulmonary Resuscitation and life saving skills required for aquatic sports) a.4 supervision requirements a.5 accident records and reporting a.6 medical conditions and clearances a.7 safety requirements for spectators and competition
13. Resources	<ul style="list-style-type: none"> a. include: <ul style="list-style-type: none"> a.1 human a.2 physical a.3 equipment a.4 materials a.5 health and safety provisions a.6 indoor facilities a.7 outdoor facilities a.8 provisions for sessions a.9 supporting material a.10 grants and/or sponsorship
14. Responsibilities as a role model	<ul style="list-style-type: none"> a. to: <ul style="list-style-type: none"> a.1 children a.2 players a.3 spectators a.4 parents a.5 administrators a.6 other support personnel
15. Risk management plan	<ul style="list-style-type: none"> a. refers to a plan of action to reduce the risks associated with the particular sport and assist the official to reduce the chance of breaching their duty of care. It includes: <ul style="list-style-type: none"> a.1 risk identification a.2 risk assessment a.3 design of risk elimination or reduction plan a.4 implementation of the plan a.5 constant evaluation and modification of the plan
16. Rules, policies and regulations	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 current edition of the relevant national sporting organisations rules a.2 National Sports Organisations rules, policies and procedures regarding competent and ethical coaching, dress requirements

	and protocols, health and safety and other values underpinning the sport
17. Sport specific skills	<ul style="list-style-type: none"> a. refers to skills specific to the sport/activity which may include: <ul style="list-style-type: none"> a.1 physical/motor skills a.2 tactical/mental skills a.3 a combination of physical and tactical, forming a sequence of skills
18. State and national coach education bodies	<ul style="list-style-type: none"> a. Australian Coaching Council b. State Coaching Centres c. The National Coaching Accreditation Scheme d. National coaching organisations of the learner's specific sport
19. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED COACHING PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the knowledge of accepted practices, styles and ethics of coaching and the ability to explain, justify and operate in accord with them. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Describe the structure and function of peak state and national coach education organisations and/or systems c.2 Access ongoing coach education c.3 Operate in accord with the legal responsibilities of a coach c.4 Operate in accord with the ethical responsibilities of a coach c.5 Address drugs in sport issues c.6 Work with officials and other support personnel c.7 Identify, explain and justify common styles of coaching in relation to particular situations and client groups c.8 Determine the appropriateness of competition levels and activities in relation each athlete's stage of development c.9 Articulate and justify personal philosophies relating to sportsmanship, winning/losing and holistic development of the athlete in relation to particular situations and client groups c.10 Implement the best practice principles of the sport/activity
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program a.2 Fundamental principles of group management a.3 Fundamental principles of growth and development b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively in order to pass on appropriate information to clients in regard to responsibilities as a coach b.2 Ability to convey and interpret information in order to effectively receive information and pass this on to clients in a manner that is correct and applicable b.3 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting (ie, at all times throughout training and the assessment process).
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	1	2	1

SRS COA 002A PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

COA

Coaching general principles

DESCRIPTION: This unit covers the application of communication skills, sport specific knowledge and the fundamental principles of skill acquisition to plan a program to improve a client's sport specific skill/s. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Establish effective communication</p>	<ul style="list-style-type: none"> a. Clients are met punctually and are made to feel welcome and at ease b. Client is greeted and treated in a way which engenders trust and respect c. Communication approaches adopted address the identified aims and priorities, abilities and developmental stage of the client d. Interactions are friendly and professional e. The client is encouraged to voice queries and/or fears and these are addressed appropriately f. Verbal communications are clear, accurate and presented in a coaching style appropriate to the setting g. Stance, posture, movements and/or body language are demonstrated in accord with best practice sport principles h. Procedural protocols are discussed and established
<p>2. Collect information to plan an individualised training program</p>	<ul style="list-style-type: none"> a. As much relevant and current information as possible is collected and assessed from a range of sources b. Support personnel necessary for the program are identified c. An accurate assessment of clients aims and priorities are made in consultation with relevant support personnel d. Clients are given the opportunity to express goals as perceived by themselves e. Assessment of goals takes into account both actual and perceived goals f. The condition of the client is determined in consultation with relevant support staff g. Relevant tests and assessments are conducted h. The likely demands of the activity on the clients are assessed i. Inconsistencies are checked and reconciled j. Clients' and organisations rights to confidentiality are respected k. Competition and performance opportunities are identified
<p>3. Design individualised training programs in consultation with clients</p>	<ul style="list-style-type: none"> a. Appropriate methods of training to achieve agreed client aims and priorities are determined b. External factors which are likely to disrupt or influence the delivery, value and outcome of the program are identified and considered in designing the program c. Attention is balanced between that directed to the goals of the individuals and that directed to the goals of the group d. The intensity and duration of activities within the program and the overall program balance are determined e. The program conforms to health and safety requirements f. Client's are provided with dietary advice g. Agreed program objectives are established in consultation with the client and, if appropriate, relevant support personnel

4. **Resource an individualised training program**

- a. **Resources** required for the program are identified
- b. Consideration is given to the individual and special needs of *clients* and, where it is necessary, special provisions are identified
- c. Access to venues, facilities and **equipment** is organised
- d. Support personnel are organised
- e. **Resources** necessary to support the program are obtained
- f. Competition/performance opportunities are organised
- g. Identified resource requirements are within the limits of budgetary constraints
- h. Alternative arrangements are put in place to cater for unsuitable environmental conditions
- i. Identified **resources** conform to nationally accepted standards
- j. Appropriate health and safety provisions are identified and implemented

Range of Variables

PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Agreed program objectives	<ul style="list-style-type: none"> a. objectives agreed to by the client/athlete in consultation with the coach or instructor, other specialists, siblings and relevant personnel in relation to: <ul style="list-style-type: none"> a.1 fitness targets a.2 lifestyle adjustments a.3 skill performance or technique development targets, and/or a.4 competition/performance targets
2. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of: <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems: <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
4. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. Best practice sport principles	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in

	the same or similar situation
6. Client aims and priorities	<ul style="list-style-type: none"> a. competition/performance targets b. self-improvement c. fitness targets d. lifestyle adjustments e. comfort/discomfort levels f. psychological g. technical h. tactical i. participation j. social k. performance
7. Client well-being	<ul style="list-style-type: none"> a. injury status b. psychological status c. emotional status, and/or d. general self-esteem
8. Clients	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
9. Coaching style/s	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
10. Equipment	<ul style="list-style-type: none"> a. can include: <ul style="list-style-type: none"> a.1 fixed pieces of apparatus for use by all clients a.2 individual equipment required by each client in order to undertake the sport/activity (eg, tennis racquet) a.3 personal protective or non-protective clothing or attire a.4 technical a.5 audio-visual
11. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments

12. Information	<ul style="list-style-type: none"> a. includes: <ul style="list-style-type: none"> a.1 expectations and aspirations of clients a.2 numbers, ages and gender of clients a.3 previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations a.4 activity national organisation codes and rules as they apply to the range of clients a.5 staff and financial resources a.6 cultural and political influences a.7 involvement and interest of parents a.8 details on time a.9 necessary equipment, clothing and footwear a.10 materials and provision a.11 precautions and other health and safety information b. is collected through: <ul style="list-style-type: none"> b.1 sport or activity specific performance tests b.2 physiological procedures profiling protocols b.3 psychological profiling procedures and protocols b.4 discussions, and/or b.5 observation c. sources include: <ul style="list-style-type: none"> c.1 clients c.2 parents c.3 organisations c.4 recorded information d. is imparted: <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 through tactile input d.3 through self-exploration activity/ies, tasks or projects d.4 in writing d.5 verbally
13. Information to enable or support the overall program or individual session/s	<ul style="list-style-type: none"> a. refers to information which enables the client to: <ul style="list-style-type: none"> a.1 complete the activity satisfactorily, enables them to gain maximum benefits, and conforms to the aims and objectives of the session/s a.2 prepare themselves physically, mentally and emotionally is given sufficiently in advance of the session, or at a time which relates to the identified needs of the client
14. Learning	<ul style="list-style-type: none"> a. can be through <ul style="list-style-type: none"> a.1 demonstration and explanation a.2 collaboration a.3 self-management a.4 experimentation
15. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. outdoor facilities g. provisions for sessions h. supporting material i. grants and/or sponsorship
16. Session/s	<ul style="list-style-type: none"> a. are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the client b. aimed at developing skill and tactical learning
17. Sport specific skills	<ul style="list-style-type: none"> a. refers to skills specific to the sport/activity which may include: <ul style="list-style-type: none"> a.1 physical/motor skills

	<ul style="list-style-type: none"> a.2 tactical/mental skills a.3 a combination of physical and tactical, forming a sequence of skills
18. Support personnel	<ul style="list-style-type: none"> a. administrators b. coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
19. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. 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"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modeling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or b.9 experiential or problem solving approaches
20. Training program to improve skills	<ul style="list-style-type: none"> a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions b. usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome d. is designed to assist the client improve their technical performance e. usually of an agreed duration, dependent on the performance parameters f. individualised to the client's requirements g. should be developed in accord with the scope of the coaches current competencies h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the ability to use communication skills, apply sports specific knowledge and apply the fundamental principles of skill development to plan individualised training programs to improve a client's sport/activity specific skill/s. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Establish effective communication with the client c.2 Design an individualised training program that will assist the client to improve their performance of activity/sport specific skills c.3 Incorporate best practice principles of the sport/activity c.4 Convey information in a manner that maintains morale and is appropriate to the client's aims and priorities c.5 Implement safety procedures and guidelines
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX CAI 004A Plan a sport and recreation session for clients a.2 the relevant sport specific unit/s of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.3 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.4 the relevant sport specific unit/s of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program a.2 Fundamental principles of skill acquisition a.3 Fundamental principles of biomechanics a.4 Fundamental principles of group management a.5 Fundamental principles of growth and development and their relationship with coaching pedagogy a.6 National Sport/Activity Organisations policies and procedures a.7 Employer organisations policies and procedures a.8 Policies, procedures and requirements specific to the venue/facility a.9 Knowledge of drills, activities and games to teach the fundamental sport specific skills a.10 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.11 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively in order to plan effective training programs for clients b.2 Ability to convey and interpret information in order to effectively

	<p>receive information and incorporate this into the planning of training programs</p> <p>b.3 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients training programs</p> <p>b.4 Ability to apply the sport/activity specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting etc)</p> <p>b.5 Ability to provide demonstrations (ie, self, other athletes as models, videos, etc)</p> <p>b.6 Ability to analyse sport specific skills and break them into their component parts</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a sport/activity setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment (ie, a minimum of 2 sessions spread across a period of 3 months).</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients (ie, not the peers of the learner) and assessment must involve:</p> <p>a.1 observation of the coach in action</p> <p>a.2 reviews of coaching diaries or instructor records, and/or</p> <p>a.3 reports from other experienced personnel who are regularly involved with the coach or instructor, and/or</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS COA 003A CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

COA

Coaching general principles

DESCRIPTION: This unit covers the acquisition of competency to enable the trainee coach to utilise communication skills, sport specific knowledge, combinations of teaching methods and combinations of coaching styles to conduct, monitor and adjust individualised training programs designed to improve a client's sport specific skill/s. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare clients for participation</p>	<p>a. Clients are met punctually and are made to feel welcome and at ease</p> <p>b. Client well-being, physical readiness and/or psychological readiness is assessed as suitable for participation each session</p> <p>c. Clients are made aware of aims and objectives of the overall program and each session</p> <p>d. The value and reasons for 'warm up' are clearly explained to clients</p> <p>e. Clients are 'warmed up' and mentally prepared to participate through safe and appropriate exercises under the direct guidance of the instructor or, if appropriate, using their previous experience and knowledge</p> <p>f. Safety and other risks are assessed and confirmed as within acceptable levels of the sport prior to commencing participation</p> <p>g. Appropriate action is taken based on an assessment of the conditions and external influences</p> <p>h. Clients are informed of and encouraged to comply with relevant rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment</p>
<p>2. Co-ordinate and allocate equipment and/or resources</p>	<p>a. Support personnel are briefed regarding responsibilities and contributions to the overall program and/or session</p> <p>b. Available resources are adequate for the overall program or session/s and satisfy health and safety requirements</p> <p>c. Venues are safe and accessible for all clients</p> <p>d. The coordination and allocation of resources optimises their use by clients</p> <p>e. Equipment and/or space is allocated to clients according to recognised procedures</p> <p>f. Clients are informed of their responsibility for maintaining equipment</p>
<p>3. Establish and maintain effective communication</p>	<p>a. Clients are greeted and treated throughout the program in a way which is suitable to the aims of the program and engenders trust and respect</p> <p>b. Communication approaches adopted address the identified needs, abilities and developmental stage of the clients</p> <p>c. Interactions are friendly and professional</p> <p>d. Clients are encouraged to voice queries and/or fears and these are addressed appropriately</p> <p>e. Verbal communications are clear, accurate and presented in a coaching style appropriate to the sport</p> <p>f. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area</p> <p>g. Relevant communication aids such as whistles or microphones are used appropriately and effectively</p>

	<ul style="list-style-type: none"> h. Stance, posture, signals and movements are demonstrated in accord with accepted body language approaches and best practice sport principles i. Necessary and relevant information is made available to clients at appropriate times to enable or support the overall program or individual session/s
4. Assess client's readiness to acquire and/or perform new skills	<ul style="list-style-type: none"> a. Relevant sport specific skill/s to be developed are identified b. General factors which affect the acquisition of relevant sport specific skill/s are identified and discussed with the individual or group c. Each client is assessed regarding their readiness to acquire the relevant sport specific skill/s being taught or developed
5. Conduct drills, activities and/or games to teach or develop relevant sport specific skill/s	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the drill, activity and/or game b. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered precisely and in accord with accepted best practice sport principles c. Verbal instructions are kept to a minimum d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis e. The individual or group is observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations and accepted best practice sport principles f. Corrections and feedback regarding skill acquisition are provided on an individualised basis g. Group feedback is provided regarding organisational issues
6. Teach relevant sport specific skill/s	<ul style="list-style-type: none"> a. Activities are provided and/or opportunities are taken through which learning experiences can be delivered b. Learning experiences are consistent with accepted best practice sport principles c. Teaching methods are selected to match client's readiness and the available equipment d. An appropriate teaching method is selected and implemented e. Client's ability to cope with the instruction are monitored during the instruction f. Teaching methods are modified during implementation in response to monitoring g. Program modifications are identified and explained to the client or group in response to monitoring
7. Monitor client's participation	<ul style="list-style-type: none"> a. Clients progress is monitored continually b. Observation is undertaken with minimal disruption to the flow of the drill, activity or game c. Attention to the needs of individual group members, coaching style and objectives are modified throughout the program to meet these requirements d. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience e. Contingency plans are implemented with a minimum of disruption f. Clients physical and emotional safety, ability and progress are monitored g. Vigilance is paid to the whereabouts of clients at all times and the form that this attention takes and methods used are consistent with the aims and objectives of the activity and safety requirements h. Interventions are made to prevent hazards occurring and ensure client safety i. In the case of emergencies, recognised procedures are followed calmly, correctly and with speed j. The level of challenge and difficulty of activities is progressively increased, taking into account the rate of progress and emotional tolerance of the individual and group

<p>8. Provide feedback on performance</p>	<ul style="list-style-type: none"> a. Client's performance is observed and analysed against criteria appropriate to the activity b. Strengths and weaknesses are identified c. The order in which faults should be corrected is prioritised d. Information and advice necessary to correct each fault is clearly provided to each client at a time and in a manner appropriate to the individual and the situation e. Techniques which contribute to subsequent attempts being more effective are identified and used f. Performance improvements are highlighted and further development encouraged g. Feedback highlights developments to reinforce progress and maintain morale, as well as offering constructive criticism h. Efforts are made to obtain feedback from clients and adjust the program to meet their developing needs and capabilities i. Other staff are kept informed of developments
<p>9. Prepare clients to conclude the program</p>	<ul style="list-style-type: none"> a. Sufficient time is allocated to conclude sessions at a pace appropriate to the clients and their level of involvement b. The value and reasons for 'cooling down' are clearly explained to clients c. Clients are 'cooled down' effectively under the direct guidance of the instructor or, if appropriate, using their previous experience and knowledge d. Clients are informed of any other suitable activities/exercises which they could undertake to prepare for future sessions e. Clients are allowed sufficient time for further discussion f. The time, location and content of future activities are clearly explained to clients g. Checks are made to ensure minimal environmental impact has been made to areas/facilities, and that these are left in original or improved conditions h. Clients departure is supervised in a manner appropriate to the situation i. Equipment and resources are collected and checked j. Damage of non-functioning equipment which the coach is unable to deal with personally is reported to the appropriate authority k. Arrangements for security of equipment and/or the site are correctly carried out

Range of Variables

CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Agreed program objectives	<ul style="list-style-type: none"> a. objectives agreed to by the client/athlete in consultation with the coach or instructor, other specialists, siblings and relevant personnel in relation to: <ul style="list-style-type: none"> a.1 fitness targets a.2 lifestyle adjustments a.3 skill performance or technique development targets, and/or a.4 competition/performance targets a.5 clients aims and priorities
2. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of: <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems: <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
4. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. Best practice principles of the sport/activity	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the sport's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport a.7 accepted preventative practices adopted by self or peers to

	<p>minimise safety hazards and risks in the same or similar situations</p> <p>a.8 current and past good practice demonstrated by self or peers in the same or similar situation</p>
6. Client aims and priorities	<p>a. competition/performance targets</p> <p>b. self-improvement</p> <p>c. fitness targets</p> <p>d. lifestyle adjustments</p> <p>e. comfort/discomfort levels</p> <p>f. psychological</p> <p>g. technical</p> <p>h. tactical</p> <p>i. participation</p> <p>j. social</p> <p>k. performance</p>
7. Client well-being	<p>a. injury status</p> <p>b. psychological status</p> <p>c. emotional status, and/or</p> <p>d. general self-esteem</p>
8. Client/s	<p>a. can be athletes</p> <p>b. are usually committed and self-motivated to return to optimal function and/or improve well-being</p> <p>c. are usually over 16 years of age</p> <p>d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program</p> <p>e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups</p>
9. Coaching styles	<p>a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete</p> <p>b. 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:</p> <p>b.1 friendly and approachable while maintaining a 'professional distance'</p> <p>b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors)</p> <p>b.3 humorous when appropriate</p> <p>b.4 laissez faire (or casual) when appropriate</p> <p>b.5 organised and efficient</p> <p>b.6 a "critical friend"</p> <p>b.7 motivational and encouraging</p> <p>b.8 disciplinarian, including modification of undesirable behaviours in clients</p>
10. Equipment	<p>a. can include:</p> <p>a.1 fixed pieces of apparatus for use by all clients</p> <p>a.2 individual equipment required by each client in order to undertake the sport (eg, tennis racquet)</p> <p>a.3 personal protective or non-protective clothing or attire</p> <p>a.4 technical</p> <p>a.5 audio-visual</p>
11. Feedback	<p>a. can be:</p> <p>a.1 verbal</p> <p>a.2 written</p> <p>a.3 visual, and/or</p> <p>a.4 tactile</p> <p>b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being</p>

	<ul style="list-style-type: none"> c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
<p>12. Information</p>	<ul style="list-style-type: none"> a. includes: <ul style="list-style-type: none"> a.1 expectations and aspirations of clients a.2 numbers, ages and gender of clients a.3 previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations a.4 activity national organisation codes and rules as they apply to the range of clients a.5 staff and financial resources a.6 cultural and political influences a.7 involvement and interest of parents a.8 details on time a.9 necessary equipment, clothing and footwear a.10 materials and provision a.11 precautions and other health and safety information b. is collected through: <ul style="list-style-type: none"> b.1 sport or activity specific performance tests b.2 physiological procedures profiling protocols b.3 psychological profiling procedures and protocols b.4 discussions, and/or b.5 observation c. sources include: <ul style="list-style-type: none"> c.1 clients c.2 parents c.3 organisations c.4 recorded information d. is imparted: <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 through tactile input d.3 through self-exploration activity/ies, tasks or projects d.4 in writing d.5 verbally
<p>13. Information to enable or support the overall program or individual session/s</p>	<ul style="list-style-type: none"> a. refers to information which enables the client to: <ul style="list-style-type: none"> a.1 complete the activity satisfactorily, enables them to gain maximum benefits, and conforms to the aims and objectives of the session/s a.2 information enables clients to prepare themselves physically, mentally and emotionally is given sufficiently in advance of the session, or at a time which relates to the identified needs of the client
<p>14. Learning</p>	<ul style="list-style-type: none"> a. can be through <ul style="list-style-type: none"> a.1 demonstration and explanation a.2 collaboration a.3 self-management a.4 experimentation
<p>15. Monitoring</p>	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions before, during and after training sessions or competitions a.2 observations before, during and after training sessions or competitions a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other personnel or specialists

16. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. outdoor facilities g. provisions for sessions h. supporting material i. grants and/or sponsorship
17. Sessions	<ul style="list-style-type: none"> a. are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the client b. aimed at developing skill and tactical learning
18. Sport specific skill/s	<ul style="list-style-type: none"> a. refers to skills specific to the sport which may include: <ul style="list-style-type: none"> a.1 physical/motor skills a.2 tactical/mental skills a.3 a combination of physical and tactical, forming a sequence of skills
19. Support personnel	<ul style="list-style-type: none"> a. administrators b. coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
20. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. 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"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modeling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or b.9 experiential or problem solving approaches
21. Training program to improve skills	<ul style="list-style-type: none"> a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions b. usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome d. is designed to assist the client improve their technical performance e. usually of an agreed duration, dependent on the performance parameters f. individualised to the client's requirements g. should be developed in accord with the scope of the coaches current competencies h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the ability to utilise communication skills, apply sport specific knowledge, apply combinations of teaching methods and combinations of coaching/instructional styles to conduct, monitor and adjust individualised training programs designed to improve a client's sport specific skills b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Maintain effective communication with the client c.2 Conduct a program of training sessions that improves a client's sport specific skill/s c.3 Utilise necessary equipment to conduct a session c.4 Monitor and adjust training in response to assessments of the client's skill performance and/or well-being c.5 Incorporate best practice principles of the specific sport c.6 Convey information in a manner that maintains morale and is appropriate to the client's aims and priorities c.7 Implement safety procedures and guidelines c.8 Identify the client's readiness to undertake an activity and deal with queries/fears related to the activity c.9 Provide feedback in a way that maintains client morale and is appropriate to the individual or group c.10 Recognise learning opportunities as they arise and create them when necessary c.11 Recognise when and how intervention should take place to improve individual skill performance c.12 Safely prepare resources, equipment and the environment c.13 Implement safety procedures and guidelines, and c.14 Adopt different teaching methods and styles in accord with the situation at hand
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX CAI 004A Plan a sport and recreation session for clients a.2 SRS COA 002A Plan individualised training programs to improve skills a.3 the relevant sport specific unit/s of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.4 the relevant sport specific unit/s of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic human anatomy and physiology a.2 Basic principles of biomechanics a.3 Relevant activity/sport specific knowledge to teach the skills being

	<p>included in the training program</p> <ul style="list-style-type: none"> a.4 Fundamental principles of skill acquisition a.5 Fundamental principles of group management a.6 Fundamental principles of growth and development and their relationship with coaching pedagogy a.7 National Sport Organisations policies and procedures a.8 Employer organisations policies and procedures a.9 Knowledge of drills, activities and games to teach the fundamental sport specific skills a.10 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.11 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities) <ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan an individualised training program to improve skills b.2 Ability to communicate effectively in order to receive information from clients during the monitoring stage and then explain to clients the necessary modifications to training sessions b.3 Ability to convey and interpret information in order to effectively monitor and adjust training sessions to improve skills b.4 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to monitoring and adjusting training sessions to improve skills b.5 Ability to apply the sport specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting, etc) b.6 Ability to provide demonstrations (ie, self, other athletes as models, videos, etc) b.7 Ability to analyse skills and break them into their component parts
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant sport facility/ies, equipment and clients competing or participating at an appropriate level (ie, not the peers of the learner) b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over several sessions (minimum 2 sessions) one of which should be early in the program and the other towards the end (ie, at least 2 sessions apart) to ensure consistency of performance over the range of variables and contexts applicable to the work environment <p>In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:</p> <ul style="list-style-type: none"> a.1 coaches diary and/or instructor records, and a.2 reports from other experienced personnel who are regularly involved with the coach or instructor
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS COA 004A EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

COA

Coaching general principles

DESCRIPTION: This unit covers the acquisition of competency to enable the trainee coach to evaluate, analyse and modify the outcomes and delivery of individualised training programs designed to improve a client's sport specific skills. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate the effectiveness of an individualised training program	<ul style="list-style-type: none"> a. Outcomes of the program are measured and compared with agreed program objectives b. The content, structure, balance and processes of the program are evaluated c. Teaching methods and coaching styles are evaluated d. The contributions of support personnel and organisations involved in the activity are evaluated e. The suitability and safety of facilities and equipment are evaluated f. Feedback is sought from and discussed with clients and support personnel g. The views of clients and support personnel are treated with respect h. Program deficiencies are identified
2. Treatment of results	<ul style="list-style-type: none"> a. Results of the evaluation process are discussed or shared with other support personnel in accord with the principles of client confidentiality b. Results of the evaluation process are kept in accord with the principles of client confidentiality
3. Identify personal development objectives	<ul style="list-style-type: none"> a. Self-evaluation is used to identify personal development objectives b. Own performance is reviewed against agreed program objectives and in response to clients' comments c. Self-reflection tools are used to assist the self-evaluation process d. Gaps regarding the range and timing the use of various teaching methods are identified e. Aspects of coaching style to improve on are identified f. Advice is sought from other support personnel regarding personnel development objectives
4. Analyse and modify an individualised training program	<ul style="list-style-type: none"> a. The results of the evaluation are used to guide future program planning b. Activities, teaching methods and/or coaching styles that were particularly effective for some individuals are noted for future use c. Activities, teaching methods and/or coaching styles that were not effective with some clients are noted so that they can be modified or avoided in the future d. Activities, teaching methods and/or coaching styles to be avoided in the future are noted

-
5. Discuss outcomes of evaluation with clients and support personnel
- a. **Feedback** regarding the **evaluation** of the program and recommended future modifications are shared and discussed with **client** and **support personnel**
 - b. Changes to future programs based on the recommendations of the **evaluation** process are agreed with the **client**

Range of Variables

EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Agreed program objectives	<ul style="list-style-type: none"> a. objectives agreed to by the client/athlete in consultation with the coach or instructor, other specialists, siblings and relevant personnel in relation to: <ul style="list-style-type: none"> a.1 lifestyle adjustments a.2 skill performance or technique development targets, and/or a.3 competition/performance targets a.4 client aims and priorities
2. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of: <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems: <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
4. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. Best practice principles of the sport/activity	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations

	a.8 current and past good practice demonstrated by self or peers in the same or similar situation
6. Client aims and priorities	<ul style="list-style-type: none"> a. competition/performance targets b. self-improvement c. lifestyle adjustments d. comfort/discomfort levels a. psychological b. technical c. tactical d. participation e. social f. performance
7. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
8. Coaching style/s	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
9. Equipment	<ul style="list-style-type: none"> a. can include: <ul style="list-style-type: none"> a.1 fixed pieces of apparatus for use by all clients a.2 individual equipment required by each client in order to undertake the sport/activity (eg, tennis racquet) a.3 personal protective or non-protective clothing or attire a.4 technical a.5 audio-visual
10. Evaluation	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions a.2 observations throughout the training program a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other support personnel or specialists
11. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile

	<ul style="list-style-type: none"> b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
12. Outcomes	<ul style="list-style-type: none"> a. are measured through <ul style="list-style-type: none"> a.1 demonstration and explanation a.2 sport/activity specific skill tests a.3 performance in a competitive situation a.4 performance under pressure a.5 ability to cope with greater degree of difficulty a.6 ability to complete more complex tasks a.7 formative evaluation
13. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client
14. Records	<ul style="list-style-type: none"> a. training diaries/logbooks b. attendance and injury record forms c. notes from parents and doctors' notes
15. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. outdoor facilities g. provisions for sessions h. supporting material i. grants and/or sponsorship
16. Sessions	<ul style="list-style-type: none"> a. are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the client b. aimed at developing skill and tactical learning
17. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
18. Teaching methods	<ul style="list-style-type: none"> a. 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"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modeling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or b.9 experiential or problem solving approaches
19. Training program	<ul style="list-style-type: none"> a. designed to improve the performance of a client/athlete in a

to improve skills

- b. recreational activity and/or sporting competitions usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete
- c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome
- d. is designed to assist the client improve their technical performance
- e. usually of an agreed duration, dependent on the performance parameters
- f. individualised to the client's requirements
- g. should be developed in accord with the scope of the coaches current competencies
- h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the knowledge and ability to evaluate, analyse and modify the outcomes and delivery of individualised training programs designed to improve a client's sport/activity specific skills. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Evaluate the effectiveness of an individualised training program c.2 Analyse and modify an individualised training program in response to evaluation c.3 Measure program outcomes and compare them with agreed program objectives c.4 Identify and address program deficiencies are identified c.5 Treat and keep evaluation results in accord with the principles of client confidentiality c.6 Identify personal development objectives c.7 Use self-reflection tools c.8 Identify and address weaknesses in the delivery and or selection of coaching style and teaching methods
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX CAI 004A Plan a sport and recreation session for clients a.2 SRS COA 002A Plan individualised training programs to improve skills a.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills a.4 the relevant sport specific unit/s of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 the relevant sport specific unit/s of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic principles of biomechanics a.2 Basic human anatomy and physiology a.3 Relevant activity/sport specific knowledge to teach the skills being included in the training program a.4 Fundamental principles of skill acquisition a.5 Fundamental principles of group management a.6 Fundamental principles of growth and development and their relationship with coaching pedagogy a.7 National Sport/Activity Organisations policies and procedures a.8 Employer organisations policies and procedures a.9 Policies, procedures and requirements specific to the venue/facility a.10 Knowledge of drills, activities and games to teach the fundamental sport/activity specific skills

	<ul style="list-style-type: none"> a.11 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.12 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan an individualised training program to improve skills b.2 Ability to conduct, monitor and adjust an individualised training program to improve skills b.3 Ability to communicate effectively in order to receive information from clients during the evaluation stage and then explain to clients the necessary modifications to training programs to improve skills b.4 Ability to convey and interpret information in order to effectively monitor and adjust training sessions of clients to improve skills b.5 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to monitoring and adjusting training programs to improve skills b.6 Ability to provide demonstrations (ie, self, other athletes as models, videos, etc) b.7 Ability to analyse skills and break them into their component parts
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant sport/activity facility/ies, equipment and clients competing or participating at an appropriate level (ie, not the peers of the learner) b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment (ie, an evaluation of at least 3 individualised training programs should be assessed) <p>In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:</p> <ul style="list-style-type: none"> a.1 coaches diary and/or instructor records, and a.2 reports from other experienced personnel who are regularly involved with the coach or instructor
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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,	Communicate	Plan &	Work with	Use	Solve	Use

Analyse & Organise Information	Ideas & Information	Organise Activities	Others & in Teams	Mathematical Ideas & Techniques	Problems	Technology
3	2	2	2	2	2	1

SRS COA 005A INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred teaching methods and coaching styles to include <i>special interest groups or people with special needs</i></p>	<p>a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of the individual</p> <p>b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity</p> <p>c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity</p> <p>d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity</p>
<p>2. Assess athletes readiness to acquire and perform the activity specific skill/s</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Cultural or physical factors which affect the acquisition of the intermediate skills of special interest groups or people with special needs are identified and described in relation to skill acquisition of athletes</p> <p>c. Athletes needs are assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct drills, activities and games to teach or develop the skills of <i>special interest groups or people with special needs</i></p>	<p>a. Teaching methods and coaching styles are selected to match the athletes readiness, cultural or physical factors, the environment, the activity specific skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the athletes needs, and cultural or physical factors</p> <p>d. Where appropriate, special presentation techniques or activities are used to comply with the needs of special interest groups or people with special needs</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction</p> <p>i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>

4. Review and adapt the teaching of an intermediate skill in response to feedback	<ul style="list-style-type: none">a. Relevant points of emphasis are made before, during and/or after presentation/sb. Modifications to the teaching method and coaching style are implemented in response to results of the monitoringc. Athletes are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions
5. Demonstrate an understanding of the specific needs of each athlete	<ul style="list-style-type: none">a. The skills taught are specifically related to the special interest groups or people with special needsb. The safety and medical considerations of the athletes specific needs are implemented

Range of Variables

INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the sport/activity	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Coaching/instructional styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
3. Communicate in a style appropriate to the athletes	<ul style="list-style-type: none"> a. age b. preferred method of communication c. physical or cultural factors d. sensory or intellectual impairment (eg, vision or hearing loss)
4. Cultural or physical factors	<ul style="list-style-type: none"> a. cultural values b. family structures <ul style="list-style-type: none"> b.1 extended family responsibilities b.2 family ideals c. religious beliefs d. place of sport within the community <ul style="list-style-type: none"> d.1 traditional ethnic community d.2 Australian community e. type of disability f. communication strategies g. level of literacy and numeracy
5. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or

	<ul style="list-style-type: none"> a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions before, during and after training sessions or competitions a.2 observations before, during and after training sessions or competitions a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other personnel or specialists
7. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including: <ul style="list-style-type: none"> b.1 safe playing area b.2 disability access b.3 protective equipment, eg, knee and elbow pads, b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
8. Resources	<ul style="list-style-type: none"> a. may include: <ul style="list-style-type: none"> a.1 human / physical a.2 equipment a.3 materials a.4 health and safety provisions a.5 indoor / outdoor facilities
9. Special interest groups or people with special needs	<ul style="list-style-type: none"> a. people with a disability b. indigenous people c. non-English speaking background
10. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
11. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. 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"> c. whole, part, whole approaches d. shaping approaches e. modeling approaches f. command and response approaches g. directive approaches through specific set tasks h. reciprocal or peer tutoring approaches i. feedback and refinement approaches j. guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or k. experiential or problem solving approaches

Evidence Guide

INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of inclusive teaching practices to involve special interest groups or people with special needs in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify preferred teaching methods and coaching styles to include special interest groups or people with special needs c.2 Assess athletes readiness to acquire and perform the activity specific skill/s c.3 Conduct drills, activities and games to teach or develop the skills of special interest groups or people with special needs c.4 Review and adapt the teaching of an intermediate skill in response to feedback c.5 Demonstrate an understanding of the specific needs of each athlete
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching units of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 relevant sport specific coaching units of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Relevant activity/sport specific knowledge a.2 Relevant modified rules and regulations a.3 Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) a.4 Special needs and requirements of: <ul style="list-style-type: none"> a.4.1 People with a disability a.4.2 Indigenous people a.4.3 People from a non-English speaking background b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills (written and verbal) in order to effectively coach people or groups with special needs b.2 Ability to analyse and interpret information appropriate to effectively coach people or groups with special needs b.3 Interpersonal skills in order to build rapport with people and groups

	<p>with special needs</p> <p>b.4 Delivery skills in order to effectively communicate information and tasks to people or groups with special needs</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS COA 006A IMPLEMENT THE FUNDAMENTAL PRINCIPLES OF SPORTS PSYCHOLOGY

COA

Coaching general principles

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

<p>1. Identify <i>fundamental principles of sports psychology</i> for the activity</p>	<p>a. <i>Client</i> needs are assessed through questioning b. Psychological requirements of the activity are assessed c. Where necessary and available, the athlete is advised contact appropriate <i>support personnel</i> who are experts in the field of sports psychology</p>
<p>2. Explain the <i>fundamental principles of sports psychology</i> to clients</p>	<p>a. <i>Fundamental principles of sports psychology</i> are explained to and clarified with clients b. Communication approaches adopted are appropriate to the needs of the <i>client</i> c. Verbal communications are clear, accurate and presented in a style appropriate to the setting d. Appropriate activities and learning experiences are used to deliver the information e. The <i>client</i> is encouraged to voice queries</p>
<p>3. Implement strategies for using the <i>fundamental principles of sports psychology</i></p>	<p>a. Strategies for assisting <i>clients</i> to use <i>fundamental principles of sports psychology</i> in activity specific settings are identified b. Communication with the <i>client</i> establishes preferred psychological strategies c. Strategies for utilising <i>fundamental principles of sports psychology</i> are implemented d. In team settings the role of the <i>support personnel</i> who are experts in the field of sports psychology are clarified with the athlete/s</p>

Range of Variables

IMPLEMENT THE FUNDAMENTAL PRINCIPLES OF SPORTS PSYCHOLOGY

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Fundamental principles of sports psychology	<ul style="list-style-type: none"> a. mental rehearsal b. goal setting (long and short term) c. self control skills (arousal and anxiety) d. establishing mental routines e. motivation
4. Support personnel	<ul style="list-style-type: none"> a. sports psychologists b. nutritionists c. administrators d. other coach/es e. sports scientists f. sports medicine providers g. agents h. other health professionals i. parents/guardians j. other involved/appropriate personnel

Evidence Guide

IMPLEMENT THE FUNDAMENTAL PRINCIPLES OF SPORTS PSYCHOLOGY

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the fundamental principles of sports psychology, and strategies to implement these in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify fundamental principles of sports psychology appropriate for the activity c.2 Explain the fundamental principles of sports psychology to clients c.3 Implement strategies for using the fundamental principles of sports psychology
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching units of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.2 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 relevant sport specific coaching units of competency
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Mental rehearsal strategies to be used in preparing psychologically for a sporting event a.2 Goal setting strategies (long and short term) to be implemented when planning a sporting career a.3 Self control strategies (arousal and anxiety) to be used when preparing psychologically for a sporting event a.4 Establishing mental routines that can be used when preparing psychologically for a sporting event a.5 Knowledge of motivational techniques to be used when preparing psychologically for a sporting event b. Underpinning skills <ul style="list-style-type: none"> b.1 Communication skills (written and verbal) in order to explain the fundamental principles of sports psychology b.2 Ability to analyse and interpret information appropriate to the principles of sports psychology b.3 Interpersonal skills in order to build rapport with clients and ensure the principles of sports psychology are received effectively

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

SRS COA 007A PROVIDE INFORMATION ABOUT THE FUNDAMENTAL PRINCIPLES OF EATING FOR PEAK PERFORMANCE

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
1. Collect information regarding the basic principles of nutrition for performance	<ul style="list-style-type: none"> a. <i>Client</i> information needs are assessed through questioning b. Nutritional demands of the activity are assessed c. As much relevant and current information as possible is collected and assessed from a range of sources d. Where necessary and available, the athlete is advised contact appropriate <i>support personnel</i> who are experts in the field of sports nutrition
2. Explain the basic principles of nutrition for performance to clients	<ul style="list-style-type: none"> a. Communication approaches adopted are appropriate to the needs of the <i>client</i> b. Verbal communications are clear, accurate and presented in a style appropriate to the setting c. The most relevant <i>nutritional principles</i> are communicated first d. Appropriate activities and learning experiences are used to deliver the information e. The <i>client</i> is encouraged to voice queries
3. Implement strategies for using principles of nutrition for performance	<ul style="list-style-type: none"> a. Strategies for using <i>nutritional practices</i> in performance settings are identified b. Communication with the <i>client</i> establishes the most relevant strategies for them c. In team settings the role of the <i>support personnel</i> who are experts in the field of sports nutrition are clarified with the athlete/s

Range of Variables

PROVIDE INFORMATION ABOUT THE FUNDAMENTAL PRINCIPLES OF EATING FOR PEAK PERFORMANCE

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Nutritional principles	<ul style="list-style-type: none"> a. basic nutritional guidelines b. five food groups c. balanced diets d. fluid replacement and hydration e. heat injury
4. Nutritional practices	<ul style="list-style-type: none"> a. eating more or less of particular foods b. use of nutritional supplements c. use of sports drinks for fluid replacement
5. Support personnel	<ul style="list-style-type: none"> a. sports psychologists b. nutritionists c. administrators d. other coach/es e. sports scientists f. sports medicine providers g. agents h. other health professionals i. parents/guardians j. other involved/appropriate personnel

Evidence Guide

PROVIDE INFORMATION ABOUT THE FUNDAMENTAL PRINCIPLES OF EATING FOR PEAK PERFORMANCE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of how to provide information regarding the basic principles of nutrition for performance to clients in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Collect information regarding the basic principles of nutrition for performance c.2 Explain the basic principles of nutrition for performance to clients c.3 Identify strategies that clients may implement regarding nutrition for performance
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching units of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 relevant sport specific coaching units of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic nutritional guidelines in order to provide correct information about the principles of eating for peak performance a.2 Knowledge of the five food groups in order to provide this information to clients a.3 Knowledge of the need to replace fluid in order to maximise performance a.4 Knowledge of the effects of heat injury on performance and health a.5 Knowledge of the principles of hydration and the effect on performance b. Underpinning skills <ul style="list-style-type: none"> b.1 Communication skills (written and verbal) in order to explain the fundamental principles of eating for peak performance b.2 Interpersonal skills in order to build rapport with clients and ensure the principles of eating for peak performance are received effectively b.3 Ability to interpret information appropriate to the principles of eating for peak performance in order to ensure clients receive correct and relevant information

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	2

SRS COA 008A CUSTOMISE COACHING TO INCLUDE CHILDREN

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred teaching methods and coaching styles to meet the needs of children</p>	<p>a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of the child</p> <p>b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity</p> <p>c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity</p> <p>d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity</p>
<p>2. Assess readiness of the child to acquire and perform the activity specific skill/s</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Physical and psychological factors which affect the acquisition of the skills of children are identified</p> <p>c. The individual child is assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct drills, activities and games to teach or develop the activity specific skills of children</p>	<p>a. Teaching methods and coaching styles are selected to match the needs of the child, physical and psychological factors, the environment, the activity specific skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the needs of the child and, physical and psychological factors</p> <p>d. Where appropriate, special presentation techniques or activities are used to comply with the needs of children</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction</p> <p>i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>4. Review and adapt the teaching of a skill in response to feedback</p>	<p>a. Relevant points of emphasis are made before, during and/or after presentation/s</p> <p>b. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring</p> <p>c. Children are given the opportunity to comment and/or ask questions</p> <p>d. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions</p>
<p>5. Demonstrate an understanding of the specific needs of children</p>	<p>a. The skills taught are specifically related to the needs of the child, and physical and psychological factors</p> <p>b. The specific safety and medical considerations of children are implemented</p>

|

Range of Variables

CUSTOMISE COACHING TO INCLUDE CHILDREN

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the sport/activity	a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Coaching/instructional styles	a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete <ul style="list-style-type: none"> b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
3. Communicate in a style appropriate to children	<ul style="list-style-type: none"> a. age b. preferred method of communication c. varying communication strategies
4. Cultural or physical factors	<ul style="list-style-type: none"> a. cultural values b. family structures c. extended family responsibilities d. family ideals e. religious beliefs f. place of sport within the community g. traditional ethnic community h. Australian community i. type of disability j. communication strategies k. level of literacy and numeracy
5. Feedback	a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or

	<ul style="list-style-type: none"> a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions before, during and after training sessions or competitions a.2 observations before, during and after training sessions or competitions a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other personnel or specialists
7. Needs of children	<ul style="list-style-type: none"> a. modification of equipment and rules b. reasons for children's participation in sport c. fun and enjoyment d. maximum participation e. when to emphasise competition f. parent/guardian involvement
8. Organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including: <ul style="list-style-type: none"> b.1 safe playing area b.2 modification of equipment and rules b.3 protective equipment, eg, knee and elbow pads, b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy b.6 weather conditions
9. Physical and psychological factors	<ul style="list-style-type: none"> a. physical factors <ul style="list-style-type: none"> a.1 growth rates a.2 developmental stages a.3 safety factors (eg, heat tolerance and hydration) b. psychological factors <ul style="list-style-type: none"> b.1 developmental stages b.2 social characteristics b.3 attention spans b.4 behaviour modification
10. Resources	<ul style="list-style-type: none"> a. may include: <ul style="list-style-type: none"> a.1 human / physical a.2 equipment a.3 materials a.4 health and safety provisions a.5 indoor / outdoor facilities
11. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
12. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete

- b. 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:
- c. whole, part, whole approaches
- d. shaping approaches
- e. modeling approaches
- f. command and response approaches
- g. directive approaches through specific set tasks
- h. reciprocal or peer tutoring approaches
- i. feedback and refinement approaches
- j. guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or
- k. experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE CHILDREN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of children in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify preferred teaching methods and coaching styles to meet the needs of children c.2 Assess readiness of the child to acquire and perform the activity specific skill/s c.3 Conduct drills, activities and games to teach or develop the activity specific skills of children c.4 Review and adapt the teaching of a skill in response to feedback c.5 Demonstrate an understanding of the specific needs of children
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching competency units b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 relevant sport specific coaching competency units
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Relevant activity/sport specific knowledge in relation to coaching children a.2 Relevant rules and regulations for coaching children a.3 Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) a.4 Physical and psychological characteristics of children in order to effectively customise coaching to include children a.5 Needs of children participating in sport in order to effectively customise coaching to include children b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills (written and verbal) in order understand the differing needs of children in a coaching situation and communicate your desired coaching outcomes in a manner appropriate to children b.2 Varying communication strategies in order to adjust coaching style to meet the needs of individuals b.3 Ability to interpret and analyse information appropriate coaching

	<p>children in order to ensure clients receive correct and relevant information</p> <p>b.4 Interpersonal skills in order to build rapport with children and ensure the desired coaching outcomes are understood and agreed upon</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRS COA 009A

CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred teaching methods and coaching styles to meet the needs of mature aged athletes</p>	<p>a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of mature aged athletes</p> <p>b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity</p> <p>c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity</p> <p>d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity</p>
<p>2. Assess readiness of the athlete to acquire and perform the activity specific skill/s</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Physical and psychological factors which affect the acquisition of the skills of mature aged athletes are identified</p> <p>c. The individual athlete is assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes</p>	<p>a. Teaching methods and coaching/instructing styles are selected to match the needs of the mature aged athlete, physical and psychological factors, the environment, the activity specific skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the needs of the mature aged athlete and, physical and psychological factors</p> <p>d. Where appropriate, special presentation techniques or activities are used to comply with the needs of mature aged athletes</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction</p> <p>i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>

4. Review and adapt the teaching of a skill in response to feedback	<ul style="list-style-type: none">a. Relevant points of emphasis are made before, during and/or after presentation/sb. Modifications to the teaching method and coaching style are implemented in response to results of the monitoringc. Athletes are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions
5. Demonstrate an understanding of the specific <i>needs of mature aged athletes</i>	<ul style="list-style-type: none">a. The skills taught are specifically related to the <i>needs of mature aged athlete</i>, and <i>physical and psychological factors</i>b. The specific safety and medical considerations of mature aged athlete's are implemented

Range of Variables

CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the sport/activity	a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation
2. Coaching/instructional styles	a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete <ul style="list-style-type: none"> b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
3. Communicate in a style appropriate to the athletes	<ul style="list-style-type: none"> a. age b. preferred method of communication c. cultural or physical factors d. sensory impairment (eg, vision or hearing loss)
4. Cultural or physical factors	<ul style="list-style-type: none"> a. cultural values b. family structures c. extended family responsibilities d. family ideals e. religious beliefs f. place of sport within the community g. traditional ethnic community h. Australian community i. type of disability j. communication strategies k. level of literacy and numeracy

5. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions before, during and after training sessions or competitions a.2 observations before, during and after training sessions or competitions a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other personnel or specialists
7. Needs of mature aged athletes	<ul style="list-style-type: none"> a. modification of equipment and rules b. social needs
8. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including: <ul style="list-style-type: none"> b.1 safe playing area b.2 modification of equipment and rules b.3 first aid programs b.4 protective equipment, eg, knee and elbow pads, b.5 the sport specific <i>Coaches Code of Conduct</i> policy b.6 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
9. Physical and psychological factors	<ul style="list-style-type: none"> a. physical factors <ul style="list-style-type: none"> a.1 aging processes a.2 safety factors a.3 recovery techniques b. psychological factors <ul style="list-style-type: none"> b.1 social characteristics b.2 participation vs. competitive motivations
10. Resources	<ul style="list-style-type: none"> a. may include: <ul style="list-style-type: none"> a.1 human / physical a.2 equipment a.3 materials a.4 health and safety provisions a.5 indoor / outdoor facilities
11. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel

12. Teaching methods

- a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete
- b. 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:
- c. whole, part, whole approaches
- d. shaping approaches
- e. modeling approaches
- f. command and response approaches
- g. directive approaches through specific set tasks
- h. reciprocal or peer tutoring approaches
- i. feedback and refinement approaches
- j. guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or
- k. experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of mature aged athletes in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify preferred teaching methods and coaching styles to meet the needs of mature aged athletes c.2 Assess readiness of the athlete to acquire and perform the activity specific skill/s c.3 Conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes c.4 Review and adapt the teaching of a skill in response to feedback c.5 Demonstrate an understanding of the specific needs of mature aged athletes
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching units of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 relevant sport specific coaching units of competency
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Relevant activity/sport specific knowledge in relation to coaching mature aged athletes a.2 Relevant modified rules and regulations for coaching mature aged athletes a.3 Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) a.4 Physical and psychological characteristics of mature aged athletes in order to effectively customise coaching a.5 Needs of mature aged athletes participating in sport in order to effectively customise coaching b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills (written and verbal) in order understand the differing needs of mature aged athletes in a coaching situation and communicate your desired coaching outcomes in a manner appropriate b.2 Ability to interpret and analyse information appropriate coaching

	<p>mature aged athletes in order to ensure clients receive correct and relevant information</p> <p>b.3 Interpersonal skills in order to build rapport with mature aged athletes and ensure the desired coaching outcomes are understood and agreed upon</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 010A CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of specific considerations that may be relevant to coaching Athletes with a Disability	<ul style="list-style-type: none"> a. Factors that may affect the acquisition of skills by athletes with a disability are described and explained b. Safety and medical considerations that may influence to involvement of athletes with a disability are described and explained c. The purpose and philosophy of classification systems that have been developed to assist the involvement of athletes with a disability in sport are described and explained
2. Assess the athlete's readiness to acquire and perform sport specific skill/s	<ul style="list-style-type: none"> a. The sport specific skill/s to be developed are identified through consultation with the athlete and relevant support personnel b. In the first instance, sport specific assessment tools are used to assess athlete's functional ability and readiness to acquire the inter skill being taught or developed c. In instances where the sport specific assessment tools are not applicable to the individual athlete with a disability then the basic principles of biomechanics are used to assess the movement patterns of the athlete/s in relation to the specific sports skill/s to be developed d. Observable body movements are identified for each stage of the skill in priority of importance to the performance of the skill
3. Identify preferred teaching methods and coaching styles	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and factors that may affect the acquisition of skills by athletes with a disability
4. Conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability	<ul style="list-style-type: none"> a. Factors that may affect the acquisition of skills by athletes with a disability are identified and modifications and/or adjustments to address them are trialed b. Teaching methods and coaching styles are selected to match the athletes readiness, the environment, the available equipment and the skill/s to be developed c. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of coaching Athletes with a Disability d. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of coaching Athletes with a Disability and the best practice principles of the sport/activity e. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity f. Sufficient space and resources are allocated for the drill, activity and/or game g. Technological aids are used where appropriate h. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis i. Athletes are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted

	<p><i>best practice principles of the sport/activity</i></p> <ul style="list-style-type: none"> j. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis k. Observation is undertaken with minimal disruption to the flow of the drill, activity or game l. The skill is taught and the <i>teaching method</i> and <i>coaching style</i> are monitored during the instruction and assessed following the instruction m. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
<p>5. Review and adapt teaching methods and coaching styles</p>	<ul style="list-style-type: none"> a. Modifications to the <i>teaching methods</i> and <i>coaching style</i> are implemented in response to results of the <i>monitoring</i> b. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions

Range of Variables

CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

VARIABLE STATEMENT	CATEGORIES
1. Athlete with a disability	<ul style="list-style-type: none"> a. sensory impairment <ul style="list-style-type: none"> a.1 loss of vision a.2 deafness or hearing loss a.3 could be congenital or acquired b. physical disability <ul style="list-style-type: none"> b.1 congenital (Note: This is not an exclusive list) such as: <ul style="list-style-type: none"> b.1.1 cerebral palsy b.1.2 spina bifida b.1.3 birth deformity b.2 acquired (Note: This is not an exclusive list) such as: <ul style="list-style-type: none"> b.2.1 spinal cord injury b.2.2 amputation b.2.3 some head injuries which result in reduced locomotor function c. intellectual disability d. psychological disorder
2. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
3. Best practice principles for coaching athletes with a disability	<ul style="list-style-type: none"> a. the <i>sport specific Coaches Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. <i>sport and disability specific policies (eg, Anti doping policy, etc)</i> d. Australian Sports Commission Harassment free sport policy e. Disability Discrimination Act (Federal and State legislation) f. Practices and approaches such as those outlined in the Australian Coaching Council's <i>Coaching Athletes with a Disability: General Principles</i> manual
4. Best practice principles of the sport/activity	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy a.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.3 national activity organisation regulations and guidelines a.4 relevant national, state/territory or local government regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the sport/activity a.7 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.8 current and past good practice demonstrated by self or peers in the same or similar situation

<p>5. Classification systems</p>	<p>a. can be:</p> <p>a.1 sport specific</p> <p>a.2 medically based</p> <p>b. Classification systems that have 'usually' been developed by International Sports Organisations for the Disabled to enable equitable competition among athletes with similar:</p> <p>b.1 functional ability, or</p> <p>b.2 medical condition, or</p> <p>c. National or local organisations often modify or combine these classification groupings to enable competition at a local level</p>
<p>6. Coaching/instructional styles</p>	<p>a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete</p> <p>b. 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:</p> <p>b.1 friendly and approachable while maintaining a 'professional distance'</p> <p>b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors)</p> <p>b.3 humorous when appropriate</p> <p>b.4 laissez faire (or casual) when appropriate</p> <p>b.5 organised and efficient</p> <p>b.6 a "critical friend"</p> <p>b.7 motivational and encouraging</p> <p>b.8 disciplinarian, including modification of undesirable behaviours in clients</p>
<p>7. Communicate in a style appropriate to the athletes</p>	<p>a. age</p> <p>b. preferred method of communication</p> <p>c. physical or cultural factors</p> <p>d. sensory or intellectual impairment (eg, vision or hearing loss)</p>
<p>8. Modifications and adjustments</p>	<p>a. unlimited range of options such as:</p> <p>a.1 modified games and variations including:</p> <p>a.1.1 sitting on court (eg, seated volleyball for people with lower limb dysfunction)</p> <p>a.1.2 reduced court dimensions</p> <p>a.1.3 rule modifications</p> <p>a.1.4 introduction of zones</p> <p>a.1.5 scoring modifications</p> <p>a.1.6 ball with a bell inside is rolled into the opponent's goal area (i.e. for athletes with vision impairment)</p>
<p>9. Factors that may affect the acquisition of skills by athletes with a disability</p>	<p>a. previous experience and understanding</p> <p>a.1 athletes with acquired conditions may have developed an understanding of the movements and objectives of the activity prior to their injury or onset of their condition</p> <p>b. limited range of movement, which may result in the need to modify or adjust how the athlete performs the skill/s</p> <p>c. difficulty with interpreting the concept and or purpose of the skill in relation the overall sport</p> <p>d. inability to observe demonstrations or hear instructions which may require the adoption of non-traditional teaching methods, in relation to the culture of the sport, that use alternative senses and modalities</p>

10. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
11. Functional ability	<ul style="list-style-type: none"> a. the athletes ability to <ul style="list-style-type: none"> a.1 see a.2 hear a.3 move a.4 interpret instructions a.5 interpret demonstrations
12. Monitoring	<ul style="list-style-type: none"> a. is through: <ul style="list-style-type: none"> a.1 questioning and discussions before, during and after training sessions or competitions a.2 observations before, during and after training sessions or competitions a.3 cross-referencing with session and/or agreed program objectives, and/or a.4 ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program a.5 consultation with other personnel or specialists
13. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including: <ul style="list-style-type: none"> b.1 safe playing area b.2 disability access b.3 protective equipment, eg, knee and elbow pads b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
14. Resources	<ul style="list-style-type: none"> a. may include: <ul style="list-style-type: none"> a.1 human / physical a.2 equipment a.3 materials a.4 health and safety provisions a.5 indoor / outdoor facilities
15. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the laws of the sport specific handbook along with the relevant disability specific rules and regulations
16. Sport specific assessment tools	<ul style="list-style-type: none"> a. sport specific approaches, based on sport specific knowledge, used by coaches to assess the skill and readiness of athletes to progress such as: <ul style="list-style-type: none"> a.1 observation a.2 video analysis a.3 sport specific functional tests a.4 competitive performances

17. Support personnel	<ul style="list-style-type: none">a. administratorsb. other coach/esc. sports scientistsd. sports medicine providerse. agentsf. other health professionalsg. parents/guardiansh. other involved/appropriate personnel
18. Teaching methods	<ul style="list-style-type: none">a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athleteb. 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">b.1 whole, part, whole approachesb.2 shaping approachesb.3 modelling approachesb.4 command and response approachesb.5 directive approaches through specific set tasksb.6 reciprocal or peer tutoring approachesb.7 feedback and refinement approachesb.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/orb.9 experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to customise coaching to include athletes with a disability in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Appreciate specific considerations that may be relevant to coaching Athletes with a Disability</p> <p>c.2 Assess the athlete's readiness to acquire and perform sport specific skill/s</p> <p>c.3 Identify preferred teaching methods and coaching styles to coach an athlete with a disability</p> <p>c.4 Conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability</p> <p>c.5 Review and adapt teaching methods and coaching styles</p> <p>c.6 Review and adapt coaching methods to improve effectiveness</p> <p>c.7 Observe a athlete and recognise when and how intervention should take place to improve individual skill performance</p> <p>c.8 Adapt sport specific knowledge to the specific needs of an athlete with a disability</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of the intermediate skills relevant for the specific sport</p> <p>a.2 Knowledge of drills, activities and games to teach the intermediate skills of the specific sport</p> <p>a.3 Knowledge of the rules and regulations of the given sport</p> <p>a.4 Knowledge of the relevant modified rules and regulations of each sport and disability</p> <p>a.5 Knowledge of relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports)</p> <p>a.6 Knowledge of the disability of the given athlete</p> <p>a.7 Knowledge of assistive devices relevant for the given athlete</p>

	<ul style="list-style-type: none"> b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of the given sport (eg, movement, voice, use of technical aids, judgement, reporting, etc) b.2 Ability to provide demonstrations (ie, self, other athletes as models, brailing, videos, etc) b.3 The ability to implement effective coaching techniques in relation to the given sport and the specific needs of the athlete with a disability
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	3	3

SRS COA 011A WORK WITH OFFICIALS

COA

Coaching general principles

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

1. Identify <i>issues</i> regarding working with <i>officials</i> specific to the activity	<ul style="list-style-type: none"> a. The influence of <i>officials</i> on training and competition are assessed b. <i>Athlete</i> needs regarding <i>officials</i> are assessed through questioning c. The <i>needs</i> of <i>officials</i> are assessed through questioning d. <i>Issues</i> regarding <i>officials</i> involvement in the activity are identified
2. Develop <i>strategies</i> to promote effective working relationships with <i>officials</i>	<ul style="list-style-type: none"> a. <i>Strategies</i> for addressing <i>issues</i> are identified b. Methods of implementing these <i>strategies</i> are identified c. Communication approaches adopted are appropriate to the needs of the <i>official</i> and the competition
3. Implement <i>strategies</i> to develop working relationships with <i>officials</i>	<ul style="list-style-type: none"> a. Communication with <i>officials</i> establishes the most relevant <i>strategies</i> for the individual b. <i>Strategies</i> are implemented in activity specific settings
4. Evaluate the <i>strategies</i> and relationships with <i>officials</i>	<ul style="list-style-type: none"> a. The performance of the <i>client</i> in competition situations is analysed b. The effect of the <i>strategies</i> in creating more effective relationships in the activity are assessed c. Modifications are made to the <i>strategies</i> in consultation with the <i>officials</i> and <i>athletes</i>

Range of Variables

WORK WITH OFFICIALS

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Issues	<ul style="list-style-type: none"> a. the role of the captain in dealing with on-field officials b. disputes and protests (processes and procedures) c. pre and post competition communication d. communication between players, coaches and officials e. the officials' duty of care f. coach/officials relationships g. interpretation of the laws/rules that govern the sport/activity
3. Officials	<ul style="list-style-type: none"> a. any person who controls the actual play of a competition by applying the rules and laws of the sport to make judgements on rule infringements, performance, time or score <ul style="list-style-type: none"> a.1 referees a.2 judges a.3 umpires a.4 scorers
4. Strategies	<ul style="list-style-type: none"> a. communication processes b. clarifying roles and responsibilities c. negotiation

Evidence Guide

WORK WITH OFFICIALS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of strategies to ensure an effective working relationship with sports officials and implement these in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify issues regarding working with officials specific to the activity</p> <p>c.2 Develop strategies to promote effective working relationships with officials</p> <p>c.3 Implement strategies to develop working relationships with officials</p> <p>c.4 Evaluate the strategies and relationships with officials</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in order to effectively work with officials</p> <p>a.2 Relevant activity/sport in order to effectively understand and discuss decisions made by officials</p> <p>a.3 Roles and responsibilities of officials with an activity/sport in order to understand how and why officiating decisions are made</p> <p>a.4 Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports)</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order understand the role of officials, the decisions made by officials and effectively communicate these to clients</p> <p>b.2 Negotiation skills to effectively discuss decisions made by officials and negotiate the best possible outcome for clients</p> <p>b.3 Interpersonal skills in order to build rapport with officials and ensure the best possible outcome is received for clients</p>

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	3	3

SRS COA 012A PROVIDE INFORMATION REGARDING DRUGS IN SPORT ISSUES

COA

Coaching general principles

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

ELEMENT	PERFORMANCE CRITERIA
1. Collect information regarding relevant <i>drugs in sport issues</i>	a. Client information needs are assessed through questioning b. Drugs in sport issues relevant to the activity are identified c. As much relevant and current information as possible is collected and analysed from a range of sources d. Personnel and resources available to assist with drugs in sport issues are identified
2. Discuss relevant <i>drugs in sport issues</i> with clients	a. Communication approaches adopted are appropriate to the needs of the client b. Verbal communications are clear, accurate and presented in a style appropriate to the setting c. The most relevant drugs in sport issues are discussed first d. Appropriate activities and learning experiences are used to deliver the information e. The client is encouraged to voice queries
3. Develop and implement <i>strategies</i> for dealing with <i>drugs in sport issues</i>	a. Strategies for addressing drugs in sport issues are identified b. Communication with the client establishes the most relevant strategies for them c. Methods of assisting the client to implement these strategies are identified

Range of Variables

PROVIDE INFORMATION REGARDING DRUGS IN SPORT ISSUES

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Drugs in sport issues	<ul style="list-style-type: none"> a. banned and restricted drug classes b. drug testing procedures and protocols c. deliberate use of drugs d. inadvertent use of drugs e. social drug use f. ethical implications of drug use in sport g. negative effects of banned substances h. drug testing
4. Strategies	<ul style="list-style-type: none"> a. educational programs b. use of drugs in sport information services, eg, Australian Sports Drug Agency c. intervention strategies d. development of ethical codes and policies e. development of alternative strategies to enhance performance legally

Evidence Guide

PROVIDE INFORMATION REGARDING DRUGS IN SPORT ISSUES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to provide information regarding drugs in sport issues to clients in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Collect information regarding relevant drugs in sport issues</p> <p>c.2 Discuss relevant drugs in sport issues with clients</p> <p>c.3 Develop and implement strategies for dealing with drugs in sport issues</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 SRS COA 006A Implement the fundamental principles of sports psychology</p> <p>c.7 SRS COA 007A Provide information about the principles of eating for peak performance</p> <p>c.8 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 General knowledge of the classes of banned and restricted drugs and where to get up-to-date information</p> <p>a.2 General knowledge of drug testing procedures and protocols and where to get up-to-date information</p> <p>a.3 General knowledge of reasons for drug use and where to get current statistical material on this subject</p> <p>a.4 Knowledge of drugs in sport information services in order to pass these contacts onto clients</p> <p>a.5 General knowledge of drugs in sport policy and where to get up-to-date information</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order effectively pass on information about drugs in sport to clients and the dangers to both health and performance</p> <p>b.2 Interpersonal skills in order to build rapport with clients to ensure information about drugs in sport is understood and where</p>

	<p>appropriate drug use dealt with effectively and compassionately</p> <p>b.3 Interpretation of information in order to ensure information passed onto clients is correct and up-to-date</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 013A SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF SPORTS PSYCHOLOGY

COA

Coaching general principles

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

1. Identify <i>sports psychology approaches</i> appropriate for peak performance of the activity	<ul style="list-style-type: none"> a. Pre-event mental preparation requirements for peak performance of the activity are assessed b. Psychological approaches that may be used during the event are assessed c. Psychological approaches that may be used post-event are assessed d. Long term mental preparation requirements for continued peak performance are assessed
2. Discuss the <i>psychological approaches</i> for peak sporting performance to clients	<ul style="list-style-type: none"> a. Communication approaches adopted are appropriate to the needs of the client b. The psychological approaches for peak performance in the activity are discussed with the client c. The client is encouraged to voice queries and discuss their individual nutritional needs and preferences
3. Liaise with sports psychology support personnel to assist clients	<ul style="list-style-type: none"> a. Appropriate psychological support personnel are identified b. The specific psychological approaches for peak performance in the activity are discussed with the identified psychological support personnel c. Clients are encouraged to seek advice from identified psychological support personnel
4. Assist clients to implement <i>psychological approaches to enhance peak performance</i>	<ul style="list-style-type: none"> a. Strategies for implementing psychological approaches to enhance peak performance in the activity are identified in consultation with the client and psychological support personnel b. Methods of assisting the client to implement these strategies are identified
5. Evaluate the effect of <i>psychological approaches</i> on the performance of a client	<ul style="list-style-type: none"> a. The performance of the client in competition situations is analysed b. The effect of psychological approaches to enhance peak performance in the activity are assessed c. Modifications are made to the psychological approaches for peak performance in the activity in consultation with the client and psychological support personnel

Range of Variables

SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF SPORTS PSYCHOLOGY

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Psychological approaches to enhance peak performance	<ul style="list-style-type: none"> a. Mental rehearsal b. Goal setting c. Arousal techniques d. Self control techniques e. Relaxation techniques f. Visualisation g. Self-talk h. Stress management i. Time management j. intrinsic and extrinsic motivation

Evidence Guide

SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF SPORTS PSYCHOLOGY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the principles of sports psychology, and strategies to support athletes to adopt these principles in a coaching setting b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify sports psychology approaches appropriate for peak performance of the activity c.2 Discuss the psychological approaches for peak sporting performance to clients c.3 Liaise with sports psychology support personnel to assist clients c.4 Assist clients to implement psychological approaches to enhance peak performance c.5 Evaluate the effect of psychological approaches on the performance of a client
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities a.2 relevant sport specific coaching units of competency b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX CAI 004A Plan a sport and recreation session for clients c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 relevant sport specific coaching units of competency
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Mental rehearsal strategies in order to enhance performance a.2 Goal setting strategies in order to prepare psychologically before an event and therefore enhance performance a.3 Visualisation strategies in order to prepare psychologically before an event and therefore enhance performance a.4 Self-talk strategies in order to prepare psychologically before an event and therefore enhance performance a.5 Stress management strategies in order to prepare psychologically before an event and therefore enhance performance a.6 Time management strategies in order to effectively manage time spent training, working and relaxing a.7 Intrinsic and extrinsic motivation strategies in order to prepare psychologically before an event and therefore enhance performance

	<p>performance</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order to effectively pass on information about the principles of eating for peak performance to clients and to support them t adopt these principles</p> <p>b.2 Ability to analyse and interpret information in eating for peak performance in order to ensure information passed onto clients is correct and up-to-date</p> <p>b.3 Interpersonal skills in order to build rapport with clients to ensure information about eating for peak performance is understood and adopted</p> <p>b.4 Arousal techniques in order to prepare psychologically and therefore enhance performance</p> <p>b.5 Self control techniques on order to prepare psychologically and therefore enhance performance</p> <p>b.6 Relaxation techniques in order to effectively relax between and before events</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 014A

SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF EATING FOR PEAK PERFORMANCE

COA

Coaching general principles

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

1. Identify <i>nutritional requirements for peak performance of the activity</i>	<ul style="list-style-type: none"> a. Pre-event nutritional requirements for peak performance of the activity are assessed b. Nutritional requirements during the event are assessed c. Nutritional requirements post-event are assessed d. Long term nutritional requirements for continued peak performance are assessed
2. Discuss the nutritional requirements for peak sporting performance to clients	<ul style="list-style-type: none"> a. Communication approaches adopted are appropriate to the needs of the <i>client</i> b. The <i>nutritional requirements for peak performance in the activity</i> are discussed with the <i>client</i> c. The <i>client</i> is encouraged to voice queries and discuss their individual nutritional needs and preferences
3. Liaise with nutritional support personnel to assist clients	<ul style="list-style-type: none"> a. Appropriate nutritional support personnel are identified b. The specific <i>nutritional requirements for peak performance in the activity</i> are discussed with the identified nutritional support personnel c. <i>Clients</i> are encouraged to seek advice from identified nutritional support personnel
4. Assist clients to implement <i>nutritional practices to enhance peak performance</i>	<ul style="list-style-type: none"> a. Strategies for implementing <i>nutritional practices to enhance peak performance in the activity</i> are identified in consultation with the <i>client</i> and nutritional support personnel b. Methods of assisting the <i>client</i> to implement these strategies in training and competition are identified
5. Evaluate the effect of nutritional practices on the performance of a client	<ul style="list-style-type: none"> a. The performance of the <i>client</i> in competition situations is analysed b. The effect of <i>nutritional practices to enhance peak performance in the activity</i> are assessed c. Modifications are made to the nutritional practices for peak performance in the activity are made in consultation with the <i>client</i> and nutritional support personnel d. The symptoms associated with possible <i>nutritional deficiencies and eating disorders</i> are recognised e. Athletes/clients who have symptoms of <i>nutritional deficiencies and eating disorders</i> are referred to nutritional support personnel for treatment

Range of Variables

SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF EATING FOR PEAK PERFORMANCE

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Nutritional practices to enhance peak performance	<ul style="list-style-type: none"> a. consumption of particular foods b. exclusion of particular foods c. use of nutritional supplements d. use of sports drinks for fluid replacement e. weight loss and gain
4. Nutritional requirements for peak performance in the activity	<ul style="list-style-type: none"> a. pre-event meals and hydration b. food and fluid intake during the event c. food and fluid intake after the event d. long term nutrient and fluid requirements to maintain health and well-being and enable preparation for further events
5. Nutritional deficiencies and eating disorders	<ul style="list-style-type: none"> a. Vitamin deficiencies b. Anorexia nervosa c. Bulimia d. Obesity e. dehydration

Evidence Guide

SUPPORT CLIENTS TO ADOPT THE PRINCIPLES OF EATING FOR PEAK PERFORMANCE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the principles of eating for peak performance, and strategies to support athletes to adopt these principles in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify nutritional requirements for peak performance of the activity</p> <p>c.2 Discuss the nutritional requirements for peak sporting performance to clients</p> <p>c.3 Liaise with nutritional support personnel to assist clients</p> <p>c.4 Assist clients to implement nutritional practices to enhance peak performance</p> <p>c.5 Evaluate the effect of nutritional practices on the performance of a client</p> <p>c.6 Recognise the symptoms of nutritional deficiencies and eating disorders</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 SRS COA 007A Provide information about the principles of eating for peak performance</p> <p>a.3 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation principles of eating for peak performance within that activity/sport</p> <p>a.2 Dietary nutrients in order to advice clients on correct eating</p> <p>a.3 Sources of nutrients in order to assist clients to develop appropriate menus</p> <p>a.4 Nutritional supplementation principles in order to assist clients to develop appropriate supplements to their diets</p> <p>a.5 Monitoring body weight methods and analysing information in order to assist clients to monitor effectively and using the correct methods</p> <p>a.6 Safe weight loss and weight gain principles in order to support</p>

	<p>clients to adopt principles of eating for peak performance and not just weight loss or gain</p> <p>a.7 Fluid replacement practices in order to correctly advise clients</p> <p>a.8 Training and competition diets in order to accurately advise clients</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order effectively pass on information about the principles of eating for peak performance to clients and to support them to adopt these principles</p> <p>b.2 Ability to analyses and interpret of information in eating for peak performance in order to ensure information passed onto clients is correct and up-to-date</p> <p>b.3 Interpersonal skills in order to build rapport with clients to ensure information about eating for peak performance is understood and adopted</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 015A

MONITOR COACH WELFARE

COA

Coaching general principles

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

1. Identify <i>issues</i> regarding coach welfare specific to the activity and situation of the coach	<ul style="list-style-type: none"> a. The effect of training and competition commitments on the coach are assessed b. The needs of the coach are evaluated c. Issues regarding the effect of coaching on personal lifestyle are identified
2. Develop <i>strategies</i> to promote coach welfare	<ul style="list-style-type: none"> a. Strategies for addressing <i>issues</i> are identified b. Methods of implementing these strategies are identified
3. Implement <i>strategies</i> to develop coach welfare	<ul style="list-style-type: none"> a. The most relevant strategies for the individual coach are identified b. Strategies are implemented in activity specific settings to address the welfare needs of the coach
4. Evaluate <i>strategies</i>	<ul style="list-style-type: none"> a. The effect of the strategies in creating a more balanced lifestyle in the activity are assessed b. Modifications are made to the strategies in consultation with the athletes and their partners

Range of Variables

MONITOR COACH WELFARE

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Issues	<ul style="list-style-type: none"> a. family relationships <ul style="list-style-type: none"> a.1 partner communication a.2 family welfare a.3 family responsibilities a.4 relationship counselling a.5 long term absences a.6 periods of intense work b. personal health and well being <ul style="list-style-type: none"> b.1 burn out b.2 stress relief and relaxation c. time management <ul style="list-style-type: none"> c.1 goal setting c.2 lifestyle planning
3. Strategies	<ul style="list-style-type: none"> a. communication processes b. prioritising c. clarifying roles and responsibilities d. seeking professional help e. devolving responsibilities to other coaching and managerial staff

Evidence Guide

MONITOR COACH WELFARE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of strategies to ensure a balanced lifestyle between coaching and other personal commitments, and implement these in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify issues regarding coach welfare specific to the activity and situation of the coach</p> <p>c.2 Develop strategies to promote coach welfare</p> <p>c.3 Implement strategies to develop coach welfare</p> <p>c.4 Evaluate strategies</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation to the issues that may impact on coach welfare</p> <p>a.2 Roles and responsibilities of the coach within an activity/sport</p> <p>a.3 Knowledge of time management strategies that may be used to lessen impact of coaching responsibilities and ensure better coach welfare</p> <p>a.4 Knowledge of planning strategies that will assist coaching activities to be performed in a better, more efficient manner and therefore lessen impact of coaching responsibilities and ensure better coach welfare</p> <p>a.5 Knowledge of stress relief activities that may be undertaken to ensure better coach welfare</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order effectively pass on information about the managing responsibilities and alleviating stresses that a coach may use to improve coach welfare</p> <p>b.2 Negotiation skills in order to discuss and agree on strategies and methods to ensure improved coach welfare</p> <p>b.3 Interpersonal skills in order to build rapport with clients to ensure</p>

	the roles, responsibilities and stresses affecting coach's are understood and strategies to improve coach welfare are understood and agreed upon
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	3	3

SRS COA 016A IMPLEMENT RECOVERY TRAINING PROGRAMS

COA

Coaching general principles

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

1. Identify <i>recovery methods</i> appropriate to the activity	<ul style="list-style-type: none"> a. Training and competition requirements of the activity are assessed b. Client recovery needs are assessed through questioning e. Suitable recovery modalities are identified
2. Explain the <i>principles of recovery, and recovery methods</i> to clients	<ul style="list-style-type: none"> a. Communication approaches adopted are appropriate to the needs of the client b. Verbal communications are clear, accurate and presented in a style appropriate to the setting c. Appropriate activities and learning experiences are used to deliver the information d. The client is encouraged to voice queries
3. Implement a recovery program using the <i>principles of recovery, and recovery methods</i>	<ul style="list-style-type: none"> a. Communication with the client establishes preferred recovery methods b. A recovery program is developed to meet client needs c. Clients are assisted to use recovery methods in activity specific settings
4. Evaluate the effect of the recovery program on the performance of the client	<ul style="list-style-type: none"> a. The performance of the client in competition situations is analysed b. The effect of the recovery program in enhancing performance in the activity are assessed c. Modifications are made to the recovery program in consultation with the client

Range of Variables

IMPLEMENT RECOVERY TRAINING PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Principles of recovery	<ul style="list-style-type: none"> a. training stimulus b. adaptation c. over-training d. tapering e. training volume and intensity f. planning for recovery
4. Recovery methods	<ul style="list-style-type: none"> a. water - based recovery methods <ul style="list-style-type: none"> a.1 spas a.2 showers (hot and cold) b. stretching c. sleep/rest d. hyperbaric chambers

Evidence Guide

IMPLEMENT RECOVERY TRAINING PROGRAMS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the principles of recovery, and strategies to implement these in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify recovery methods appropriate to the activity</p> <p>c.2 Explain the principles of recovery and recovery methods to clients</p> <p>c.3 Implement a recovery program using the principles of recovery, and recovery methods</p> <p>c.4 Evaluate the effect of the recovery program on the performance of the client</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation to recovery training</p> <p>a.2 Principles of recovery in order to implement effective training programs</p> <p>a.3 Knowledge of relevant activity/sport specific recovery methods to ensure implementation of effective recovery training programs</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order accurately pass on information about the recovery training programs, their impact and effectiveness</p> <p>b.2 Ability to analyse and interpret relevant information in order to pass this onto clients and incorporate into recovery training programs</p> <p>b.3 Interpersonal skills in order to build rapport with clients to ensure the principles of recovery training are understood and strategies to improve recovery training are agreed upon</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity</p>

	<p>facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner)</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 017A IMPLEMENT WATER-BASED TRAINING PROGRAMS

COA

Coaching general principles

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

<p>1. Identify <i>water-based training</i> principles appropriate for peak performance of the activity</p>	<p>a. Physical preparation requirements for peak performance of the activity are assessed</p> <p>b. <i>Water-based training</i> programs that may be used to prepare for the event are assessed</p> <p>c. Long term physical requirements for continued peak performance are assessed</p>
<p>2. Develop <i>water-based training</i> programs appropriate to the <i>client</i> and activity</p>	<p>a. Communication approaches adopted are appropriate to the needs of the <i>client</i></p> <p>b. The <i>water-based training</i> programs are discussed with the <i>client</i></p> <p>c. The <i>client</i> is encouraged to voice queries and discuss their individual nutritional needs and preferences</p>
<p>3. Implement <i>water-based training</i> programs</p>	<p>a. Strategies for implementing <i>water-based training</i> programs to enhance peak performance in the activity are identified in consultation with the <i>client</i></p> <p>b. Methods of assisting the <i>client</i> to implement these strategies are identified</p>
<p>4. Evaluate the effect of <i>water-based training</i> programs on the performance of a client</p>	<p>a. The performance of the <i>client</i> in competition situations is analysed</p> <p>b. The effect of <i>water-based training</i> programs to enhance peak performance in the activity are assessed</p> <p>c. Modifications are made to the <i>water-based training</i> programs for peak performance in the activity in consultation with the <i>client</i></p>

Range of Variables

IMPLEMENT WATER-BASED TRAINING PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. 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 e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Client/s	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self motivated c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included e. can be: female, male, with or without a disability or special needs, with or without social disadvantage, and/or from minority ethnic and cultural groups
3. Water based training	<ul style="list-style-type: none"> a. application and benefits of water based training b. properties of water which enhance training c. use of flotation devices d. activities and exercises e. including water based training within the overall program f. safety aspects

Evidence Guide

IMPLEMENT WATER-BASED TRAINING PROGRAMS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the principles of water based training, and strategies to implement these principles in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify water based training principles appropriate for peak performance of the activity</p> <p>c.2 Develop water based training programs appropriate to the client and activity</p> <p>c.3 Implement water based training programs</p> <p>c.4 Evaluate the effect of water based training programs on the performance of a client</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 SRS COA 016A Implement recovery training programs</p> <p>a.3 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation to implementing water-based training programs</p> <p>a.2 Principles of water-based training in order to implement effective training programs</p> <p>a.3 Knowledge of the properties of water in order to implement effective water-based training programs</p> <p>a.4 Knowledge of water safety principles in order to effectively implement water-based training programs</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order accurately pass on information about water-based training programs, their impact and effectiveness</p> <p>b.2 Ability to analyse and interpret relevant information in order to pass this onto clients and incorporate into water-based training programs</p> <p>b.3 Interpersonal skills in order to build rapport with clients to ensure</p>

	the principles of water-based training are understood and strategies to improve water-based training are agreed upon
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients (ie, not the peers of the learner) b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	2	2	2

EQUESTRIAN ACTIVITIES AND/OR SPORTS

EQU

Contents

SRS EQU 001A	Demonstrate basic dressage, show jumping and cross country skills	1
SRS EQU 002A	Teach or develop the fundamental skills of riding	6
SRS EQU 003A	Teach or develop the intermediate skills of riding	14
SRS EQU 004A	Teach or develop the advanced skills of dressage	23
SRS EQU 005A	Teach or develop the advanced skills of show jumping	30
SRS EQU 006A	Teach or develop the advanced skills of eventing	37
SRO EQU 003A	Demonstrate basic horseriding skills.....	44
SRO EQU 004A	Ride horses in training to assist with their education ...	49
SRO EQU 005A	Handle horses safely 2.....	53
SRO EQU 007A	Maintain health and safety of horses	57
SRO EQU 008A	Demonstrate horseriding skills in tracked areas.....	64
SRO EQU 010A	Determine nutritional requirements for recreational or competition horses	69
SRO EQU 011A	Plan conditioning and training programs for recreational or competition horses.....	73

SRS EQU 001A DEMONSTRATE BASIC DRESSAGE, SHOW JUMPING AND CROSS COUNTRY SKILLS

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to participate in basic dressage, show jumping and cross country competitions.

ELEMENT	PERFORMANCE CRITERIA
1. Select tack and saddle horse	<ul style="list-style-type: none"> a. Equipment is selected after consideration of contextual issues b. Equipment is checked to ensure that it is in good working condition c. Horse is assessed for safety and suitability for the activity d. Horse is caught, lead, tethered prepared and tacked up in a safe and appropriate manner for dressage, show-jumping and cross-country e. Quick release knot is demonstrated f. Equipment is fitted, correctly adjusted and suitable for the rider and horse
2. Mount and ride the horse	<ul style="list-style-type: none"> a. A suitable working area is chosen, free from hazards and obstacles b. Tack is checked and adjusted if necessary before mounting c. Horse is mounted in a safe and balanced manner, using accepted procedures d. Equipment is adjusted as necessary to fit the rider e. The horse is warmed-up at walk, trot and canter on both reins f. Aids are applied in an unobtrusive manner consistent with the training of the horse g. Horse is ridden alone and in a group h. The horse is ridden to satisfactorily perform a range of training exercises and the movements required in all official novice level dressage tests i. Horse is ridden to show ability to perform satisfactorily over poles, grids and a range of show-jumps singularly and in course up to 90cm and including combinations and related distances j. Horse is ridden to show ability to perform satisfactorily over a range of cross-country fences up to 75cm on flat and undulating ground
3. Control horse with consideration of the safety of others	<ul style="list-style-type: none"> a. The rider is in control of the horse at all times b. The rider displays an understanding of safe zones for riding in a group c. Rider assesses hazards and acts appropriately and creatively to reduce their impact d. Rider displays understanding of safe procedures for emergency situations
4. Dismount and lead horse	<ul style="list-style-type: none"> a. Rider dismounts in a balanced manner using safe practices b. Rider leads the horse in a safe manner
5. Cool down and release horse	<ul style="list-style-type: none"> a. Horse is cooled down as necessary b. Horse is checked for injury c. Equipment is removed, checked for wear or breakage, and stored in an appropriate manner d. Horse is released using safe procedures

Range of Variables

DEMONSTRATE BASIC DRESSAGE, SHOW-JUMPING AND CROSS-COUNTRY SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Aids used	<ul style="list-style-type: none"> a. legs b. weight c. hands d. voice e. training whips f. spurs
2. Balanced and controlled manner	<ul style="list-style-type: none"> a. sitting in balance with the horse, at walk, trot and canter on the flat and when jumping b. communicating with the horse with smooth instructions c. controlling the speed and direction of the horse
3. Contextual issues	<ul style="list-style-type: none"> a. size of horse b. size of rider c. weather d. experience and riding discipline of rider e. training and behavior of horse f. environment in which activity will take place
4. Controlled conditions	<ul style="list-style-type: none"> a. under supervision b. minimal environmental hazards and obstacles c. good weather conditions d. quiet horses trained to perform to novice level for dressage and to jump showjumps and cross-country fences e. reasonably level terrain for dressage and a range of showjumps and cross-country fences
5. Equipment	<ul style="list-style-type: none"> a. halters b. ropes c. towels d. brushes e. hoof picks f. saddles g. saddle cloths h. bridles i. martingales j. bandages k. breastplates l. helmets m. boots n. markers o. poles p. paddock or other rugs q. showjumps r. cross-country fences s. grids
6. Gaits	<ul style="list-style-type: none"> a. walk b. trot c. canter

7. Hazards	<ul style="list-style-type: none"> a. horse out of control b. horses too close together c. aggressive horse (biting, kicking) d. horse misbehaving (rearing, bucking) e. fallen rider f. object frightening horses g. environmental hazards (obstacles, uneven surfaces, unsuitable fencing, slope of ground) h. uneven ground, ditches and water
8. Personal equipment	<ul style="list-style-type: none"> a. clothing b. boots c. helmets d. gloves e. back protector f. leggings g. spurs
9. Required movements	<ul style="list-style-type: none"> a. turns b. halts c. 20m and 15m circles d. reinback e. serpentine f. figures of eight g. riding towards and away from the group h. turn around the forehand h. leg yielding i. Voltes
10. Safe procedures	<ul style="list-style-type: none"> a. catching b. leading c. grooming d. picking out feet e. washing f. saddling g. bridling h. tethering i. mounting j. keeping distance from other horses k. response to fallen/injured rider in group l. dismounting m. unsaddling n. unbridling o. cooling down horse p. rugging q. releasing horse to paddock/stall r. riding at appropriate speed on uneven and sloping ground s. appropriate speeds to approach a jump, show-jumping fences and cross-country fences

Evidence Guide

DEMONSTRATE BASIC DRESSAGE, SHOW-JUMPING AND CROSS-COUNTRY SKILLS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to perform basic dressage, show-jumping and cross-country</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 apply knowledge of the principle of safe handling of horses to perform basic horseriding skills in controlled conditions</p> <p>c.2 apply basic horse psychology and behaviour patterns to control the horse in a controlled environment</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRO EQU 003A Demonstrate basic horse riding skills</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRO EQU 001A Care for horses</p> <p>c.2 SRO EQU 002A Handle horses safely 1</p> <p>c.3 SRS EQU 002A Teach or develop the fundamental skills of riding</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Common safe horse handling techniques to ensure all possible risks have been identified and appropriate action taken to ensure safety of horses and participants</p> <p>a.2 Different horse related equipment in order to be able to effectively demonstrate dressage show-jumping and cross-country skills</p> <p>a.3 Selection and use of horse riding equipment necessary to demonstrate dressage show-jumping and cross-country skills</p> <p>a.4 Social behaviour and vices of horses in order to effectively handle a variety of horses</p> <p>a.5 The different gaits of horses in order to effectively manage a variety of horses</p> <p>a.6 Correct techniques for basic horse riding in order to correctly demonstrate basic dressage, show-jumping and cross country skills</p> <p>b. Underpinning skills</p> <p>b.1 Horse handling techniques in order to correctly handle a variety of horses</p> <p>b.2 Horse care in order to correctly care for a variety of horses</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to horses and a suitable location with controlled conditions. All assessment must:</p> <p>a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial establishment</p> <p>a.2 include quiet and reasonably tractable horses</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables</p>

6. Context for assessment	<p>and contexts applicable</p> <p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>
----------------------------------	--

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	-

SRS EQU 002A TEACH OR DEVELOP THE FUNDAMENTAL SKILLS OF RIDING

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to use exercises, activities and games to teach or develop the fundamental skills of riding.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare riders for training</p>	<p>a. Riders are met punctually and are made to feel welcome and at ease</p> <p>b. Riders' dress and equipment is safe and appropriate to participate in training</p> <p>c. Riders standard and ability and assessed as suitable for the requirements of the session</p> <p>d. The horse's temperament, standard of training, level of fitness and ability is assessed to determine suitability for the requirements of the session</p> <p>e. Organisational health and safety requirements (eg, environment, facilities and equipment) are in accordance with requirements for the training session</p> <p>f. Safety and other risks are assessed and confirmed in accord with best practice principles of equestrian sports prior to commencement of the session</p> <p>g. Appropriate action is taken based on an assessment of the conditions and external influences</p> <p>h. Riders are made aware of aims and objectives of each session</p> <p>i. Riders are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment</p> <p>j. Horses and riders are 'warmed up' and mentally prepared to participate through safe and appropriate exercises</p>
<p>2. Assess rider/s readiness to acquire and perform fundamental skills of riding</p>	<p>a. Riders are assessed regarding their readiness to acquire the fundamental skill being taught or developed</p> <p>b. The horses are assessed regarding their ability to acquire the skills being taught or developed</p> <p>c. Factors which affect the acquisition of the fundamental skills of riding are identified and described in relation to skill acquisition of the particular skill</p> <p>d. The skill/s to be developed are identified</p>
<p>3. Conduct lessons/training sessions, exercises, activities and/or games</p>	<p>a. Sufficient space and resources are allocated for the session, activity and/or game</p> <p>b. Relevant information, explanations and demonstrations to perform exercises, activities and/or games are delivered precisely and in accord with accepted best practice principles of equestrian sports</p> <p>c. Verbal instructions are kept to a minimum</p> <p>d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>e. Riders are observed to see that the exercises, activities and/or games are conducted in accord with the rules, regulations and accepted best practice principles of equestrian sports</p> <p>f. Observation is undertaken with minimal disruption to the flow of the exercises, activities and/or games</p> <p>g. Corrections and feedback to enhance skill acquisition are provided individually</p>

	<ul style="list-style-type: none"> h. Group management is monitored regarding organisational issues and feedback provided where necessary to maintain control and safety.
<p>4. Teach fundamental skills of dressage, riding on the flat, and jumping</p>	<ul style="list-style-type: none"> a. Methods of teaching/learning are selected to match rider/s readiness and equipment available b. Selected teaching/learning method is implemented c. Rider/s and horse/s abilities to cope with the instruction are monitored during the instruction and assessed after the instruction d. Teaching method is modified during implementation according to results of the monitoring e. Further modifications are described and explained following the instruction, according to results of the assessment
<p>5. Communicate in a style appropriate to the riders</p>	<ul style="list-style-type: none"> a. Verbal communications are clear, accurate and presented in a style appropriate to the riders b. Listen and respond to riders in accord with accepted best practice principles in equestrian sports c. Interactions are friendly and professional d. Stance, posture, signals and movements are demonstrated in accord with best practice body language approaches adopted within equestrian e. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area f. Communication aids such as headphones or loud hailers are used appropriately and effectively g. Terminology or specific commands to be used for group control are explained and used consistently

Range of Variables

TEACH OR DEVELOP THE FUNDAMENTAL SKILLS OF RIDING

VARIABLE STATEMENT	CATEGORIES
1. Aids	<ul style="list-style-type: none"> a. natural aids refers to signals and/or weight adjustments used to transfer messages from the rider to the horse using the: <ul style="list-style-type: none"> a.1 seat a.2 hands a.3 legs a.4 back a.5 voice b. artificial aids refers to signals used to transfer messages from the rider to the horse through the use of: <ul style="list-style-type: none"> b.1 spurs b.2 whips c. the effective and consistent use of aids should be taught and used in accord with classical principles of training
2. Best practice principles of equestrian sports/activities	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the National Activity Organisation's <i>coaches code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 the Australian Sports Commission's <i>harassment free sport</i> policy a.4 the National Activity Organisation's regulations and guidelines a.5 relevant national, state/territory or local government regulations and guidelines a.6 employer organisations policies and procedures a.7 the culture of the sport/activity a.8 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.9 current and past good practice demonstrated by self or peers in the same or similar situation
3. Communicate in a style appropriate to the riders	<ul style="list-style-type: none"> a. in a style appropriate to equestrian community regarding: <ul style="list-style-type: none"> a.1 the culture of equestrian sports a.2 rider's age a.3 rider's experience (life in general and/or equestrian) a.4 rider's goals (eg, recreational, competitive or casual) a.5 riders needs in relation to sensory impairment (eg, hearing loss) or intellectual disability a.6 coach-rider interaction a.7 coach-official/s interactions a.8 coach-media interactions a.9 broader community interactions b. through verbal, non-verbal and written modes in accord with: <ul style="list-style-type: none"> b.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy b.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
4. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. motor or other vehicular traffic e. other horses in vicinity of lesson including:

	<ul style="list-style-type: none"> e.1 mares in season e.2 rigs, and e.3 stallions f. horses misbehaving or out of control
<p>5. Exercises, activities and/or games to teach or develop fundamental skills</p>	<ul style="list-style-type: none"> a. Refers to a range of drills and activities such as those described and referred to in the <i>National Activity Organisation Level 1 Coaching Manual</i> including: <ul style="list-style-type: none"> a.1 catching, leading, grooming, saddling and adjusting gear, mounting and dismounting a.2 lungeing the rider on a school horse known to be suitable and safe for the activity a.3 exercises on the horse when stationary or at the walk to develop balance, co-ordination and independent application of the aids which may include exercises for the arms, legs and upper body a.4 group and individual drills using the tracks of the arena such as: <ul style="list-style-type: none"> a.4.1 changing rein through the long and short diagonals a.4.2 changing rein through and out of the circle a.4.3 riding the straight tracks of the arena - long and short sides a.4.4 riding the $\frac{1}{4}$ and $\frac{3}{4}$ lines a.5 leg yielding a.6 turn on the forehand a.7 exercises using poles and grids and jumps
<p>6. Fundamental skills of riding</p>	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced upright or a forward seat in walk, trot and canter a.2 apply correct and effective natural aids and, where appropriate, use of the whip a.3 control a horse/s at walk, trot and canter, in enclosed and open areas a.4 maintain acceptance of the bit b. incorporates knowledge and understanding of: <ul style="list-style-type: none"> b.1 the footfalls of the horse in walk, trot and canter b.2 diagonals b.3 the effect of the application of aids
<p>7. Fundamental skills of dressage</p>	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced upright seat through upward and downward transitions at walk, trot and canter a.2 apply the aids and maintain control of the horse to ride: <ul style="list-style-type: none"> a.2.1 corners a.2.2 circles and half circles of 20m, 15m and 10m respectively a.2.3 straight lines a.2.4 serpentines a.2.5 leg yielding, and a.2.6 turn on the forehand a.3 lengthen the stride towards: <ul style="list-style-type: none"> a.3.1 medium trot, and a.3.2 medium canter a.4 ride to produce: <ul style="list-style-type: none"> a.4.1 relaxation/looseness a.4.2 rhythm a.4.3 acceptance of the bit a.4.4 impulsion, and a.4.5 straightness in the horse a.5 interpret and ride a dressage test up to the official National Activity Organisation novice level incorporating the above skills a.6 apply these skills in an enclosed area of 20x60m or 20x40m a.7 control the horse in a group or whilst riding alone

<p>8. Fundamental skills of riding on the flat incorporating saddle horse</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 maintain a balanced upright seat through upward and downward transitions at walk trot and canter a.2 apply the aids and maintain control of the horse to ride: <ul style="list-style-type: none"> a.2.1 corners a.2.2 circles and half circles of 20m,15m and 10m respectively a.2.3 straight lines a.2.4 serpentine a.2.5 leg yielding, and a.2.6 turn on the forehand a.3 lengthen the stride towards: <ul style="list-style-type: none"> a.3.1 medium trot, and a.3.2 medium canter a.4 ride to produce: <ul style="list-style-type: none"> a.4.1 relaxation/looseness a.4.2 rhythm a.4.3 acceptance of the bit a.4.4 impulsion, and a.4.5 straightness in the horse a.5 interpret judges instructions for a workout a.6 apply the fundamental skills of riding and appropriate dressage skills to ride a workout in an open or defined area a.7 control the horse in a group and in an individual workout a.8 demonstrate/apply ringcraft in the showing a.9 ride to a hand gallop a.10 lengthen strides at the trot
<p>9. Fundamental skills of show jumping</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 maintain a balanced and effective forward seat (2 point and 3 point) in walk trot and canter a.2 ride over poles at trot and canter to a height of 90cm a.3 ride grids at trot and canter to a height of 90cm a.4 jump single fences at trot and canter to a height of 90cm a.5 jump combinations at trot and canter to a height of 90cm a.6 jump related fences at trot and canter a.7 jump a course of fences to a height of 90cm which may include: <ul style="list-style-type: none"> a.7.1 uprights a.7.2 spreads including oxers and triple bars a.7.3 walls a.7.4 gates, and a.7.5 1 and 2 stride doubles a.8 interpret the course plan and walk a course a.9 measure distances and estimate striding of the horse a.10 appropriate speed to ride a course a.11 use a whip appropriately
<p>10. Fundamental skills of cross-country</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 maintain a balanced forward seat in walk, trot and canter on flat and undulating ground a.2 maintain control of the horse in open country whilst riding at speeds up to 350m per minute a.3 use a whip appropriately a.4 jump a range of solid fences including: <ul style="list-style-type: none"> a.4.1 banks a.4.2 drop a.4.3 upright a.4.4 water a.4.5 apex a.4.6 spread a.4.7 bounce, and a.4.8 brush a.5 walk, interpret and plan a course a.6 ride to time a.7 estimate time to complete course in optimum time and ride at

11. Organisational health and safety requirements; safe and appropriate dress; and equipment	<p style="text-align: center;">appropriate speed</p> <ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 riders should wear hats/helmets at all times when mounted a.2 hats/helmets must fit securely and the harness should be fastened a.3 hats should comply with the current Standards Australia, European or American safety standards and be in good repair. a.4 boots must have heels and a smooth sole a.5 boots must fit the stirrup in accord with best practice principles of equestrian sports a.6 personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities a.7 technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
12. Resources	<ul style="list-style-type: none"> a. human and/or physical b. horses c. equipment for the rider, and the horse d. materials (eg, poles, wings, markers, flags, filling for jumps) e. health and safety provision f. working area – grassed, which should: <ul style="list-style-type: none"> f.1 have suitable footing f.2 have evenness of the ground, and f.3 be free from hidden dangers f.4 not have direct access to a public road (ie, gates must be shut) g. working area - indoor / outdoor menage, which should: <ul style="list-style-type: none"> g.1 be secure with gates which can be closed g.2 be fenced in accord with best practice principles of equestrian sports g.3 have surfaces maintained in accord with best practice principles of equestrian sports
13. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Federation Equestre Internationale Rules</i> and relevant Federation Equestre Internationale discipline rules b. local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> c. best practice code of ethics such as: <ul style="list-style-type: none"> c.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy c.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c.3 State Equestrian Association and/or Local Equestrian Association <i>Code of conduct</i> policy d. policies of the employer organisation such as: <ul style="list-style-type: none"> d.1 the Australian Sports Commission's <i>Harassment Free Sport</i> policy d.2 the National Activity Organisation's regulations and guidelines d.3 relevant national, state/territory or local government regulations and guidelines

Evidence Guide

TEACH OR DEVELOP THE FUNDAMENTAL SKILLS OF RIDING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to use exercises, activities and games to teach or develop the fundamental skills of riding</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess conditions and prepare riders for training</p> <p>c.2 Assess rider/s readiness to acquire and perform the ability to observe the horse and recognise whether the horse is suitable and safe for the rider to learn on</p> <p>c.3 Conduct lessons/training sessions, activities and/or games</p> <p>c.4 Teach fundamental skills of dressage, riding on the flat, and jumping</p> <p>c.5 Communicate in a style appropriate to the riders</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS EQU 001A Demonstrate basic dressage, show-jumping and cross-country skills</p> <p>b. This unit must be assessed in conjunction with, the following unit(s):</p> <p>b.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>b.2 SRX CAI 005A Conduct a sport and recreation session for clients</p> <p>b.3 SRO EQU 003A Demonstrate basic horseriding skills</p> <p>b.4 SRO EQU 004A Ride horses in training to assist with their education</p> <p>b.5 SRO EQU 005A Handle horses safely 2</p> <p>b.6 SRO EQU 007A Maintain health and safety of horses</p> <p>b.7 SRO EQU 008A Demonstrate horse riding skills in tracked areas</p> <p>b.8 SRO EQU 010A Determine nutritional requirements for recreational or competition horses</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 SRS COA 006A Implement the fundamental principles of sports psychology</p> <p>c.7 SRS COA 007A Provide fundamental information about the principles of eating for peak performance</p> <p>c.8 SRX OFF 002A Apply rules and regulations to conduct games and competitions</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Fundamental skills of riding and training the horse in order to incorporate these into training sessions</p> <p>a.2 Fundamental skills of horse management in order to incorporate</p>

	<p>this information into training sessions</p> <p>a.3 Fundamental knowledge of biomechanics of horse and ride in order to incorporate this information into training sessions</p> <p>a.4 Fundamental knowledge of psychology/behaviour of the horse in order to incorporate this information into training sessions</p> <p>a.5 Knowledge of exercises, activities and games to teach the fundamental skills of riding</p> <p>a.6 Knowledge of the scale of training (refer to the German National Federation books on riding and training)</p> <p>a.7 Fundamental rules and regulations of Dressage, Showjumping, horse trials and Saddlehorse in order to incorporate this information into training sessions</p> <p>a.8 Knowledge of the use of appropriate equipment and safety requirements in relation to best practice principles of equestrian sports</p> <p>b. Underpinning skills</p> <p>b.1 Ability to recognise fear and to apply fundamental psychology to assist the rider's confidence</p> <p>b.2 Ability to interpret the rules and regulations of dressage, showjumping, horse trails and saddlehorse</p> <p>b.3 Ability to provide demonstrations (ie, self mounted and/or unmounted, other riders as models, videos or diagrams)</p> <p>b.4 Ability to assess performance and to make fundamental corrections to the horse personally and via the rider</p>
4. Resource implications	<p>a. Assessment of this competency requires access to equestrian facilities with equipment, horses and riders preparing to compete at a training level and in an actual equestrian work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over 3 sessions in order to ensure consistency of performance over the range of variables and contexts applicable to an actual equestrian work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual equestrian work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRS EQU 003A TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RIDING

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to use exercises, activities and games to teach or develop the intermediate skills of riding.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare riders for training</p>	<p>a. Riders are met punctually and are made to feel welcome and at ease</p> <p>b. Riders' dress and equipment is safe and appropriate to participate in training</p> <p>c. Riders standard and ability and assessed as suitable for the requirements of the session</p> <p>d. The horse's temperament, standard of training, level of fitness and ability is assessed to determine suitability for the requirements of the session</p> <p>e. Organisational health and safety requirements (eg, environment, facilities and equipment) are in accordance with requirements for the training session</p> <p>f. Safety and other risks are assessed and confirmed in accord with best practice principles of equestrian sports prior to commencement of the session</p> <p>g. Appropriate action is taken based on an assessment of the conditions and external influences</p> <p>h. Riders are made aware of aims and objectives of each session</p> <p>i. Riders are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment</p> <p>j. Horses and riders are 'warmed up' and mentally prepared to participate through safe and appropriate exercises</p>
<p>2. Assess rider/s readiness to acquire and perform the intermediate skills of riding</p>	<p>a. Factors which affect the acquisition of the intermediate skills of riding are identified and described in relation to skill acquisition of the particular skill</p> <p>b. The horses are assessed regarding their ability to acquire the skills being taught or developed</p> <p>c. The skill/s to be developed are identified</p> <p>d. Riders are assessed regarding their readiness to acquire the fundamental skill being taught or developed</p>
<p>3. Conduct exercises, activities and/or games to teach or develop the intermediate skills of riding</p>	<p>a. Sufficient space and resources are allocated for the session, activity and/or game</p> <p>b. Relevant information, explanations and demonstrations to perform exercises, activities and/or games are delivered precisely and in accord with accepted best practice principles of equestrian sports</p> <p>c. Verbal instructions are kept to a minimum</p> <p>d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>e. Riders are observed to see that the exercises, activities and/or games are conducted in accord with the rules, regulations and accepted best practice principles of equestrian sports</p> <p>f. Observation is undertaken with minimal disruption to the flow of the exercises, activities and/or games</p> <p>i. Corrections and feedback to enhance skill acquisition are provided individually</p>

	g. Group management is monitored regarding organisational issues and feedback provided where necessary to maintain control and safety
4. Teach intermediate skills of dressage, showjumping, and cross-country	<p>a. Methods of teaching/learning are selected to match rider/s readiness and equipment available</p> <p>b. Selected teaching/learning method is implemented</p> <p>c. Rider/s and horse/s abilities to cope with the instruction are monitored during the instruction and assessed after the instruction</p> <p>d. Teaching method is modified during implementation according to results of the monitoring</p> <p>e. Further modifications are described and explained following the instruction, according to results of the assessment</p>
5. Communicate in a style appropriate to the riders	<p>a. Verbal communications are clear, accurate and presented in a style appropriate to the riders</p> <p>b. Listen and respond to riders in accord with accepted best practice principles of equestrian sports</p> <p>c. Interactions are friendly and professional</p> <p>d. Stance, posture, signals and movements are demonstrated in accord with best practice body language approaches adopted within equestrian</p> <p>e. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area</p> <p>f. Communication aids such as headphones or loud hailers are used appropriately and effectively</p> <p>g. Terminology or specific commands to be used for group control are explained and used consistently</p>

Range of Variables

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RIDING

VARIABLE STATEMENT	CATEGORIES
1. Aids	<ul style="list-style-type: none"> a. natural aids refers to signals and/or weight adjustments used to transfer messages from the rider to the horse using the: <ul style="list-style-type: none"> a.1 seat/back a.2 hands a.3 legs b. artificial aids refers to signals used to transfer messages from the rider to the horse through the use of: <ul style="list-style-type: none"> b.1 spurs b.2 whips b.3 voice c. the effective and consistent use of aids should be taught and used in accord with classical principles of training
2. Best practice principles of equestrian sports/activities	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the National Activity Organisation's <i>coaches code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 Australian Sports Commission's <i>harassment free sport</i> policy a.4 the National Activity Organisation's regulations and guidelines a.5 relevant national, state/territory or local government regulations and guidelines a.6 employer organisations policies and procedures a.7 the culture of the equestrian sports a.8 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.9 current and past good practice demonstrated by self or peers in the same or similar situation
3. Communicate in a style appropriate to the riders	<ul style="list-style-type: none"> a. in a style appropriate to equestrian community regarding: <ul style="list-style-type: none"> a.1 the culture of equestrian sports a.2 rider's age a.3 rider's experience (life in general and/or equestrian) a.4 rider's goals (eg, recreational, competitive or casual) a.5 riders needs in relation to sensory impairment (eg, hearing loss) or intellectual disability a.6 coach-rider interaction a.7 coach-official/s interactions a.8 coach-media interactions a.9 broader community interactions b. through verbal, non-verbal and written modes in accord with: c. the National Activity Organisation's <i>Coaches Code of Conduct</i> policy d. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
4. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. motor or other vehicular traffic e. other horses in vicinity of lesson including: f. mares in season g. rigs h. stallions i. horses misbehaving or out of control

<p>5. Exercises, activities and/or games to teach or develop intermediate skills of riding</p>	<p>a. Refers to a range of drills and activities such as those described and referred to in the <i>National Activity Organisation Level 2 Coaching Manual</i> including:</p> <ul style="list-style-type: none"> a.1 lungeing the rider on a horse known to be suitable and safe for the activity a.2 exercises on the horse when stationary or at the walk, trot and canter on the flat and over fences to develop balance, co-ordination and independent application of the aids which may include exercises for the arms, legs and upper body. a.3 group and individual drills using the tracks of the arena such as: <ul style="list-style-type: none"> a.3.1 changing rein through the long and short diagonals a.3.2 changing rein through and out of the circle a.3.3 riding the straight tracks of the arena - long and short sides a.3.4 riding the ¼ and ¾ lines a.4 leg yielding, a.5 shoulders in and traverse a.6 turn on the hindquarters and on the forehand a.7 counter canter a.8 exercises using poles and grids and jumps
<p>6. Intermediate skill of riding</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 maintain a balanced upright or a forward seat in walk, trot, canter and gallop a.2 apply correct and effective natural aids and, where appropriate, use of the whip and spurs a.3 control of the horse whilst riding in training and competition a.4 train the horse to maintain acceptance of the bit whilst performing the required movements and tasks specified regarding the intermediate skills of dressage, showjumping and cross-country (refer to points 7, 8 and 9 below respectively) <p>b. incorporates knowledge and understanding of:</p> <ul style="list-style-type: none"> b.1 the requirements of the horse and rider to perform in dressage, showjumping and cross-country competition at the level specified in paragraphs 2,3 and 4 below
<p>7. Intermediate skills of dressage</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 ride to produce: <ul style="list-style-type: none"> a.1.1 rhythm/tempo a.1.2 relaxation/looseness a.1.3 acceptance of the bit a.1.4 impulsion a.1.5 straightness, and a.1.6 the beginnings of collection a.2 maintain a balanced upright seat and effectively apply the aids to train the horse to perform satisfactorily in dressage tests up to and including all elementary dressage tests a.3 interpret and ride a dressage test incorporating the above skills a.4 apply these skills in an area measuring 20x60m
<p>8. Intermediate skills of showjumping</p>	<p>a. refers to the ability to:</p> <ul style="list-style-type: none"> a.1 maintain a balanced and effective forward seat (2 point and 3 point) in walk trot and canter whilst training and competing. a.2 ride over poles at trot and canter a.3 ride grids at trot and canter up to a maximum height of 1.10m a.4 jump single fences at trot and canter a.5 jump combinations at trot and canter a.6 jump related fences at trot and canter a.7 ride a course of fences to a height of 1.15m equivalent to an official D grade course which may include: <ul style="list-style-type: none"> a.7.1 uprights a.7.2 spreads including oxers and triple bars a.7.3 walls a.7.4 gates, and

	<ul style="list-style-type: none"> a.7.5 1 and 2 stride doubles a.8 ride a jump off course a.9 interpret the course plan and walk a course, including the jump off track a.10 measure distances and estimate striding of the horse a.11 estimate appropriate speed to ride courses within allotted time/s a.12 use a whip and spurs appropriately
9. Intermediate skills of cross-country	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced forward seat in walk trot, canter and gallop on flat and undulating ground at speeds up to 525metres per minute a.2 maintain the line and control of the horse in open country whilst riding at speed a.3 use a whip and spurs appropriately a.4 jump a range of solid fences to a height of 1.05m including: <ul style="list-style-type: none"> a.4.1 banks a.4.2 drop a.4.3 upright a.4.4 water a.4.5 apex a.4.6 brush a.4.7 bullfinch a.4.8 spread, and a.4.9 bounce a.4.10 combinations a.4.11 arrowheads a.5 walk, interpret and plan a course a.6 ride to time
10. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 riders should wear hats/helmets at all times when mounted a.2 hats/helmets must fit securely and the harness should be fastened a.3 hats should comply with the current Standards Australia, European or American safety standards and be in good repair. a.4 boots must have heels and a smooth sole a.5 boots must fit the stirrup in accord with best practice principles of equestrian sports a.6 personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities a.7 technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
11. Resources	<ul style="list-style-type: none"> a. human and/or physical b. horses c. equipment for the rider, and the horse d. materials (eg, poles, wings, markers, flags, filling for jumps) e. health and safety provision f. working area – grassed, which should: <ul style="list-style-type: none"> f.1 have suitable footing f.2 have evenness of the ground, and f.3 be free from hidden dangers f.4 not have direct access to a public road (ie, gates must be shut) g. working area - indoor / outdoor menage, which should: <ul style="list-style-type: none"> g.1 be secure with gates which can be closed g.2 be fenced in accord with best practice principles of equestrian sports g.3 have surfaces maintained in accord with best practice principles of equestrian sports
12. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Federation Equestre Internationale Rules</i> and relevant Federation Equestre Internationale discipline rules b. local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i>

- c. best practice code of ethics such as:
 - c.1 the National Activity Organisation's *Coaches Code of Conduct* policy
 - c.2 the Australian Coaching Council's *Coaches Code of Conduct* policy
 - c.3 State Equestrian Association and/or Local Equestrian Association *Code of conduct* policy
- d. policies of the employer organisation such as:
 - d.1 the Australian Sports Commission's *Harassment Free Sport* policy
 - d.2 the National Activity Organisation's regulations and guidelines
 - d.3 relevant national, state/territory or local government regulations and guidelines

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RIDING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to use exercises, activities and games to teach or develop the intermediate skills of riding b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Anticipate dangerous situations and act to avoid them c.2 Assess conditions to see if they are suitable to commence the session c.3 Prepare riders for training c.4 Assess riders readiness to acquire and perform the intermediate skills of riding c.5 React quickly and appropriately to a dangerous situation in line with the best practice principles of equestrian sports c.6 Conduct exercises, activities and/or games to teach or develop the intermediate skills of riding c.7 Teach intermediate skills of dressage, showjumping and cross-country c.8 Observe a horse and rider and recognise when and how intervention should take place to improve individual skill performance c.9 Observe the horse and assess whether the horse is suitable for the level of work and competition. c.10 Identify problem/s and to prioritise corrections c.11 Use a range of strategies to correct a problem with horse and rider c.12 Communicate appropriately with riders in a range of situations
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS EQU 002A Teach and develop fundamental skills of riding b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualized long-term training program b.2 SRX CAI 009A Conduct monitor and adjust individualized long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Implement recovery training programs c.3 SRS COA 013A Provide information regarding drugs in sports issues c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the intermediate level skills of riding and of training the horse up to the industry levels of official competition of Elementary dressage, D grade Showjumping and Novice Level

	<p>One Day Events</p> <ul style="list-style-type: none"> a.2 Knowledge of the intermediate level skills of horse management to condition and prepare the horse for competition at the levels specified in the previous paragraph a.3 Intermediate level knowledge and practical application of the principles of bio-mechanics of horse and rider to improve performance a.4 Knowledge and practical application of the psychology/behaviour of the horse and rider to improve performance a.5 Knowledge of exercises and activities to teach the intermediate level skills of riding a.6 Knowledge of and ability to apply the scale of training to a range of horses in different stages of training up to the Level 2 General competition standard (refer to the German National Federation books on riding and training) a.7 Knowledge of the National Activity Organisation rules of Dressage, Showjumping, Horse Trials a.8 Knowledge of the use of appropriate equipment and safety requirements in relation to best practice principles of equestrian sports a.9 Knowledge and skill to select and use a range of alternate training and retraining aids (eg, side reins, chambon, long reins and the like) <p>b. Underpinning skills:</p> <ul style="list-style-type: none"> b.1 Ability to lunge a horse for exercise and to train b.2 Ability to recognise fear and to apply psychology to assist the rider's confidence and to improve performance b.3 Ability to interpret the rules and regulations of dressage, showjumping and horse trails for 1 and 2 day events b.4 Ability to provide demonstrations (ie, self-mounted and unmounted, other riders as models, videos, diagrams, etc) b.5 Ability to make appropriate corrections to the horse personally and through the rider
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant equestrian facilities with equipment, horses and riders preparing to compete at an intermediate level and in an actual equestrian work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over 3 sessions in order to ensure consistency of performance over the range of variables and contexts applicable to an actual equestrian work environment
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual equestrian work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRS EQU 004A TEACH OR DEVELOP THE ADVANCED SKILLS OF DRESSAGE

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to use exercises, activities and/or games to teach or develop the advanced skills of dressage.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare riders for training</p>	<p>a The needs of the individual/group are identified</p> <p>b Riders are met punctually and are made to feel welcome and at ease</p> <p>c Riders' dress and equipment is safe and appropriate to participate in training</p> <p>d Riders standard and ability and assessed as suitable for the requirements of the session</p> <p>e The horse's temperament, standard of training, level of fitness and ability is assessed to determine suitability for the requirements of the session</p> <p>f Organisational health and safety requirements (eg, environment, facilities and equipment) are in accordance with requirements for the training session</p> <p>g Safety and other risks are assessed and confirmed as being in accord with best practice principles of equestrian sports prior to commencement of the session</p> <p>h Appropriate action is taken based on an assessment of the conditions and external influences</p> <p>i Riders are made aware of aims and objectives of each session</p> <p>j Riders are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment</p> <p>k Horses and riders are 'warmed up' and mentally prepared to participate through safe and appropriate exercises</p>
<p>2. Assess rider/s readiness to acquire and perform the advanced skills of dressage</p>	<p>a. Factors which affect the acquisition of the advanced skills of riding are identified and described in relation to skill acquisition for the advanced dressage competitor</p> <p>b. The horses are assessed regarding their ability to acquire the skills being taught or developed</p> <p>c. The skill/s to be developed are identified</p> <p>d. Riders are assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct sessions to teach or develop the advanced skills of dressage</p>	<p>a. Sufficient space and resources are allocated for the exercise/s and/or games</p> <p>b. Relevant information, explanations and demonstrations to perform , exercises, activities and/or games are delivered precisely and in accord with the best practice principles of equestrian sports/activities</p> <p>c. Verbal instructions are kept to a minimum</p> <p>d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>e. Riders are observed to see that the exercise/s, movements, activities and/or games are conducted in accord with the rules, regulations and the best practice principles of equestrian sports/activities</p> <p>f. Observation is undertaken with minimal disruption to the flow of the exercise/movement, activity or game</p> <p>g. Corrections and feedback regarding skill acquisition are provided on</p>

	<p>an individualised basis</p> <p>h. Group management is monitored regarding organisational issues and feedback provided where necessary to maintain control and safety.</p>
4. Teach advanced skills of dressage	<p>a. Methods of teaching/learning are selected to match rider/s readiness and equipment available</p> <p>b. Selected teaching/learning method is implemented</p> <p>c. Rider/s and horse/s abilities to cope with the instruction are monitored during the instruction and assessed after the instruction</p> <p>d. Teaching method is modified during implementation according to results of the monitoring</p> <p>e. Further modifications are described and explained following the instruction, according to results of the assessment</p>
5. Communicate in a style appropriate to the riders	<p>a. Verbal communications are clear, accurate and presented in a style appropriate to the riders</p> <p>b. Listen and respond to riders in accord with the best practice principles of equestrian sports/activities</p> <p>c. Interactions are friendly and professional</p> <p>d. Stance, posture, signals and movements are demonstrated in accord with best practice body language approaches adopted within equestrian sports/activities</p> <p>e. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area</p> <p>f. Communication aids such as headphones or loud hailer are used appropriately and effectively</p> <p>g. Terminology or specific commands to be used for group control are explained</p>

Range of Variables

TEACH OR DEVELOP THE ADVANCED SKILLS OF DRESSAGE

VARIABLE STATEMENT	CATEGORIES
1. Advanced skills of riding	a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced upright seat in walk, trot and canter when training for and riding advanced movements required in advanced level National Activity Organisation tests a.2 apply correct and effective natural aids and appropriate use of whip and spurs a.3 control of the horse whilst riding in training and competition a.4 train the horse to maintain acceptance of the bit whilst performing the required movements and tasks specified regarding the advanced skills of dressage (see below) a.5 optimise the physical capacities of the horse and rider to perform in dressage competition at an advanced level (see below)
2. Advanced skills of dressage	a. refers to the ability to: <ul style="list-style-type: none"> a.1 ride to produce: <ul style="list-style-type: none"> a.1.1 rhythm/tempo a.1.2 relaxation/looseness a.1.3 acceptance of the bit a.1.4 impulsion a.1.5 straightness, and a.1.6 collection in the horse a.2 maintain a balanced upright seat and effectively apply the aids to train the horse to perform satisfactorily in dressage tests up to and including all advanced level National Activity Organisation dressage tests a.3 interpret and ride a dressage test incorporating the above skills a.4 apply these skills in an area measuring 20x60m
3. Best practice principles of equestrian sports/activities	a. refers to: <ul style="list-style-type: none"> a.1 the National Activity Organisation's <i>coaches code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 Australian Sports Commission's <i>harassment free sport</i> policy a.4 the National Activity Organisation's regulations and guidelines a.5 relevant national, state/territory or local government regulations and guidelines a.6 employer organisations policies and procedures a.7 the culture of the equestrian sports a.8 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.9 current and past good practice demonstrated by self or peers in the same or similar situation
4. Communicate in a style appropriate to the riders	a. in a style appropriate to equestrian community regarding: <ul style="list-style-type: none"> a.1 the culture of equestrian sports a.2 rider's age a.3 rider's experience (life in general and/or equestrian) a.4 rider's goals (eg, recreational, competitive or casual) a.5 riders needs in relation to sensory impairment (eg, hearing loss) or intellectual disability a.6 coach-rider interaction a.7 coach-official/s interactions

	<ul style="list-style-type: none"> a.8 coach-media interactions a.9 broader community interactions b. through verbal, non-verbal and written modes in accord with: <ul style="list-style-type: none"> b.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy b.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
5. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. motor or other vehicular traffic e. other horses in vicinity of lesson including: <ul style="list-style-type: none"> e.1 mares in season e.2 rigs, and e.3 stallions f. horses misbehaving or out of control
6. Exercises, activities and/or games to teach or develop advanced skills of dressage	<ul style="list-style-type: none"> a. Refers to a range of drills and activities such as those described and referred to in the <i>National Activity Organisation Level 2 Dressage Course Presenters Manual</i> including: <ul style="list-style-type: none"> a.1 Lunging to improve the balance and seat of the rider a.2 Lunging to train and/or re-school the horse a.3 Exercises for the rider when mounted and unmounted to develop balance, co-ordination and independent application of the aids, which may also include exercises for the arms, legs and upper body. a.4 Exercises for the horse to improve suppleness, strength, straightness, collection a.5 shoulders in and transverse a.6 turn on the hindquarters leading to pirouettes a.7 counter canter a.8 exercises to introduce and teach the flying change and tempi flying change a.9 Exercises to teach and enhance tempi changes a.10 Exercises using poles and grids to develop and improve paces
7. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 riders should wear hats/helmets at all times when mounted a.2 hats/helmets must fit securely and the harness should be fastened a.3 hats should comply with the current Standards Australia, European or American safety standards and be in good repair a.4 boots must have heels and a smooth sole a.5 boots must fit the stirrup in accord with best practice principles of equestrian sports a.6 personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities a.7 technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
8. Resources	<ul style="list-style-type: none"> a. human and/or physical b. horses c. equipment for the rider, and the horse d. materials (eg, poles, markers) e. health and safety provision f. working area – grassed, which should: <ul style="list-style-type: none"> f.1 have suitable footing f.2 have evenness of the ground, and f.3 be free from hidden dangers f.4 not have direct access to a public road (ie, gates must be shut) g. working area - indoor / outdoor menage, which should: <ul style="list-style-type: none"> g.1 be secure with gates which can be closed g.2 be fenced in accord with best practice principles of equestrian

	<p>sports</p> <p>g.3 have surfaces maintained in accord with best practice principles of equestrian sports</p>
<p>9. Rules and regulations</p>	<p>a. current edition of the <i>Federation Equestre Internationale Rules</i> and relevant <i>Federation Equestre Internationale Dressage Rules</i></p> <p>b. local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i></p> <p>c. best practice code of ethics such as:</p> <p>c.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy</p> <p>c.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy</p> <p>c.3 State Equestrian Association and/or Local Equestrian Association <i>Code of conduct</i> policy</p> <p>d. policies of the employer organisation such as:</p> <p>d.1 the Australian Sports Commission's <i>Harassment Free Sport</i> policy</p> <p>d.2 National Activity Organisation's regulations and guidelines</p> <p>d.3 relevant national, state/territory or local government regulations and guidelines</p>

Evidence Guide

TEACH OR DEVELOP THE ADVANCED SKILLS OF DRESSAGE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to teach or develop the advanced skills of dressage in the work environment</p> <p>b. Assessment of performance should be over a period of time covering the advanced skills of dressage categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 assess conditions and prepare riders for training</p> <p>c.2 assess rider/s readiness to acquire and perform the advanced skill/s of dressage in training and/or competitions</p> <p>c.3 conduct training sessions to teach or develop the advanced skills of dressage</p> <p>c.4 teach advanced skills of dressage</p> <p>c.5 communicate in a style appropriate to the riders</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS EQU 002A Teach and develop fundamental skills of riding</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX CAI 008A Plan and prepare an individualized long-term training program</p> <p>b.2 SRX CAI 009A Conduct monitor and adjust individualized long-term programs</p> <p>b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS COA 011A Work with officials</p> <p>c.2 SRS COA 012A Implement recovery training programs</p> <p>c.3 SRS COA 013A Provide information regarding drugs in sports issues</p> <p>c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance</p> <p>c.5 SRS COA 015A Monitor coach welfare</p> <p>c.6 SRS COA 016A Implement recovery training programs</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the advanced level skills of riding and of training the horse up to the National Activity Organisation levels of official competition at advanced level</p> <p>a.2 Knowledge of the advanced level skills of horse management to condition and prepare the horse for competition at advanced level</p> <p>a.3 Advanced level knowledge and practical application of the principles of biomechanics of horse and rider to improve performance</p> <p>a.4 Knowledge and practical application of the psychology /behaviour of the horse to improve performance</p> <p>a.5 Knowledge of exercises and activities to teach the advanced level skills of riding</p> <p>a.6 Knowledge of and ability to apply the scale of training to a range of horses in different stages of training up to the advanced dressage level (refer to the German National Federation books on riding and training)</p> <p>a.7 Knowledge of the Federation Equestre Internationale rules of dressage</p>

	<ul style="list-style-type: none"> a.8 Knowledge of the use of appropriate equipment and safety requirements regarding the best practice principles of equestrian sports a.9 Knowledge and skill to select and use a range of alternate training and retraining aids (eg, side reins, chambon, long reins and the like) b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to recognise fear and to apply psychology to assist the rider's confidence and to improve performance b.2 Ability to lunge a horse for exercise and to train for advanced movements b.3 Ability to interpret the rules and regulations of dressage b.4 Ability to provide demonstrations (ie, self-mounted and unmounted, other riders as models, videos, diagrams and the like)
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant equestrian facilities with equipment, horses and riders preparing to compete at an advanced dressage level and in an actual equestrian work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over 3 sessions in order to ensure consistency of performance over the range of variables and contexts applicable to an actual equestrian work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual equestrian work environment b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRS EQU 005A TEACH OR DEVELOP THE ADVANCED SKILLS OF SHOW JUMPING

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to use exercises, activities and/or games to teach or develop the advanced skills of riding to train and ride competitively in showjumping.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare riders for training</p>	<ul style="list-style-type: none"> a. Riders are met punctually and are made to feel welcome and at ease b. Riders' dress and equipment is safe and appropriate to participate in training c. Riders standard and ability is assessed as suitable for the requirements of the lesson d. the horse's temperament, standard of training, level of fitness and ability is assessed to determine suitability for the requirements of the lesson e. Organisational health and safety requirements (eg, environment, facilities and equipment) are in accordance with requirements for the training session f. Safety and other risks are assessed and confirmed as within acceptable best practice principles of equestrian sports prior to commencement of the lesson g. Appropriate action is taken based on an assessment of the conditions and external influences h. Rider/s are made aware of aims and objectives of each session i. Rider/s are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment j. Horses and riders are 'warmed up' and mentally prepared to participate through safe and appropriate exercises
<p>2. Assess rider/s readiness to acquire and perform the advanced skills of showjumping</p>	<ul style="list-style-type: none"> a. The skill or skill/s to be developed are identified b. Factors which affect the acquisition of the advanced level skills of riding are identified and described in relation to skill acquisition for the advanced level showjumping competitor c. Riders are assessed regarding their readiness to acquire the skill being taught or developed d. The horses are assessed regarding their ability to acquire the skills being taught or developed
<p>3. Conduct lessons/training sessions to teach or develop the advanced skills of showjumping</p>	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the exercise/s and tasks b. Relevant information, explanations and demonstrations to perform , exercises/movements or tasks are delivered precisely and in accord with accepted best practice of equestrian sport c. Verbal instructions are kept to a minimum d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis e. Riders are observed to see that the exercise/s, movements, activities are conducted in accord with the rules, regulations and accepted best practice of equestrian sport f. Observation is undertaken with minimal disruption to the flow of the exercise/movement or activity. g. Corrections and feedback regarding skill acquisition are provided individually

	<ul style="list-style-type: none"> h. Group management is monitored regarding organisational issues and feedback provided where necessary to maintain control and safety
<p>4. Teach advanced level skills of showjumping incorporating dressage skills</p>	<ul style="list-style-type: none"> a. Methods of teaching/learning are selected to match rider/s readiness and equipment available b. Selected teaching/learning method is implemented c. Rider/s and horse/s abilities to cope with the instruction are monitored during the instruction and assessed after the instruction d. Teaching method is modified during implementation according to results of the monitoring e. Further modifications are described and explained following the instruction, according to results of the assessment
<p>5. Communicate in a style appropriate to the riders</p>	<ul style="list-style-type: none"> a. Verbal communications are clear, accurate and presented in a style appropriate to the riders b. Listen and respond to riders in accord with accepted best practice in equestrian c. Interactions are friendly and professional d. Stance, posture, signals and movements are demonstrated in accord with best practice body language approaches adopted within equestrian e. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area f. Communication aids such as headphones or loud hailer are used appropriately and effectively g. Terminology or specific commands to be used for group control are explained

Range of Variables

TEACH OR DEVELOP THE ADVANCED SKILLS OF SHOW JUMPING

VARIABLE STATEMENT	CATEGORIES
1. Advanced skills of dressage for showjumping	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 ride to produce: <ul style="list-style-type: none"> a.1.1 rhythm/tempo a.1.2 relaxation/looseness a.1.3 acceptance of the bit a.1.4 impulsion a.1.5 straightness a.1.6 collection in the horse as required for showjumping a.2 maintain a balanced upright and forward (light) seat to effectively apply the aids to train the horse to perform satisfactorily to elementary level dressage in a manner appropriate for showjumping a.3 apply these skills in training and competition
2. Advanced skills of riding for showjumping	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced upright and forward seat in walk, trot, canter and gallop a.2 apply correct and effective natural aids and appropriate use of whip and spurs a.3 control of the horse whilst riding in training and competition a.4 train the horse to maintain acceptance of the bit whilst performing the required movements and tasks specified regarding the advanced skills of dressage for show jumping (see below) a.5 optimise the physical capacities of the horse and rider to perform in showjumping competition at an advanced level (see below)
3. Advanced skills of showjumping	<ul style="list-style-type: none"> a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced and effective forward seat (2 point and 3 point) in walk, trot and canter whilst training and competing a.2 ride over poles at trot and canter a.3 ride grids at trot and canter up to a maximum height of 1.15m a.4 jump single fences at trot and canter a.5 jump combinations at trot and canter a.6 jump related fences at trot and canter a.7 jump a range of natural fences and fixed obstacles, which may include banks and ditches, found in a range of Derby courses over flat and undulating country a.8 ride a course of fences equivalent to an official A grade course of a maximum of 1.40m which may include: <ul style="list-style-type: none"> a.8.1 uprights a.8.2 spreads including oxers and triple bars a.8.3 water a.8.4 walls a.8.5 gates, and a.8.6 1 and 2 stride doubles a.8.7 ride a jump off course a.9 interpret the course plan and walk a course, including the jump off track a.10 accurately measure distances and estimate striding of the horse a.11 estimate appropriate speed to ride a course a.12 ride at speeds up to 400m per minute for showjumping and 500m per minute for Derby courses

<p>4. Best practice principles of equestrian sports/activities</p>	<p>a.13 use a whip and spurs appropriately</p> <p>a. refers to:</p> <p>a.1 the National Activity Organisation's <i>coaches code of conduct</i> policy</p> <p>a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy</p> <p>a.3 Australian Sports Commission's <i>harassment free sport</i> policy</p> <p>a.4 National Activity Organisation's regulations and guidelines</p> <p>a.5 relevant national, state/territory or local government regulations and guidelines</p> <p>a.6 employer organisations policies and procedures</p> <p>a.7 the culture of the equestrian sports</p> <p>a.8 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations</p> <p>a.9 current and past good practice demonstrated by self or peers in the same or similar situation</p>
<p>5. Communicate in a style appropriate to the riders</p>	<p>a. in a style appropriate to equestrian community regarding:</p> <p>a.1 the culture of equestrian sports</p> <p>a.2 rider's age</p> <p>a.3 rider's experience (life in general and/or equestrian)</p> <p>a.4 rider's goals (eg, recreational, competitive or casual)</p> <p>a.5 riders needs in relation to sensory impairment (eg, hearing loss) or intellectual disability</p> <p>a.6 coach-rider interaction</p> <p>a.7 coach-official/s interactions</p> <p>a.8 coach-media interactions</p> <p>a.9 broader community interactions</p> <p>b. through verbal, non-verbal and written modes in accord with:</p> <p>b.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy</p> <p>b.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy</p> <p>c. in accord with the terminology described in the <i>National Activity Organisation Level 1 Coaching Manual</i> and the <i>National Activity Organisation Level 2 Showjumping Course Reference List</i></p>
<p>6. Conditions and external influences</p>	<p>a. environmental/weather conditions</p> <p>b. other facility users</p> <p>c. spectators</p> <p>d. motor or other vehicular traffic</p> <p>e. other horses in vicinity of lesson including:</p> <p>e.1 mares in season</p> <p>e.2 rigs, and</p> <p>e.3 stallions</p> <p>f. horses misbehaving or out of control</p>
<p>7. Exercises, activities and/or games(to teach or develop advanced skills of showjumping)</p>	<p>a. refers to a range of drills and activities such as those described and referred to in the <i>National Activity Organisation Level 2 Showjumping Course Presenters Manual</i> including:</p> <p>a.1 lunging the rider</p> <p>a.2 exercises on the horse when stationary or at the walk, trot and canter on the flat and over fences to develop balance, co-ordination and independent application of the aids, which may include exercises for the arms, legs and upper body</p> <p>a.3 leg yielding</p> <p>a.4 shoulders and quarters in</p> <p>a.5 turn on the hindquarters and on the forehand</p> <p>a.6 counter canter</p> <p>a.7 flying changes</p> <p>a.8 exercises using a variety of combinations with poles, grids and jumps</p>

<p>8. Organisational health and safety requirements; safe and appropriate dress; and equipment</p>	<p>a. refers to issues such as:</p> <ul style="list-style-type: none"> a.1 riders should wear hats/helmets at all times when mounted a.2 hats/helmets must fit securely and the harness should be fastened a.3 hats should comply with the current Standards Australia, European or American safety standards and be in good repair. a.4 boots must have heels and a smooth sole a.5 boots must fit the stirrup in accord with best practice principles of equestrian sports a.6 personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities a.7 technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
<p>9. Resources</p>	<ul style="list-style-type: none"> a. human and/or physical b. horses c. equipment for the rider, and the horse d. materials (eg, poles, wings, markers, flags, filling for jumps) e. health and safety provision f. working area – grassed, which should: <ul style="list-style-type: none"> f.1 have suitable footing f.2 have evenness of the ground, and f.3 be free from hidden dangers f.4 not have direct access to a public road (ie, gates must be shut) g. working area - indoor / outdoor menage, which should: <ul style="list-style-type: none"> g.1 be secure with gates which can be closed g.2 be fenced in accord with best practice principles of equestrian sports g.3 have surfaces maintained in accord with best practice principles of equestrian sports
<p>10. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the <i>Federation Equestre Internationale Rules</i> and <i>Federation Equestre Internationale Showjumping Rules</i> b. local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> c. best practice code of ethics such as: <ul style="list-style-type: none"> c.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy c.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c.3 State Equestrian Association and/or Local Equestrian Association <i>Code of conduct</i> policy d. policies of the employer organisation such as: <ul style="list-style-type: none"> d.1 the Australian Sports Commission's <i>Harassment Free Sport</i> policy d.2 National Activity Organisation's regulations and guidelines d.3 relevant national, state/territory or local government regulations and guidelines

Evidence Guide

TEACH OR DEVELOP THE ADVANCED SKILLS OF SHOW JUMPING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to use drills, activities and/or games to teach or develop the advanced skills of showjumping in the work environment b. Assessment of performance should be over a period of time covering the advanced skills of showjumping categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 assess conditions and prepare riders for training c.2 assess rider/s readiness to acquire and perform the advanced skills of showjumping in training and/or competitions c.3 conduct training sessions to teach or develop the advanced skills of showjumping c.4 teach advanced skills of showjumping including relevant dressage skills c.5 communicate in a style appropriate to the riders
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS EQU 002A Teach and develop fundamental skills of riding b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualized long-term training program b.2 SRX CAI 009A Conduct monitor and adjust individualized long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Implement recovery training programs c.3 SRS COA 013A Provide information regarding drugs in sports issues c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the advanced level skills of riding and of training the horse up to the official competition level of A Grade jumping up to a height of 1.40m a.2 Knowledge of the advanced level skills of horse management to condition and prepare the horse for competition at A Grade Showjumping level a.3 Advanced level knowledge and practical application of the principles of biomechanics of horse and rider to improve performance a.4 Knowledge and practical application of the psychology /behaviour of the horse to improve performance a.5 Knowledge of exercises and activities to teach the advanced level skills of riding on the flat and over fences for the specialist showjumping rider a.6 Knowledge of and ability to apply the scale of training to a range of horses in different stages of training up to National Activity

	<p>Organisation A grade competition standard.(refer to the German National Federation books on riding and training)</p> <p>a.7 Knowledge of the National Activity Organisation and Federation Equestre Internationale rules for Showjumping</p> <p>a.8 Knowledge of the use of appropriate equipment and safety requirements in accord with best practice principles of equestrian sports</p> <p>a.9 Knowledge and skill to select and use a range of alternate training and retraining aids eg, side reins, chambon, long reins etc. Refer to Level 2 Showjumping Syllabus reading list</p> <p>b. Underpinning skills:</p> <p>b.1 Ability to recognise fear and to apply psychology to assist the rider's confidence and to improve performance</p> <p>b.2 Ability to lunge a horse for exercise and to train</p> <p>b.3 Ability to interpret the rules and regulations of showjumping</p> <p>b.4 Ability to provide demonstrations (ie, self-mounted and unmounted, other riders as models, videos, diagrams and the like)</p> <p>b.5 Ability to make appropriate corrections to the horse personally and through the rider</p>
4. Resource implications	<p>a. Assessment of this competency requires access to relevant equestrian facilities with equipment, horses and riders preparing to compete at an advanced showjumping level and in an actual equestrian work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over 3 sessions in order to ensure consistency of performance over the range of variables and contexts applicable to an actual equestrian work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual equestrian work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	1	2	1

SRS EQU 006A TEACH OR DEVELOP THE ADVANCED SKILLS OF EVENTING

EQU

Equestrian

DESCRIPTION: This unit covers the knowledge and skills required to use exercises, activities and/or games to teach or develop advanced skills of riding to train and ride competitively in 2 Star 3 Day Events.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare riders for training</p>	<ul style="list-style-type: none"> a. Riders are met punctually and are made to feel welcome and at ease b. Riders' dress and equipment is safe and appropriate to participate in training c. Riders standard and ability is assessed as suitable for the requirements of the lesson d. The horse's temperament, standard of training, level of fitness and ability is assessed to determine suitability for the requirements of the lesson and long term goals e. Organisational health and safety requirements (eg, environment, facilities and equipment) are in accordance with requirements for the training session f. Safety and other risks are assessed and confirmed as within acceptable industry standards for equestrian sport prior to commencement of the lesson g. Appropriate action is taken based on an assessment of the conditions and external influences h. Rider/s are made aware of aims and objectives of each session i. Rider/s are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment j. Horses and riders are 'warmed up' and mentally prepared to participate through safe and appropriate exercises
<p>2. Assess rider/s readiness to acquire and perform the advanced skills of eventing</p>	<ul style="list-style-type: none"> a. The skill or skill/s to be developed are identified b. Factors which affect the acquisition of the advanced level skills of riding are identified and described in relation to skill acquisition of the particular skill c. Riders are assessed regarding their readiness to acquire the skill being taught or developed d. The horses are assessed regarding their ability to acquire the skills being taught or developed
<p>3. Conduct exercises, activities and/or games to teach or develop the advanced skills of eventing</p>	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the exercise/s and/or tasks b. Relevant information, explanations and demonstrations to perform , exercises/movements or tasks are delivered precisely and in accord with accepted best practice of equestrian sport c. Verbal instructions are kept to a minimum d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis e. Riders are observed to see that the exercise/s, movements, activities are conducted in accord with the rules, regulations and accepted best practice of equestrian sport f. Observation is undertaken with minimal disruption to the flow of the exercise/movement or activity. g. Corrections and feedback regarding skill acquisition are provided individually h. Group management is monitored regarding organisational issues and feedback provided where necessary to maintain control and safety.

<p>4. Teach advanced level skills of dressage, showjumping and cross country</p>	<ul style="list-style-type: none"> a. Methods of teaching/learning are selected to match rider/s readiness and equipment available b. Selected teaching/learning method is implemented c. Rider/s and horse/s abilities to cope with the instruction are monitored during the instruction and assessed after the instruction d. Teaching method is modified during implementation according to results of the monitoring e. Further modifications are described and explained following the instruction, according to results of the assessment
<p>5. Communicate in a style appropriate to the riders</p>	<ul style="list-style-type: none"> a. Verbal communications are clear, accurate and presented in a style appropriate to the riders b. Listen and respond to riders in accord with accepted best practice in equestrian c. Interactions are friendly and professional d. Stance, posture, signals and movements are demonstrated in accord with best practice body language approaches adopted within equestrian e. Voice is projected effectively over distances or strategies are effectively adopted to supplement weaknesses in this area f. Communication aids such as headphones or loud hailer are used appropriately and effectively g. Terminology or specific commands to be used for group control are explained

Range of Variables

TEACH OR DEVELOP THE ADVANCED SKILLS OF EVENTING

VARIABLE STATEMENT	CATEGORIES
1. Advanced skills of riding	a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced upright seat in walk, trot and canter when training for and riding advanced movements required in advanced level National Activity Organisation tests a.2 apply correct and effective natural aids and appropriate use of whip and spurs a.3 control of the horse whilst riding in training and competition a.4 train the horse to maintain acceptance of the bit whilst performing the required movements and tasks specified regarding the advanced skills of dressage (see below) a.5 optimise the physical capacities of the horse and rider to perform in dressage competition at an advanced level (see below)
2. Advanced skills of dressage for eventing	a. refers to the ability to: <ul style="list-style-type: none"> a.1 ride to produce: <ul style="list-style-type: none"> a.1.1 rhythm/tempo a.1.2 relaxation/looseness a.1.3 acceptance of the bit a.1.4 impulsion a.1.5 straightness, and a.1.6 collection a.2 maintain a balanced upright seat and effectively apply the aids to train the horse to perform satisfactorily in dressage tests up to and including all medium level dressage tests and Federation Equestre Internationale 2 Star tests a.3 interpret and ride a range of dressage tests incorporating the above skills. a.4 apply these skills in an arena measuring 20x60m
3. Advanced skills of showjumping for eventing	a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced and effective forward seat (2 point and 3 point) in walk, trot and canter whilst training and competing a.2 ride pole and grid exercises at trot and canter up to a maximum height of 1.15m a.3 ride grids at trot and canter up to a maximum height of 1.15m a.4 jump fences, including combinations and related fences, at trot and canter to a maximum height of 1.15m a.5 ride a course of fences equivalent to an official C grade course of a maximum of 1.15 m which may include: <ul style="list-style-type: none"> a.5.1 uprights a.5.2 spreads including oxers and triple bars a.5.3 walls a.5.4 gates, and a.5.5 1 and 2 stride doubles a.6 ride a Jump off course a.7 interpret the course plan and walk a course, including the jump off track a.8 measure distances and estimate striding of the horse a.9 estimate appropriate speed to ride a course a.10 use a whip and spurs appropriately
4. Advanced skills of Cross Country phase	a. refers to the ability to: <ul style="list-style-type: none"> a.1 maintain a balanced forward seat in walk, trot, canter and gallop on flat and undulating ground at speeds up to 550mper minute a.2 ride a steeplechase course at speeds up to 660mper minute

	<ul style="list-style-type: none"> a.3 maintain the line and control of the horse in open country whilst riding at speed a.4 use a whip appropriately a.5 jump a range of solid fences including banks, drop, upright, water, apex, brush, bullfinch, spread, bounce to a height of 1.15m a.6 jump steeplechase fences and brush fences on phase D to a height of 1.60m a.7 interpret the course plan and walk a course a.8 ride to time in all phases of a 2 Star 3 Day Event
5. Best practice principles of equestrian sports/activities	<ul style="list-style-type: none"> a. refers to: <ul style="list-style-type: none"> a.1 the National Activity Organisation's <i>coaches code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 Australian Sports Commission's <i>harassment free sport</i> policy a.4 National Activity Organisation's regulations and guidelines a.5 relevant national, state/territory or local government regulations and guidelines a.6 employer organisations policies and procedures a.7 the culture of the equestrian sports a.8 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.9 current and past good practice demonstrated by self or peers in the same or similar situation
6. Communicate in a style appropriate to the riders	<ul style="list-style-type: none"> a. in a style appropriate to equestrian community regarding: <ul style="list-style-type: none"> a.1 the culture of equestrian sports a.2 rider's age a.3 rider's experience (life in general and/or equestrian) a.4 rider's goals (eg, recreational, competitive or casual) a.5 riders needs in relation to sensory impairment (eg, hearing loss) or intellectual disability a.6 coach-rider interaction a.7 coach-official/s interactions a.8 coach-media interactions a.9 broader community interactions b. through verbal, non-verbal and written modes in accord with: <ul style="list-style-type: none"> b.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy b.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. in accord with the terminology described in the <i>National Activity Organisation Level 1 Coaching Manual</i> and <i>National Activity Organisation Level 2 Showjumping Course Reference List</i>
7. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. motor or other vehicular traffic e. other horses in vicinity of lesson including: <ul style="list-style-type: none"> e.1 mares in season e.2 rigs, and e.3 stallions f. horses misbehaving or out of control
8. Exercises, activities and/or games to teach and develop advanced skills for eventing	<ul style="list-style-type: none"> a. refers to a range of drills and activities such as those described and referred to in the <i>National Activity Organisation Level 2 Eventing Course Presenters Manual</i> including: <ul style="list-style-type: none"> a.1 lunging the rider (on a horse known to be suitable and safe for the activity) a.2 exercises on the horse when stationary or at the walk, trot and canter on the flat and over fences to develop balance, co-ordination and independent application of the aids, which may include exercises for the arms, legs and upper body.

	<ul style="list-style-type: none"> a.3 group and individual drills using the tracks of the arena <ul style="list-style-type: none"> a.3.1 changing rein through the long and short diagonals a.3.2 changing rein through and out of the circle a.3.3 riding the straight tracks of the arena - long and short sides and the $\frac{1}{4}$ and $\frac{3}{4}$ lines a.4 leg yielding a.5 shoulders and quarters in a.6 turn on the hindquarters and on the forehand a.7 counter canter a.8 flying changes a.9 exercises using a variety of combinations with poles, grids and jumps
9. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. refers to issues such as: <ul style="list-style-type: none"> a.1 riders should wear hats/helmets at all times when mounted a.2 hats/helmets must fit securely and the harness should be fastened a.3 hats should comply with the current Standards Australia, European or American safety standards and be in good repair. a.4 boots must have heels and a smooth sole a.5 boots must fit the stirrup in accord with best practice principles of equestrian sports a.6 personal gear must be well maintained, appropriate for the activity and fit the horse in accord with the best practice principles of equestrian sports/activities a.7 technical equipment must be well maintained and fitted correctly in accord with best practice principles of equestrian sports
10. Resources	<ul style="list-style-type: none"> a. human and/or physical b. horses c. equipment for the rider, and the horse d. materials (eg, poles, wings, markers, flags, filling for jumps) e. health and safety provision f. working area – grassed, which should: <ul style="list-style-type: none"> f.1 have suitable footing f.2 have evenness of the ground, and f.3 be free from hidden dangers f.4 not have direct access to a public road (ie, gates must be shut) g. working area - indoor / outdoor menage, which should: <ul style="list-style-type: none"> g.1 be secure with gates which can be closed g.2 be fenced in accord with best practice principles of equestrian sports g.3 have surfaces maintained in accord with best practice principles of equestrian sports
11. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the <i>Federation Equestre Internationale Rules</i>, <i>Federation Equestre Internationale Rules for Three Day Events</i> and <i>National Activity Organisation Rules for Dressage, Horse Trials and Showjumping</i> b. local event organisers rules or event specific variations to the <i>Federation Equestre Internationale Rules</i> c. best practice code of ethics such as: <ul style="list-style-type: none"> c.1 the National Activity Organisation's <i>Coaches Code of Conduct</i> policy c.2 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c.3 State Equestrian Association and/or Local Equestrian Association <i>Code of conduct</i> policy d. policies of the employer organisation such as: <ul style="list-style-type: none"> d.1 the Australian Sports Commission's <i>Harassment Free Sport</i> policy d.2 National Activity Organisation's regulations and guidelines d.3 relevant national, state/territory or local government regulations and guidelines

Evidence Guide

TEACH OR DEVELOP THE ADVANCED SKILLS OF EVENTING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to use exercises, activities and/or games to teach or develop advanced skills to riding to train and ride competitively in 2 Star 3 Day Events</p> <p>b. Assessment of performance should be over a period of time covering the advanced skills of showjumping categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 assess conditions and prepare riders for training</p> <p>c.2 assess rider/s readiness to acquire and perform the advanced skills of eventing in training and/or competitions</p> <p>c.3 conduct training sessions to teach or develop the advanced skills of eventing</p> <p>c.4 teach advanced skills of eventing including relevant dressage, showjumping and cross country skills</p> <p>c.5 communicate in a style appropriate to the riders</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRS EQU 002A Teach and develop fundamental skills of riding</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX CAI 008A Plan and prepare an individualized long-term training program</p> <p>b.2 SRX CAI 009A Conduct monitor and adjust individualized long-term programs</p> <p>b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS COA 011A Work with officials</p> <p>c.2 SRS COA 012A Implement recovery training programs</p> <p>c.3 SRS COA 013A Provide information regarding drugs in sports issues</p> <p>c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance</p> <p>c.5 SRS COA 015A Monitor coach welfare</p> <p>c.6 SRS COA 016A Implement recovery training programs</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of advanced level skills of riding and of training the horse up to the Federation Equestre Internationale level of 2 Star 3 Day Events and of official National Activity Organisation competition of elementary dressage, C grade Showjumping and Intermediate Level One Day Events</p> <p>a.2 Knowledge of advanced level skills of horse management to condition and prepare the horse for competition at the levels specified in the previous paragraph</p> <p>a.3 Advanced level knowledge and practical application of the principles of biomechanics of horse and rider to improve performance</p> <p>a.4 Knowledge of and practical application of the psychology /behaviour of the horse to improve performance</p> <p>a.5 Ability to recognise fear and to apply psychology to assist the rider's confidence and to improve performance</p> <p>a.6 Knowledge of exercises and activities to teach the advanced level</p>

	<p>skills of riding to compete up to 2 Star 3 Day Eventing</p> <p>a.7 Knowledge of and ability to apply the scale of training to a range of horses in different stages of training up to the Level 2 Eventing competition standard.(refer to the German National Federation books on riding and training)</p> <p>a.8 Knowledge of and ability to interpret the National Activity Organisation rules of Dressage, Showjumping and Eventing</p> <p>a.9 Knowledge and ability to interpret the Federation Equestre Internationale Rules for Three Day Events</p> <p>a.10 Knowledge of the use of appropriate equipment and safety requirements to the National Activity Organisation and accepted industry standards</p> <p>a.11 Knowledge and skill to select and use a range of alternate training and retraining aids, eg, side reins, chambon, long reins. Refer to Level 2 Eventing reading list</p> <p>b. Underpinning skills:</p> <p>b.1 Ability to lunge a horse for exercise and to train</p> <p>b.2 Ability to interpret the rules and regulations of dressage, showjumping, horse trails for 1 and 2 Day Events and the Federation Equestre Internationale Rules for 3 Day Events</p> <p>b.3 Ability to provide demonstrations (ie, self-mounted and unmounted, other riders as models, videos, diagrams and the like)</p> <p>b.4 Ability to make appropriate corrections to the horse personally and through the rider</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant equestrian facilities with equipment, horses and riders preparing to compete at an advanced eventing level and in an actual equestrian work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over 3 sessions in order to ensure consistency of performance over the range of variables and contexts applicable to an actual equestrian work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual equestrian work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	1	2	1

SRO EQU 003A DEMONSTRATE BASIC HORSERIDING SKILLS

EQU

Equestrian activities

DESCRIPTION: This unit covers the knowledge and skills required to participate in horseriding activities in *controlled conditions* under supervision.

ELEMENT	PERFORMANCE CRITERIA
1. Select horse and tack	<ul style="list-style-type: none"> a. Equipment is selected after consideration of contextual issues b. Equipment is checked to ensure that it is in good working condition c. Horse is assessed for safety and suitability for the activity d. Horse is caught, lead, tethered prepared and tacked up in a safe and appropriate manner e. Quick release knot is demonstrated f. Equipment is fitted, correctly adjusted and suitable for the rider and horse
2. Mount and ride the horse	<ul style="list-style-type: none"> a. A suitable arena is chosen, free from hazards and obstacles b. Tack is checked before mounting c. Horse is mounted in a safe and balanced manner, using accepted procedures (from the ground or using a mounting block) d. Equipment is adjusted as necessary to fit the rider e. Horse is ridden through gaits (in each direction) in a balanced and calm manner, using recognised aids, with the rider having good control of the animal f. Horse is ridden in a group with others and alone, through a variety of movements in a confident fashion using aids appropriate to its training g. Aids are applied in a manner consistent with the training of the horse
3. Control horse with consideration of the safety of others	<ul style="list-style-type: none"> a. The rider is in control of the horse at all times b. The rider displays an understanding of safe zones for riding in a group c. Rider assesses hazards and acts appropriately and creatively to reduce their impact d. Rider displays understanding of safe procedures for emergency situations
4. Dismount and lead horse	<ul style="list-style-type: none"> a. Rider dismounts safely b. Rider leads the horse safely
5. Cool down and release horse	<ul style="list-style-type: none"> a. Horse is cooled down as necessary b. Equipment is removed, checked for wear or breakage, and stored in an appropriate manner c. Horse is released using safe procedures

Range of Variables

DEMONSTRATE BASIC HORSERIDING SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Aids used	<ul style="list-style-type: none"> a. legs b. weight c. hands d. voice e. training whips f. spurs
2. Balanced and controlled manner	<ul style="list-style-type: none"> a. sitting in balance with the horse, in time with its action b. communicating with the horse with smooth instructions c. keeping control of the speed and direction of the horse
3. Contextual issues	<ul style="list-style-type: none"> a. size of horse b. size of rider c. weather d. experience and riding discipline of rider e. training and behaviour of horse. f. environment in which activity will take place
4. Controlled conditions	<ul style="list-style-type: none"> a. under supervision b. minimal environmental hazards and obstacles c. good weather conditions d. quiet and reasonably tractable horses e. reasonable level terrain
5. Equipment	<ul style="list-style-type: none"> a. halters b. ropes c. towels d. brushes e. hoof picks f. saddles g. saddle cloths h. bridles i. martingales j. cruppers k. breastplates l. helmets m. boots n. markers o. cavaletti p. barrels q. paddock or other rugs r. sponges s. bandages
6. Gaits	<ul style="list-style-type: none"> a. walk b. trot c. canter
7. Hazards	<ul style="list-style-type: none"> a. horse out of control b. horses too close together c. aggressive horse (biting, kicking)

	<ul style="list-style-type: none"> d. horse misbehaving (rearing, bucking) e. fallen rider f. object frightening horses g. environmental hazards (obstacles, uneven surfaces, unsuitable fencing, slope of ground, broken wire, gates)
8. Personal equipment	<ul style="list-style-type: none"> a. clothing b. boots c. helmets
9. Required movements	<ul style="list-style-type: none"> a. turns b. halts c. circles d. reverses e. serpentines f. figures of eight g. riding towards and away from the group
10. Safe procedures	<ul style="list-style-type: none"> a. catching b. leading c. grooming d. picking out feet e. washing f. saddling g. bridling h. tethering i. mounting j. keeping distance from other horses k. response to fallen/injured rider in group l. dismounting m. unsaddling n. unbridling o. cooling down horse p. rugging q. releasing horse to paddock/stall r. lungeing

Evidence Guide

DEMONSTRATE BASIC HORSERIDING SKILLS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of basic horseriding and safety equipment, its use and care</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 apply knowledge of the principle of safe handling of horses to perform basic horseriding skills in controlled conditions</p> <p>c.2 apply basic horse psychology and behaviour patterns to control the horse in a controlled environment</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRO ORE 001A Prepare to participate in a supervised outdoor activity requiring basic skills</p> <p>b.2 SRO ORE 002A Participate in a supervised outdoor activity requiring basic skills</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRO EQU 001A Care for horses</p> <p>c.2 SRO EQU 002A Handle horses safely 1</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Common safe horse handling techniques</p> <p>a.2 Different horse related equipment</p> <p>a.3 Selection and use of horseriding equipment</p> <p>a.4 Social behaviour and vices of horses</p> <p>a.5 Gaits of horses</p> <p>a.6 Correct techniques for basic horseriding</p> <p>b. Underpinning skills</p> <p>b.1 Horse handling techniques</p> <p>b.2 Horse care</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to horses and a suitable location with controlled conditions. All assessment must:</p> <p>a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial establishment</p> <p>a.2 include quiet and reasonably tractable horses</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p>

- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. 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	-

SRO EQU 004A RIDE HORSES IN TRAINING TO ASSIST WITH THEIR EDUCATION

EQU

Equestrian activities

DESCRIPTION: This unit involves assisting with the management of the education of recreational and performance horses to be safely handled in a range of environments and situations. It includes riding horses in training and the safe application of tack as needed.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assist in the education of recreational and performance horses</p>	<p>a. Individual training and education needs of horses are assessed</p> <p>b. Suitable education program is sourced and evaluated and specific education programs for horses are designed and implemented</p> <p>c. Under supervision, horses are educated to work to the requisite industry standards</p>
<p>2. Protect the welfare of people and horses</p>	<p>a. All safety requirements for rider and horse, both general, those pertaining to safety and those pertaining to particular venues are followed</p> <p>b. Problems which may result in dangerous riding situations are identified and dealt with in an appropriate fashion</p> <p>c. Gear is checked for safety and adjusted prior to riding</p>
<p>3. Lunge horses to assist with their education, fitness and to assess their readiness to ride</p>	<p>a. Appropriate environment is chosen and prepared for lunging</p> <p>b. Appropriate tack is selected and fitted to horse as necessary and according to industry best practices</p> <p>c. Horse is taught to lunge in both directions at walk, trot and canter and is trained to voice commands</p> <p>d. Behavioural and/or educational problems are addressed using industry accepted techniques</p> <p>e. Horse's temperament, education, fitness and soundness are assessed according to its needs and level of education</p> <p>f. Horse is cooled down in an appropriate fashion</p> <p>g. Work is carried out in stipulated time frame</p>
<p>4. Apply riding skills</p>	<p>a. Riding skills are appropriate to work situations</p> <p>b. Horses are warmed up to, and down from, working paces and are exercised in a balanced manner in all required gaits</p> <p>c. Horses are entered to and from the work area in a safe manner</p> <p>d. Appropriate gear and techniques are identified and used to train behaviour of horses</p> <p>e. Aids are selected and used in a professional manner within industry standards and best practice</p> <p>f. Behaviour problems are addressed using industry accepted techniques</p> <p>g. Horses that are uneducated/green are ridden as part of the work routine</p> <p>h. Horses are educated to be worked in company or alone and are able to be handled with minimal risk to animal and handler</p>
<p>5. Monitor and modify the education of horses</p>	<p>a. Horses are assessed according to behaviour and safety requirements of the industry both pre and post education</p> <p>b. Progress of the horses is evaluated and recorded at various stages of the education phase</p>

Range of Variables

RIDE HORSES IN TRAINING TO ASSIST WITH THEIR EDUCATION

VARIABLE STATEMENT	CATEGORIES
1. Appropriate gear	<ul style="list-style-type: none"> a. a variety of bits, saddles, harness, halters, bridles, nose bands, breastplates, cruppers, martingales, b. lungeing cavesson, lungeing whip, lunge rein, roller, boots, bandages and side reins
2. Dangerous situations	<ul style="list-style-type: none"> a. traffic, people and surface hazards b. loose or out of control horses c. damaged or broken equipment d. horses in new environment e. extreme weather conditions f. bad footing in round yard (slippery, uneven) g. dangerous fencing in round yard
3. Education	<ul style="list-style-type: none"> a. work may be undertaken as a part of a team or as an individual, but must be managed to comply with industry standards b. may either be undertaken by the individual or organised through another person or facility
4. Industry standards and best practice	<ul style="list-style-type: none"> a. rider safety wear (approved helmets, clothing, gloves and footwear) b. rider obligations to horse, employer and public c. approved gear for horses d. training/recreation centre rules and regulations e. approved riding aids – whips and spurs f. codes of practice for animal welfare and handling of horses
5. Riding skills	<ul style="list-style-type: none"> a. horses of varying ages, experience and temperament b. horses ridden singly or with other horses where judgement of training and educational progress are exercised c. horses at varying stages of preparation or states of fitness d. horses worked on a variety of surfaces, in public or private facilities
6. Work environment	<ul style="list-style-type: none"> a. in the stable b. at different training and educating facilities c. at different locations and on different surfaces or in different environments, eg, beach, hills, roads, etc d. at competitions and other equestrian events e. with other horses or alone

Evidence Guide

RIDE HORSES IN TRAINING TO ASSIST WITH THEIR EDUCATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of techniques to assess training needs and train horses in the work environment b. Assessment of performance should be over a period of time covering all relevant categories of the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 demonstrate knowledge of industry required standards of behaviour of horses post education and training c.2 assess behaviour of horses post education and training against industry standards, rules or regulations in terms of handling, training and performance c.3 handling of horse in a variety of situations and with a variety of temperaments, c.4 assess potential of a variety of horses c.5 adhere to industry and local rules and regulations pertaining to the riding of horses in work and obligations within the industry c.6 working horses singly or with other horses in a controlled manner and according to instructions c.7 judge the pace, and identifying the gait at which a horse is working c.8 knowing animal health and welfare regulations c.9 interpret and implement work instructions c.10 report on the performance, health and well-being of horses
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX OHS 001A Follow defined occupational health and safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRO EQU 001A Care for horses b.2 SRO EQU 005A Handle horses safely 2 c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Principles of education of horses for recreational and performance purposes a.2 Normal behaviour, vices and undesirable traits and the identification of appropriate behaviour modification and corrective practices and procedures a.3 Welfare and care requirements of horses in work and industry and council requirements and regulations a.4 Knowledge of routine and first aid treatments for care of horses a.5 Knowledge of recording requirements for the education, feeding and veterinary care of individual horses a.6 Industry terminology related to the working and performance of horses a.7 Communication procedures within the establishment and the industry a.8 Procedures for reporting common hazards and hazardous situations a.9 Corrective action in dangerous situations

	<ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Safe handling of horses b.2 Ability to communicate effectively with staff designated to care for horses b.3 Implementation of principles of occupational health and safety b.4 Ability to communicate with employers and employees regarding individual horses potential, performance and needs b.5 Ability to communicate and report on the performance of horses at work b.6 Riding skills at intermediate standard (ie, ability to ride unsupervised)
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to: <ul style="list-style-type: none"> a.1 a private or commercial establishment and the full range of equipment normally associated with same a.2 a variety of horses in various stages of preparation, training and education as found in private or commercial establishments b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit may need to be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to training horses with different behaviours for different work routines
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in on the job or in a simulated situation by demonstration. All assessment must: <ul style="list-style-type: none"> a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial environment a.2 include a variety of horses at different stages of their training for recreational use a.3 include a range of quiet and reasonably tractable horses of different temperament, training and behaviour b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	1	2	1

SRO EQU 005A HANDLE HORSES SAFELY 2

EQU

Equestrian activities

DESCRIPTION: This unit builds on Handle Horses Safely 1. It refers to assisting and supervising others to identify and safely catch, control and handle horses.

ELEMENT	PERFORMANCE CRITERIA
1. Assist others to identify and safely catch, control and handle horses	<ul style="list-style-type: none"> a. Assistance and supervision are provided to others in the identification, catching and controlling of horses according to organisational procedures. b. Purpose of different gear as used to control and handle horses is identified c. Competence of self with regard to safe handling of very difficult/dangerous horses is assessed and assistance sought where necessary d. Instruction regarding the catching and controlling of horses as required by the organisation is given to others e. Competence of other workers with regard to individual horses is identified and minor tasks/roles are delegated accordingly

Range of Variables

HANDLE HORSES SAFELY 2

VARIABLE STATEMENT	CATEGORIES
1. Provide assistance to others	<ul style="list-style-type: none"> a. other stable employees b. veterinarians c. contractors d. goods and services suppliers e. farriers f. clients
2. Supervise others	<ul style="list-style-type: none"> a. other stable employees b. clients
3. Instructions	<ul style="list-style-type: none"> a. relayed instructions from supervisor or employer to others b. instructions to clients

Evidence Guide

HANDLE HORSES SAFELY 2

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of safe handling procedures in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of each of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 support others in handling horses in an appropriate manner</p> <p>c.2 follow instructions of supervisor or act autonomously, when appropriate, with regard to handling a range of horses</p> <p>c.3 describe the purpose of and use a range of gear for catching and controlling horses</p> <p>c.4 communicate appropriate instructions related to handling horses to others</p> <p>c.5 assess the level of an individual's competency to undertake a task when issuing instructions</p> <p>c.6 catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRO EQU 001A Care for horses</p> <p>a.2 SRO EQU 002A Handle horses safely 1</p> <p>a.3 SRX OHS 001A Follow defined occupational health and safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 The range and purpose of gear for catching and controlling horses</p> <p>a.2 Safe work practices when giving instructions</p> <p>a.3 Factors affecting effective working relationships/teams</p> <p>b. Underpinning skills</p> <p>b.1 Ability to catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle</p> <p>b.2 Giving receiving and interpreting instructions</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a variety of horses (at different stages of preparation/education) during the normal routine and operation of an establishment or workplace environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment. All assessment must:</p> <p>a.1 relate to horses in a recreational or training program, housed in an</p>

- appropriate private or commercial establishment
- a.2 include a variety of horses at different stages of their training for recreational use
- a.3 include a range of quiet and reasonably tractable to difficult but not dangerous horses of different temperament, training and behaviour
- b. In cases where the learner does not have the opportunity to cover all categories of each range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. 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

SRO EQU 007A MAINTAIN HEALTH AND SAFETY OF HORSES

EQU

Equestrian activities

DESCRIPTION: This unit incorporates the issues relating to housing, health and maintenance of riding horses.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accommodation for riding horses	a. Animal housing is arranged to meet environment, security, physical and emotional needs of the individual animal b. Safe environment for animals, free from hazards, is maintained c. Food storage areas and water supply are maintained, cleaned and kept free of contaminants d. Maintenance of animal housing is consistent with occupational health and safety legislation and animal welfare e. <i>Routine cleaning</i> and maintenance of stables, yards and paddocks is established which ensures a hygienic environment
2. Monitor and maintain a vaccination program	a. Vaccination requirements of horses are known and understood b. Vaccination program for horses is organised c. Documentation requirements regarding vaccination of individuals are known and maintained
3. Implement a parasite control program	a. Management program/s for internal and external parasite control are put into place b. Correct drenches/chemicals are administered to animal with reference to specific parasites, animal weight and condition c. External and internal parasites are identified
4. Implement a health maintenance program	a. Causes, symptoms and treatment of common illnesses and injuries are known b. Regular regime of checking animals for signs of illness/injury is carried out c. Communicable diseases are able to be identified and control measures implemented
5. Monitor and maintain rugging as required	a. Rugging is carried out in accordance with needs of individual animals consistent with their condition, the work they are performing and weather conditions
6. Implement a program of care and maintenance for the hoof of a horse	a. Horses hooves are picked regularly according to set routines b. Common hoof diseases/injuries are recognised and appropriate treatment arranged c. Common gait abnormalities are identified and appropriate corrective action implemented d. Horse shoes are appropriate to horses' needs e. Loose shoes are removed or straightened as necessary f. Basic farriery tools are selected for appropriate use g. Effective communication is maintained with farriers and appropriate records are kept h. Regular hoof care routine for horses is implemented
7. Implement a maintenance program for the horse's teeth	a. Teeth are examined for sharp edges or protrusions b. Abnormalities are identified and professional assistance obtained as required

Range of Variables

MAINTAIN HEALTH AND SAFETY OF HORSES

VARIABLE STATEMENT	CATEGORIES
1. Adequate water supply	<ul style="list-style-type: none"> a. plumbing fittings and fixtures protected for all seasons and weather conditions b. water supplies sourced to prevent carrying of heavy water containers c. water vessels/containers regularly checked, cleaned and disinfected
2. Common foot limb injuries/disorders	<ul style="list-style-type: none"> a. muscle injuries b. hock problems c. torn ligaments d. splints e. hoof injury
3. Farriery tools	<ul style="list-style-type: none"> a. hoof picks b. paring knife c. farrier's hammer d. anvil e. clinching pliers f. horseshoe nails
4. Gait abnormalities	<ul style="list-style-type: none"> a. cross firing b. scalping c. brushing d. over reaching
5. Hoof diseases and injuries	<ul style="list-style-type: none"> a. stone bruises b. laminitis c. cracked heel d. seedy toe e. thrush f. quarter cracks g. nail binding h. navicular disease i. abscesses j. greasy heel k. puncture wound
6. Individual management programs	<ul style="list-style-type: none"> a. vaccinations for horses which may include but are not restricted to strangles and tetanus b. teeth can be checked on 12 month rotation or according to organisation's procedures if shorter time required c. worming, skin checks d. adherence to regulations relating to interstate/overseas travel
7. Internal parasites	<p>internal parasites:</p> <ul style="list-style-type: none"> a. red or blood worm b. roundworm c. large and small strongyles d. tape worm e. pin worm f. lung worm g. thread worm h. bot

8. Management of external and internal parasites	<ul style="list-style-type: none"> a. topical dressings/washes are administered to manufacturer's specifications b. transmission of external parasites animal to animal is prevented by separation of gear and equipment cleaning, and disinfection and housing management c. accurate measurement of dosages for dressings/washes are utilised d. regulations for use of pharmaceutical substances are met and maintained e. drenches and worming medications are used to manufacturer's specifications or veterinary instruction f. parasitic conditions may relate to: ticks, lice, ulcers and worms, including bots g. adherence to individual state and overseas requirements in relation to parasites
9. Regular health and injury checks	<ul style="list-style-type: none"> a. feed and water containers are checked in order to ensure that horses are feeding and drinking appropriately b. faeces and urine are checked for abnormalities c. nostrils checked for discharge of signs of ill-health d. temperature checked e. changes to normal behaviour are noted f. pulse checked in foot g. weight loss or gain is checked h. legs checked for "heat", swelling, cuts, etc i. feet checked for loose/worn and ill fitting shoes, contracted heels and long toes, cracks j. back injuries and signs of soreness k. check teeth and eye of animal l. injury relating to ill fitting equipment, eg, rugs m. check for lameness
10. Regular regime in relation to health maintenance and parasite control	<ul style="list-style-type: none"> a. daily and other inspections b. reference to climatic and local conditions in respect of internal/external parasites c. type and use of animal
11. Removal of waste animal and veterinary material	<ul style="list-style-type: none"> a. adherence to local health regulations
12. Routine cleaning	<ul style="list-style-type: none"> a. all regular cleaning of horses' environments on a daily, weekly or other basis b. all ground level areas kept clean of animal droppings and urine, rubbish, and any hazardous material c. stables or yards kept free from faeces/urine d. yards, boxes and housing arrangements with the inclusion of water vessels and containers
13. Rugs	<ul style="list-style-type: none"> a. may include: paddock, stable, dress, anti-sweat, dust sheets b. materials used include: canvas, jute, wool, cotton, various synthetic materials
14. Safe accommodation	<ul style="list-style-type: none"> a. entries/walls/surrounds are free from sharp or dangerous protrusions b. accommodation is suitable for a mix of sex and to cater for dominant/submissive behaviours c. stables are of an appropriate size and are sited to prevent exposure to extreme climatic conditions d. paddocks / yards are sited to provide shelter from the elements, with safe footing, free of hazards and large enough to comfortably house the horses

15. Safe and secure storage	<ul style="list-style-type: none"> a. food in sealed/ rodent proof bins/containers b. waste animal and veterinary materials in appropriately designed bins or containers including needle/syringe disposal c. traps/baits/poisons and cleaning agents are stored and/or used subject to Occupational Health and Safety regulations
16. Skin ailments and external parasites	<ul style="list-style-type: none"> a. symptoms of common skin ailments: <ul style="list-style-type: none"> a.1 ringworm a.2 fungal infection a.3 rain scald a.4 eczema a.5 sunburn b. bites: <ul style="list-style-type: none"> b.1 bee stings b.2 march fly b.3 buffalo fly b.4 ticks b.5 mosquito bites b.6 snake c. external parasites: <ul style="list-style-type: none"> c.1 lice c.2 bot
17. Suitable bedding	<ul style="list-style-type: none"> a. straw b. sand c. sawdust / shavings d. ricehulls

Evidence Guide

MAINTAIN HEALTH AND SAFETY OF HORSES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of routine health maintenance programs for horses, and of diseases and illnesses to which horses are susceptible in the work environment b. Assessment of performance should be over a period of time covering all categories of each of the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 apply principles of animal welfare c.2 demonstrate housing and care requirements of horses c.3 understand and apply minimum welfare and/or council requirements and regulations and individual animal requirements c.4 demonstrate remedial first aid procedures for horses c.5 recognise symptoms of common diseases and injuries to horses c.6 demonstrate knowledge of relevant rules, regulations and legislation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRO EQU 001A Care for horses a.2 SRO EQU 002A Handle horses safely 1 a.3 SRX OHS 001A Follow defined occupational health and safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRO EQU 005A Handle horses safely 2 c.2 SRO EQU 006A Apply first aid for horses
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Gear to catch, transport and handle horses a.2 Social behaviour and vices of horses a.3 Common safe horse handling techniques a.4 The principles of horse welfare and safe work practices a.5 Basic ailments and injuries common to horses a.6 Equine parasites/worms b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to access sources of information relevant to instructions b.2 Catching, transport and handling horses b.3 Ability to match assessment of task to personal ability to undertake the task b.4 Effective communication skills to seek information, advice and/or assistance b.5 Ability to relay information from others to supervisor or employer

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to recreational establishments or competition stables with a variety of horses (at different stages of preparation/education). It will be necessary for assessment to occur during the normal routine and operation of an establishment or workplace environment. All assessment must:</p> <ul style="list-style-type: none"> a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial environment a.2 include a variety of horses at different stages of their training for recreational use a.3 include a range of horses of different temperament, training and behaviour <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated on the job or in a simulated situation b. In cases where the learner does not have the opportunity to cover all relevant categories of each range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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

**SRO EQU 008A DEMONSTRATE HORSERIDING SKILLS IN
TRACKED AREAS**

EQU Equestrian activities

DESCRIPTION: This unit covers the knowledge and skills required to independently ride horses for up to a day's duration along trails in good conditions in areas that have some terrain hazards.

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate horseriding skills in a trail ride situation	a. Mount and dismount in a safe manner in an open environment without assistance b. Appropriate posture is adopted for horseriding, with the horse being controlled in a safe and effective manner c. A good rhythm is established and maintained d. Obstacles are negotiated in a safe manner e. Appropriate ascending technique is demonstrated on inclines f. Appropriate descending technique is demonstrated on inclines g. Minimum impact procedures are applied
2. Ride in a safe manner	a. Hazards are identified and risks are minimised or eliminated where possible b. Measures are taken to guard personal and group safety c. The safety of others is considered while riding

Range of Variables

DEMONSTRATE HORSERIDING SKILLS IN TRACKED AREAS

VARIABLE STATEMENT	CATEGORIES
1. Ascending techniques	a. standing up in stirrups with weight forward to assist horse's movement
2. Descending techniques	a. sitting deep in the saddle with the body in line with the slope of trees growing on the slope/incline
3. Good rhythm	a. assisted by few stops and starts and changes of pace, with all members of group keeping a steady flowing pace appropriate for both large and small animals
4. Hazards	a. loose rocks b. tree roots c. low boughs d. slippery or unstable terrain e. fauna (eg, snakes, biting insects, crocodiles) f. flora (eg, stinging trees and nettles) g. storms, lightning, and unforeseen changes in weather conditions
5. Obstacles	a. rivers b. low boughs on trees c. logs d. rocks e. exposed areas
6. Regulations and rules	a. minimum impact procedures b. "country code" c. local and other Government regulations re use of National Parks, beaches and roads d. industry standards for maximum workload for horses
7. Risks	a. injuries (to horse or rider) b. exhaustion (of horse or rider) c. misbehaviour by horse (bolting, fighting) d. falling e. broken equipment f. heat exhaustion or hypothermia g. health problems (asthma, nosebleeds)
8. Safety of others	is considered through: a. appropriate speed b. group management (especially distance between horses) c. observation of fatigue levels d. definition of age and experience e. care of equipment f. choice of tracks g. mobile communication system
9. Trail conditions	a. marked trail with some hazards such as tree roots, overhanging branches, creeks with knee-deep water b. good weather conditions c. reasonable level terrain with no steep ascents, descents or gullies

**10. Trail ride
environment**

- a. bushland
- b. arid areas
- c. alpine areas
- d. rainforest
- e. beaches
- f. paddocks
- g. tracks and roads

Evidence Guide

DEMONSTRATE HORSERIDING SKILLS IN TRACKED AREAS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of equipment (safety and personal), clothing, food and water selection for self and horse for rides of up to a day's duration in good conditions</p> <p>b. Assessment of performance should be over a period of time on different trails covering a minimum of 3 categories of trail ride environment with the trail conditions and relevant risks and hazards from the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 demonstrate basic ability to ride with confidence and good style on tracks/trails</p> <p>c.2 cope with a limited range of hazards and obstacles</p> <p>c.3 travel along a variety of tracks and differing terrain</p> <p>c.4 handle horse to ensure the safety of self and others</p> <p>c.5 understand use of equipment and apply this knowledge to its correct use</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRO ORE 001A Prepare to participate in a supervised outdoor activity requiring basic skills</p> <p>a.2 SRO ORE 002A Participate in a supervised outdoor activity requiring basic skills</p> <p>a.3 SRO EQU 003A Demonstrate basic horseriding skills</p> <p>a.4 SRO EQU 006A Apply first aid for horses</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRO ORE 003A Prepare to participate in outdoor activities</p> <p>b.2 SRO ORE 004A Participate in outdoor activities</p> <p>b.3 SRO OPS 002A Plan for minimal environmental impact</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 TDT H2 97 Plan and navigate routes</p> <p>c.2 SRO NAV 001A Navigate in tracked or easy untracked areas</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 First aid knowledge appropriate to the location and level of responsibility</p> <p>a.2 Minimum impact code</p> <p>a.3 Equipment selection, use and maintenance</p> <p>a.4 Fluid and nutritional requirements</p> <p>a.5 Navigation techniques appropriate to the location</p> <p>a.6 Emergency and rescue procedures appropriate to the location</p> <p>a.7 Application of weather information</p> <p>a.8 Clothing selection</p> <p>a.9 Horse first aid</p> <p>b. Underpinning skills</p> <p>b.1 first aid skills appropriate to the location and level of responsibility</p> <p>b.2 horse handling and riding</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a horse and a suitable location for the conduct of rides in tracked areas</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to different tracks
6. Context for assessment	<p>a. Competency must be demonstrated whilst participating in horse trail rides in tracked areas</p> <p>b. In cases where the learner does not have the opportunity to cover a minimum of 3 categories of trail ride environment with the trail conditions and relevant risks and hazards from the range of variable statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	-

SRO EQU 010A DETERMINE NUTRITIONAL REQUIREMENTS FOR RECREATIONAL OR COMPETITION HORSES

EQU

Equestrian activities

DESCRIPTION: This unit involves the assessment of the nutritional requirements of specific animals, the formulation of rations and the assessment of nutritional suitability and outcomes.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Interpret the nutritional requirements for horses</p>	<p>a. Nutritional principles are applied to the formation of individual food rations for the range of horses in care</p> <p>b. Food rations are appropriate to horses' condition, environment, workload and stage of training</p> <p>c. Paddocked horses are offered supplementary feed in line with available standing feed and their individual needs</p>
<p>2. Assess the range of food, additives and supplements for horses</p>	<p>a. Food is selected on the basis of quality, species and nutritional and economic value for a particular horse</p> <p>b. Supplements and food additives are assessed on the basis of active ingredients, price and nutritional needs for specific horses</p>
<p>3. Establish and monitor individual feeding regimes</p>	<p>a. Individual horses are assessed for condition and nutritional needs in relation to work requirements, individual taste and behaviour</p> <p>b. Individual horse's eating behaviour, food intake and work level is known and records maintained where appropriate</p> <p>c. Horses are feed at appropriate times and records are kept according to stable practice.</p>

Range of Variables

DETERMINE NUTRITIONAL REQUIREMENTS FOR RECREATIONAL OR COMPETITION HORSES

VARIABLE STATEMENT	CATEGORIES
1. Food rations	<ul style="list-style-type: none"> a. a variety of grains and energy sources b. local varieties/species of grass/pasture, hays and fodders c. pre-packaged food or bulk base food
2. Individual feeding regimes	<ul style="list-style-type: none"> a. age effects b. gender effects c. level of work d. individual taste e. size f. location of work and feeding (itinerant) g. normal habitat (stable/yard/paddock)
3. Quality influences in food	<ul style="list-style-type: none"> a. presence/absence of mould or rot b. age of material c. rodent or other spoilage d. type of grass or grain species
4. Supplements	<ul style="list-style-type: none"> a. vitamins b. oils c. calcium d. electrolytes e. potassium f. iron g. hoof hardener (Biotin) h. molasses i. mineral salt lick

Evidence Guide

DETERMINE NUTRITIONAL REQUIREMENTS FOR RECREATIONAL OR COMPETITION HORSES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of factors affecting the nutritional requirements of different horses in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 prepare and provide balanced diets and food for horses (including problem eaters) , demonstrating an understanding of quality, type and value of feed and needs of individual horses</p> <p>c.2 demonstrate a basic knowledge of the nutritional composition of common food</p> <p>c.3 prepare and provide food to tempt problem eaters and obtain satisfactory results with these</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRO EQU 001A Care for horses</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Underpinning knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Sources and importance of energy, protein, fibre, minerals and vitamins in food rations</p> <p>a.2 Nutritional requirements with respect to the animals age, needs while spelling, training and working</p> <p>a.3 Interaction between the use of any food and or additives that may contravene industry regulations</p> <p>a.4 Environment (if on trail rides) and amount of food which can be carried</p> <p>a.5 Recognition of range of poisonous plants and their effects on grazing horses and the nutritional values of standing feed</p> <p>b. Underpinning skills</p> <p>b.1 Safe handling and feeding of horses</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to</p> <p>a.1 a commercial horseriding establishment and the full range of equipment normally associated with same</p> <p>a.2 a variety of horses in various stages of preparation and as found in most establishments</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit may need to be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable nutritional requirements for different horses</p>
<p>6. Context for</p>	<p>a. Competency must be demonstrated in a real work environment on the</p>

assessment

- job or in a simulated situation. All assessment must:
- a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial environment
 - a.2 include a variety of horses at different stages of their training for recreational use
 - a.3 include a range of quiet and reasonably tractable horses of different temperament, training and behaviour
 - b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
 - c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	2	1

SRO EQU 011A PLAN CONDITIONING AND TRAINING PROGRAMS FOR RECREATIONAL OR COMPETITION HORSES

EQU

Equestrian activities

DESCRIPTION: This unit involves the planning and preparation of conditioning and training programs for a number of recreational and performance horses given a variety of potential circumstances.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare individual conditioning and training programs for horses	<ul style="list-style-type: none"> a. Planning, including the accommodation, treatment and handling of individual horses, acknowledges individual differences including temperament and behaviour b. Physical imperfections (conformation faults), injuries and soreness of individual animals are considered in the planning process c. Principles of conditioning and recreational and performance training of horses are applied to the planning process d. Planning is undertaken to achieve the goals and needs of the owner/employer/establishment and are appropriate to the role that the animal needs to fulfil.

Range of Variables

**PLAN CONDITIONING AND TRAINING PROGRAMS FOR
RECREATIONAL OR COMPETITION HORSES**

VARIABLE STATEMENT	CATEGORIES
1. Industry personnel	a. other instructors, veterinarians, other horse health specialists, breeders, owners, farriers, stablehands, stable managers and sports officials
2. Industry rules and regulations	a. the registration and licensing of animals and others associated with performance horses b. the safety of animals and others
3. Planning	a. must be undertaken as an individual (may include consultation with a variety of personnel) b. variety of horses at various stages of training/conditioning

Evidence Guide

PLAN CONDITIONING AND TRAINING PROGRAMS FOR RECREATIONAL OR COMPETITION HORSES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of factors to consider when planning conditioning and training programs for horses in the work environment b. Assessment of performance should be over a period of time covering a variety of horses at various stages of training/conditioning in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 design conditioning and training programs to optimise the performance of horses c.2 prepare and adjust plans for a variety of horses with differing capabilities and/or performance expectations/requirements c.3 demonstrate knowledge of the housing and care requirements of horses in work c.4 demonstrate understanding of the animal welfare and/or sporting association requirements and regulations and individual animal requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRO EQU 004A Ride horses in training to assist with their education b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRO EQU 012A Train and condition horses for trailrides
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Principles of conditioning horses for work and/or a range of performance sports a.2 Principles of feed and nutrition of horses in training and work a.3 Awareness of fitness indicators of given individuals at various stages of a work, training or competition program a.4 Spelling requirements for horses a.5 Feeding, housing and care requirements a.6 Routine and first aid treatments for horses a.7 Basic conformation faults, their implications for recreation and performance horses and identification of training and conditioning methods appropriate to those faults a.8 Recording requirements for the training, feeding and veterinary care of individual horses b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to assess the potential of a range of horses for use as recreational mounts or performance horse and prepare conditioning program as needed b.2 Ability to communicate with owners and employees regarding individual horses needs
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to: <ul style="list-style-type: none"> a.1 a private or commercial establishment and the full range of equipment normally associated with same a.2 a variety of horses in various stages of preparation, training and

	<p>education as found in private or commercial establishments will be required</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines adequate assessment will require access</p>
5. Consistency in performance	<p>a. This unit may require assessment over a period of time in order to achieve competency in the development of training and conditioning programs for different horses with different requirements</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment on the job or in a simulated situation. All assessment must:</p> <p>a.1 relate to horses in a recreational or training program, housed in an appropriate private or commercial environment</p> <p>a.2 include a variety of horses at different stages of their training for recreational use</p> <p>a.3 include a range of quiet and reasonably tractable horses of different temperament, training and behaviour</p> <p>b. In cases where the learner does not have the opportunity to cover variety of horses at various stages of training/conditioning in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	1	1	2	1

GOLF

GOL

Contents

SRS GOL 001A Teach and / or develop advanced skills of golf	1
SRS GOL 002A Apply the advanced tactics and strategies of professional golf in a competitive situation	8
SRS GOL 003A Undertake advanced appraisal and alteration of equipment in golf	13
SRS GOL 004A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation.....	20
SRS GOL 005A Manage the format and results of golf competitions and tournaments.....	25
SRS GOL 006A Develop and manage junior development programs in golf	29
SRS GOL 007A Manage on course golf shop operations.....	33

SRS GOL 001A TEACH AND / OR DEVELOP ADVANCED SKILLS OF GOLF

GOL Golf skills

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to teach or develop advanced skills of golf.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse an advanced skill of golf</p>	<p>a. The bio-mechanical and ball flight laws, principles and preferences are identified and documented in the context of golf skills and their influences</p> <p>b. Cause and effect relationships are identified and their relationship to error identification and correction are documented</p> <p>c. The golf swing and its purpose identified and the swing is broken into components, of pre - swing (set-up), backswing and forward swing fundamentals</p> <p>d. Observable body movements are identified for each stage of the swing in priority of importance and options to performance of the swing in regards to pre-swing and in-swing fundamentals</p> <p>e. Variances in swing mechanics are identified for an extensive variety of shot types</p> <p>f. Preference options are identified in terms of their implications to final performance</p> <p>g. Swing fundamentals are explained in terms of their effect on the ball flight laws, principles and preferences</p> <p>h. A variety of techniques of the advanced skills of golf are critically evaluated</p> <p>i. Technology is utilised to assist the assessment of technique (ie. video assessment and/or computer enhanced assessment systems)</p>
<p>2. Identify preferred teaching methods and coaching / teaching styles to develop the advanced skills of golf</p>	<p>a. Teaching methods are identified and explained in the context of specific skills</p> <p>b. The types and use of feedback in coaching/teaching are established during explanation</p> <p>c. The use of appropriate demonstrations when coaching/teaching is established during explanation</p> <p>d. The types and use of questions in the coaching/teaching process is established during explanation</p> <p>e. The types and use of coaching or teaching styles in relation to a range of coaching/teaching situations is established during explanation</p> <p>f. The type and style of explanation and terminology is appropriate to the learner</p> <p>g. Teaching strategies are identified in terms of the “Wiren Teaching Model”</p> <p>h. Teaching methodology is matched to the learners preferred learning style</p>
<p>3. Assess player/s readiness to acquire and perform the advanced skill/s of golf</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Factors in relation to skill acquisition and the physical attributes of the players which affect the acquisition of the advanced skills of golf are identified and described</p> <p>c. Player/s readiness to acquire the advanced skill being taught or developed is assessed</p> <p>d. Player/s physiological make-up is assessed (screened) and remedial measures identified to assist in the player's readiness to acquire and</p>

	<p>perform the skill</p> <p>e. A variety of assessment strategies are employed to undertake an assessment of the players readiness</p>
<p>4. Conduct drills, activities and/or games to teach or develop the advanced skills of golf</p>	<p>a. Teaching methods and coaching/teaching styles are selected to match the player/s readiness, the environment, the advanced skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely for golf</p> <p>d. Where appropriate, teaching aids and technological devices are used to supplement presentations and to assist in diagnosis of errors and their correction</p> <p>e. While adjusting or refining skills on an individualised basis emphasis is placed on practical involvement</p> <p>f. The player/s drills, activities and/or games are observed to ensure they are conducted in accord with the rules, regulations, policies safety considerations and accepted best practice of golf</p> <p>g. Player/s skill execution is observed, analysed and a range of correction techniques are applied to all learning stages and player ability levels</p> <p>h. Specific and appropriate correction techniques are applied to improve skill execution on an individualised and/or group basis and is dependant upon the player's learning style</p> <p>i. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>j. A variety of monitoring techniques are employed to assess progress</p> <p>k. The teaching method and coaching/teaching style are monitored during the instruction of the skill and assessed following the instruction</p> <p>l. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience is achieved</p>
<p>5. Review and adapt the teaching of an advanced skill in response to feedback</p>	<p>a. Relevant points of emphasis are made before, during and/or after presentation/s</p> <p>b. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring</p> <p>c. Player/s are given the opportunity and encouraged to comment and/or ask questions</p> <p>d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions</p>

Range of Variables

TEACH AND / OR DEVELOP ADVANCED SKILLS OF GOLF

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in golf	<ul style="list-style-type: none"> a. the National Activity Organisation <i>Coaches Code of Ethics</i> policy b. the <i>Australian Coaching Council's Coaches Code of Ethics</i> policy c. the culture of the sport d. golf policies (eg, <i>Anti doping policy, National Activity Organisation Policies and procedures manual</i>) e. accreditation of coaches through National Coaching Accreditation Scheme f. <i>Australian Sports Commission Harassment free sport Guidelines</i> g. gender equity
2. Advanced skills of golf	<ul style="list-style-type: none"> a. grip aim and set-up (pre-swing) b. all shots relate to the laws, principals and preferences, for example: <ul style="list-style-type: none"> b.1 full swing b.2 pitching b.3 chipping b.4 bunker play b.5 putting c. cause and effect relationships d. swing mechanics
3. Communicate in a style appropriate to the players	<ul style="list-style-type: none"> a. age b. advanced golf terminology c. sensory or intellectual impairment (eg, sight loss or hearing loss) d. the culture of the sport
4. Conditions and external influences include	<ul style="list-style-type: none"> a. environmental/weather conditions b. golf course access c. cost to participate (eg, green fees, specialised equipment and dress) d. course condition
5. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to teach or develop the advanced skills of golf b. such as those described in the <i>National Activity Organisation Teaching Manual</i> c. should include: <ul style="list-style-type: none"> c.1 <i>National Activity Organisation National skills test</i> c.2 impact drills c.3 entering and terminal performance tasks c.4 posture drills c.5 swing plane c.6 release drills c.7 on course modified games, eg, two ball worst ball d. an extensive use of teaching aids and technological devices such as computer swing and/or video analysis should be utilised in conjunction with appropriate drills
6. Monitoring techniques	<ul style="list-style-type: none"> a. handicap / score averages b. <i>National Activity Organisation National Skills Test</i> c. round analysis and performance charting d. carry distance profiling

7. Organisation's health and safety requirements; safe and appropriate dress; and equipment	include <ul style="list-style-type: none"> a. teaching bay and range organisation b. personal equipment c. golf etiquette d. pre lesson fitness screening
8. Player ability	a. player abilities range from beginner to elite (the definition of elite is a player competing on the National Activity Organisation tour and/or represented to a National standard)
9. Resources	<ul style="list-style-type: none"> a. appropriate golf equipment to suit a range of players is assessed and prescribed by the coach, eg, age, playing ability etc b. health and safety provisions c. golf course and/or range d. teaching aids and technological devices, eg, computer swing and/or video analysis e. charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts, etc
10. Rules, policies and regulations	<ul style="list-style-type: none"> a. current editions of the "<i>Royal and Ancient</i>", <i>United States Golfers' Association and Australasian Tour Rules of Golf</i> and <i>conditions of play</i> b. best practice codes of ethics such as: <ul style="list-style-type: none"> b.1 the <i>National Activity Organisation coaches code of ethics</i> policy b.2 the <i>Australian Coaching Council's Coaches code of ethics</i> c. policies of the employer organisation such as: <ul style="list-style-type: none"> c.1 <i>National Activity Organisation's anti - doping policy</i> c.2 <i>Australian Sports Commission harassment-free sport guidelines</i>
11. Teaching Method	a. <i>Wired Teaching Model</i>

Evidence Guide

TEACH AND / OR DEVELOP ADVANCED SKILLS OF GOLF

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the drills, activities and games to teach or develop the advanced skills of golf b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide a safe teaching environment c.2 Teach and correct advanced golf skills across all player ability levels c.3 Use and select advanced monitoring techniques to review and adapt coaching methods to improve performance c.4 Evaluate whether conditions are suitable to commence the training c.5 Observe players and recognise when and how intervention should take place to improve individual skill performance c.6 Apply appropriate technological aids c.7 Apply appropriate teaching drills c.8 Adapt practice/learning outcomes based on age and physical ability of the player c.9 Determine a suitable teaching/practice program specific to the learner via a review of monitoring techniques and performance goals c.10 Determine player goals and undertake a teaching program which reflects these c.11 Assess progress in light of the pre determined goals c.12 Apply suitable monitoring techniques to the player c.13 Demonstrate practice techniques that ensure practice time is qualitative and quantitative c.14 Demonstrate the prescription of practice strategies that involve "range" practice and "on course" practice c.15 Demonstrate the use of technology to assist in technique analysis (ie. video and computer enhancement systems)
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit: <ul style="list-style-type: none"> a.1 SRX CAI 011A Plan and prepare for clients to meet the needs of high level participation a.2 SRX CAI 012A Conduct, monitor and adjust high performance programs a.3 SRS GOL 005A Manage the format and results of golf competitions and tournaments b. This unit must be assessed in conjunction with the following unit: <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit: <ul style="list-style-type: none"> c.1 Nil
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Advanced skills of golf in order to teach these skills to others a.2 The cause and effect relationships in the advanced skills of golf a.3 Terminology and its application to the advanced skills of golf a.4 Drills, activities and games to teach the advanced skills of golf a.5 Rules and regulations of golf in to instruct others in these a.6 Relevant equipment and safety requirements for safe participation in golf

	<ul style="list-style-type: none"> a.7 Golf organisation and governance in order to conduct sessions in compliance a.8 Golf etiquette, both amateur and professional in order to pass this information on to others b. Underpinning skills <ul style="list-style-type: none"> b.1 Player ability to scoring average of 4.0 over 40 rounds against par calculation on 80% of all rounds played at National Activity Organisation approved events b.2 Skills used to apply the rules of golf b.3 Ability to provide demonstrations to participants as part of the training session b.4 Ability to analyse a variety of performances in order to develop appropriate teaching methods b.5 Ability to detect errors via observation and apply appropriate corrections using a variety of suitable drills and teaching aids b.6 Ability to detect patterns of errors, by use of round analysis charts and statistical results b.7 Ability to practically demonstrate the complete range of advanced skills of golf to a standard acceptable to the National Activity Organisation b.8 Ability to monitor and modify the teaching method and coaching style as appropriate
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf facility, equipment, participants competing at appropriate levels, approved player ability events b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. In order to ensure consistency of performance, competence in this unit must be assessed: <ul style="list-style-type: none"> a.1 over six sessions (biannually with a minimum of 3 months between each assessment) a.2 with a variety of player ages and abilities ranging from beginner to elite a.3 in a variety of settings ie. group and individual sessions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include: <ul style="list-style-type: none"> c.1 observation of the coach in action c.2 a written exam on the underpinning knowledge component as stated above c.3 a written review of case studies c.4 video / computer analysis of a variety of case studies c.5 a skills test on the underpinning skills component as stated above c.6 a written review of coaching evaluations d. 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

SRS GOL 002A

APPLY THE ADVANCED TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

GOL

Golf

DESCRIPTION: This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to teach or develop the advanced tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1. Assess player/s readiness to implement Advanced tactics and strategies of golf	<ul style="list-style-type: none"> a. The advanced tactics and/or strategies to be developed are identified b. Player/s are assessed regarding their readiness to acquire the advanced tactics and strategies being taught or developed c. Factors which affect the acquisition of the advanced tactics and strategies of golf are identified
2. Pre-Match / game / competition analysis and preparation	<ul style="list-style-type: none"> a. Player/s are prepared in accord with psychological approaches commonly used at advanced levels within golf b. Strengths and weaknesses are analysed and decisions regarding hole by hole game plans are made accordingly c. Strengths and weaknesses of opposition player/s are analysed and own players are advised on how to approach their opponents (in terms of match play competition) d. The individual golf course is reviewed and its relevance to the strengths and weaknesses of the player and application of the appropriate game plan assessed e. Pressure drills are undertaken in practice to assist in identifying player mental strengths and weaknesses f. Pre match routines are set in view of the player's preferences
3. In-Match / game / competition analysis and decision making	<ul style="list-style-type: none"> a. Psychological approaches commonly used at advanced levels within golf are adopted to enhance performance b. Pre shot routines are devised and refined based on individual player differences and preferences c. Post shot routines are devised and refined based on individual player differences and preferences d. Strengths and weaknesses of player/s in relation to shot by shot requirements are analysed and decisions regarding shot selection are made accordingly e. Stage and situation of the round is monitored and hole by hole/shot by shot tactics are made in accord with best practice associated with advanced levels of golf f. Statistics are analysed and relevant adjustments are made g. Visualisation skills are devised and refined to enhance performance based on individual player differences and preferences
4. Post Match / game / competition analysis and follow-up	<ul style="list-style-type: none"> a. Psychological approaches commonly used at advanced levels within golf are adopted to debrief players b. Strengths and weaknesses of the player/s in relation to the round/tournament are analysed and recorded for future referral c. Statistics are analysed for future referral

Range of Variables

APPLY THE ADVANCED TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in golf	<ul style="list-style-type: none"> a. the National Activity Organisation <i>Coaches Code of Ethics</i> policy b. the <i>Australian Coaching Council's Coaches Code of Ethics</i> policy c. the culture of the sport d. golf policies (eg, <i>Anti doping policy, National Activity Organisation Policies and procedures manual</i>) e. accreditation of coaches through National Coaching Accreditation Scheme f. <i>Australian Sports Commission Harassment free sport Guidelines</i> g. gender equity
2. Activities and games to teach or develop the advanced tactics and strategies of golf	<ul style="list-style-type: none"> a. those described in the <i>National Activity Organisation Teaching Manual</i> b. examples include: <ul style="list-style-type: none"> b.1 National Activity Organisation Skills Test for developing shot reliability under match conditions b.2 2 Point golf for developing shot reliability under match conditions b.3 practice rounds b.4 Aussie Rules Golf b.5 2 Ball worst Ball b.6 practice rounds using reduced number of clubs
3. Advanced tactics and strategies of golf	<ul style="list-style-type: none"> a. risk b. shot/club selection and placement c. stage of the round (holes remaining)) d. lie e. hazards f. wind g. distance h. hole shape i. decision making/shot shape required - trajectory j. scoring k. dealing with delay l. pre shot routine and the "decision line" m. dealing with poor shot results/thought stoppage n. tournament tactics and round tactics
4. Psychological approaches	<ul style="list-style-type: none"> a. motivation b. goal setting c. visualisation
5. Resources	<ul style="list-style-type: none"> a. appropriate golf equipment to suit a range of players is assessed and prescribed by the coach eg, age, playing ability b. health and safety provisions c. golf Course and/or range d. teaching aids and technological devices eg, computer swing and/or video analysis e. charts, mirrors, impact bags, hinged clubs, splash boards, putting alignment disks, lie boards, shafts

6. Rules, policies and regulations

- a. current editions of the “*Royal and Ancient*”, *United States Golfers’ Association and Australasian Tour Rules of Golf*’ and conditions of play best practice codes of ethics such as:
 - a.1 the *National Activity Organisation Coaches Code of Ethics* policy
 - a.2 the *Australian Coaching Council’s Coaches Code of Ethics*
 - a.3 policies of the employer organisation such as:
 - a.4 *National Activity Organisation’s Anti - doping policy*
 - a.5 *Australian Sports Commission Harassment-Free Sport Guidelines*

Evidence Guide

APPLY THE ADVANCED TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the activities, discussions, games and other strategies to teach or develop the advanced tactics and strategies of golf b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Observe a player and recognise when and how intervention should take place to improve individual tactics and strategies c.2 Select appropriate learning environment for tactical development c.3 Devise strategies that empower the player to make on course changes to game plans due to changing circumstances c.4 Devise strategies that empower the player to make decisions for each shot based on the previously listed set of variables
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX CAI 011A Plan and prepare for clients to meet the needs of high level participation a.2 SRX CAI 012A Conduct, monitor and adjust high performance programs a.3 SRS GOL 005A Manage the format and results of golf competitions and tournaments b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Accepted psychological theory as it applies to advanced tactics and strategies of golf a.2 Activities and games to teach the advanced tactics and strategies of golf a.3 Rules and regulations of golf in order to pass this information onto others a.4 Relevant equipment and safety requirements (this may include Occupational Health and Safety and legislative requirements for some sports) b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills used to apply the rules of golf (eg, movement, voice, use of technical aids, judgement, reporting etc) b.2 Ability to provide accurate demonstrations at a standard exceeding that expected from the participating learner (ie, self, other athletes as models, videos, etc) b.3 Assess the strengths and weaknesses of player/s and opponents b.4 Devise pre and post match and shot routines in order to improve skill
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf facility, equipment, participants competing at appropriate levels, approved player ability events

	<p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. In order to ensure consistency of performance, competence in this unit must be assessed:</p> <p>a.1 over six sessions (biannually with a minimum of 3 months between each assessment)</p> <p>a.2 with a variety of player ages and abilities ranging from beginner to elite</p> <p>a.3 in a variety of settings ie, group and individual sessions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include:</p> <p>c.1 observation of the coach in action</p> <p>c.2 a written exam on the underpinning knowledge component as stated above</p> <p>c.3 a written review of case studies</p> <p>c.4 a skills test on the underpinning skills component as stated above</p> <p>c.5 a written review of coaching evaluations</p> <p>d. 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</p>

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

SRS GOL 003A

UNDERTAKE ADVANCED APPRAISAL AND ALTERATION OF EQUIPMENT IN GOLF

GOL

Golf

DESCRIPTION: This unit covers the knowledge and skills required to use appraisal methods, repair and construction skills to undertake appropriate advanced fitting and repair/alteration of golf equipment.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Advanced appraisal golf equipment</p>	<p>a. The bio-mechanical and ball flight laws, principles and preferences are explained in the context of golf equipment design. Cause and effect relationships are identified and their relationship to equipment/ component design and fitting are made</p> <p>b. Variances in equipment designs are identified for an extensive variety of performance requirements</p> <p>c. Preference options are identified in terms of their implications to final performance</p> <p>d. Fitting principle options are identified and applied</p> <p>e. A variety of equipment designs and their suitability to a variety of swing types and player ability levels is critically evaluated</p>
<p>2. Identify preferred equipment designs and fitting methods to enhance the advanced skills of golf</p>	<p>a. Fitting methods are identified and explained in the context of specific skills</p> <p>b. Explanation establishes the use of appropriate procedures when appraising equipment and fitting it</p> <p>c. Explanation establishes the types and use of questions in the fitting process</p> <p>d. The type and style of explanation and terminology is appropriate to the fitting process</p> <p>e. Fitting strategies are explained and undertaken in terms of the dynamic fitting model</p> <p>f. Equipment recommendations are made in accordance with the players ability level and performance requirements</p>
<p>3. Identify acceptable methods of equipment repair and alteration</p>	<p>a. Explanation establishes the use of appropriate procedures when repairing and altering equipment</p> <p>b. The type and style of explanation and terminology is appropriate to the repair/alteration process</p> <p>c. Procedures employed are made in accordance with repair and alteration best practice in relation to the type and scope of the repair to be undertaken</p> <p>d. Appropriate componentry is utilised in the repair and alteration process</p> <p>e. Safety procedures undertaken prior, during and following repair procedures are in accordance with Occupational Health and Safety policy.</p>
<p>4. Assess suitability of equipment recommendation to player</p>	<p>a. The performance requirements of the player are identified and documented</p> <p>b. Factors which affect the performance of the advanced skills of golf are identified and described in relation to equipment design and the physical attributes of the players</p> <p>c. A variety of fitting strategies are employed to undertake a suitable assessment of the players equipment requirements</p>

5. Review and adapt the recommended equipment to the player

- a. Relevant points of emphasis are made before, during and/or after presentation/s
- b. Modifications to the equipment recommendation are made and implemented in response to results of the monitoring
- c. Player/s are given the opportunity and encouraged to comment and/or ask questions
- d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions
- e. Player preferences are evaluated and recommendations are made in light of these

Range of Variables

UNDERTAKE ADVANCED APPRAISAL AND ALTERATION OF EQUIPMENT IN GOLF

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in golf	<ul style="list-style-type: none"> a. the National Activity Organisation <i>Coaches Code of Ethics</i> policy b. the <i>Australian Coaching Council's Coaches Code of Ethics</i> policy c. the culture of the sport d. golf policies (eg, <i>Anti doping policy, National Activity Organisation Policies and procedures manual</i>) e. accreditation of coaches through National Coaching Accreditation Scheme f. <i>Australian Sports Commission Harassment Free Sport Guidelines</i> g. gender equity h. the National Activity Organisation's accepted workshop procedures
2. Communicate in a style appropriate to the players	<ul style="list-style-type: none"> a. age b. advanced golf terminology c. sensory or intellectual impairment (eg, sight loss or hearing loss) d. the culture of the sport
3. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. cost to acquire appropriate equipment
4. Equipment design	<ul style="list-style-type: none"> a. Head design and function b. Shaft design and function c. Grip design and function d. Other componentry design and function e. All equipment design features relate to the laws, principals and preferences which are exhibited in performance
5. Fitting/Repair variables applicable to the recommendation of appropriate equipment for the advanced skills of golf	<ul style="list-style-type: none"> a. use of the fitting variables <ul style="list-style-type: none"> a.1 shaft length a.2 shaft flex a.3 lie angle a.4 loft a.5 swing weight a.6 dead weight a.7 grip size a.8 flex point a.9 head design a.10 shaft material b. repair and alteration variables include <ul style="list-style-type: none"> b.1 shaft extraction methods b.2 shaft types (parallel tip/taper tip) and installation procedures b.3 shaft lengths and alteration methods b.4 cast/forged head designs and alteration procedures b.5 grip types and installation methods b.6 swing weight and dead weight alteration methods b.7 refurbishment methods, woods, irons, metal woods c. refer to the <i>National Activity Organisation Teaching Manual</i> for a detailed summary of the terms and methodology for obtaining the readings for the variables described above

6. Monitoring techniques	<ul style="list-style-type: none"> a. fitting protocols b. carry distance profiling c. club specifications
7. Organisation's health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. teaching bay and range organisation b. personal equipment c. golf etiquette d. variety of specifications of equipment available e. workshop Occupational Health and Safety issues are adhered to
8. Player ability	<ul style="list-style-type: none"> a. player abilities range from beginner to elite (the definition of elite is a player competing on the National Activity Organisation tour and/or represented to a National standard)
9. Resources	<ul style="list-style-type: none"> a. appropriate range of golf equipment to suit a range of players is assessed and prescribed by the coach b. health and safety provisions c. golf course and/or range
10. Rules, policies and regulations	<ul style="list-style-type: none"> a. current editions of the "<i>Royal and Ancient</i>", <i>United States Golfers' Association and Australasian Tour Rules of Golf</i> and conditions of play best practice codes of ethics such as: <ul style="list-style-type: none"> a.1 the <i>National Activity Organisation Coaches Code of Ethics</i> policy a.2 the <i>Australian Coaching Council's Coaches Code of Ethics</i> a.3 policies of the employer organisation such as: a.4 <i>Australian Sports Commission Harassment-Free Sport Guidelines</i>

Evidence Guide

UNDERTAKE ADVANCED APPRAISAL AND ALTERATION OF EQUIPMENT IN GOLF

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the appraisal methods, repair and construction skills to undertake appropriate advanced fitting and repair/alteration of golf equipment b. Assessment of performance should be over a period of time covering all categories all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide a safe fitting and alteration environment c.2 Make appropriate equipment recommendations for the advanced golf skills across all player ability levels c.3 Use and select advanced monitoring techniques to review and adapt fitting recommendations to improve performance c.4 Evaluate whether conditions are suitable to commence the fitting session c.5 Observe a player and recognise when and how recommendations for equipment intervention should take place to improve individual skill performance c.6 Apply appropriate equipment alterations in line with outcomes from fitting protocols c.7 Apply appropriate technological aids c.8 Apply appropriate fitting methodology c.9 Adapt fitting outcomes based on age and physical ability of the player c.10 Determine player goals and undertake fitting recommendations which reflect these c.11 Assess progress in light of the pre determined goals c.12 Apply suitable monitoring techniques to the player c.13 Demonstrate the recommendations are suitable via suitable practice sessions c.14 Apply and undertake suitable repair/alteration procedures that are in accordance with manufacturers specifications and procedures and adhere to best practice in golf repair and alteration
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS GOL 001A Teach or develop advanced skills of golf b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 the advanced skills of golf in order to teach the tactics and strategies a.2 the cause and effect relationships of equipment and the advanced skills of golf a.3 terminology and its application to the advanced skills of golf in terms of equipment a.4 procedures and protocols for fitting players for the advanced skills of golf a.5 the rules and regulations of golf in order to pass this information on to others

	<ul style="list-style-type: none"> a.6 relevant equipment and safety requirements of golf in order to conduct a session in safety a.7 golf etiquette both amateur and professional a.8 current equipment trends and their implications to the cause and effect relationships in golf a.9 the repair and alteration procedures to enable equipment to be tailored to the individual player and repaired where required b. Underpinning skills <ul style="list-style-type: none"> b.1 skills used to apply the rules of golf b.2 ability to provide demonstrations to others in a golf setting in order to pass on tactics and strategies in a teaching session b.3 ability to analyse a variety of performances of participants in order to develop appropriate training b.4 ability to detect performance results due to equipment variables via observation and apply appropriate corrections using a variety of suitable fitting variables b.5 ability to detect patterns of errors, by use of round analysis charts and statistical results b.6 ability to undertake the repair and alteration procedures to enable equipment to be tailored to the individual player and repaired where required
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf facility, equipment, participants competing at appropriate levels, approved player ability levels, appropriate equipment for the undertaking of repair and alteration of golf equipment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. In order to ensure consistency of performance, competence in this unit must be assessed: <ul style="list-style-type: none"> a.1 over six sessions (biannually with a minimum of 3 months between each assessment) a.2 with a variety of player ages and abilities ranging from beginner to elite in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include: <ul style="list-style-type: none"> c.1 observation of the coach in action c.2 a written exam on the underpinning knowledge component as stated above c.3 a written review of case studies c.4 a skills test on the underpinning skills component as stated above c.5 a written review of fitting/equipment appraisal evaluations d. 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 persons deemed appropriate by the National Activity Organisation

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

SRS GOL 004A PERFORM THE ADVANCED SKILLS, TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

GOL

Golf

DESCRIPTION: This unit covers the knowledge and skills required to participate and compete in matches, activities, games, discussions and other strategies to develop the advanced tactics and strategies of golf.

ELEMENT	PERFORMANCE CRITERIA
1. Develop advanced skills tactics and strategies of golf	<ul style="list-style-type: none"> a. The skills, tactics and strategies to be developed are identified in consultation with the coach b. Appropriate methods are used to develop the identified advanced skills, tactics and strategies of golf c. Play to a standard utilising the National Activity Organisation adjusted average system is undertaken. Such play is undertaken in a continuum of three consecutive evaluation periods of no less than 40 rounds each
2. Participate in a pre-match analysis and preparation session	<ul style="list-style-type: none"> a. Techniques used to prepare psychologically are demonstrated, using strategies commonly used at advanced level within golf b. Strengths and weaknesses of an individuals play are analysed and counter strategies identified c. Game plans are developed d. The role of the coach and support staff (incl. caddies) in training, preparation and match situations are listed
3. Demonstrate ability to implement agreed strategies and game plans, and make decisions during the game	<ul style="list-style-type: none"> a. Agreed strategies to counter strengths and weaknesses of own play are applied b. Identified game plans are implemented c. Match day performance level is identified and relevant adjustments (if any) are implemented in subsequent games d. Weather and other playing conditions are identified and relevant adjustments are implemented
4. Participate in a post-match analysis and follow-up	<ul style="list-style-type: none"> a. Participate in post-match de-briefing and statistical analysis, highlighting pre and in-match performance; strengths and weaknesses are identified and relevant adjustments are suggested for subsequent matches b. Statistics are documented for future referral

Range of Variables

PERFORM THE ADVANCED SKILLS TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Advanced skills tactics and strategies	a. the level of skill is to fall under the minimum for each of three separate evaluation periods each of no less than 40 rounds over a 12 month period utilising the National Activity Organisation Adjusted Average System in National Activity Organisation sanctioned professional competition play period 1 5.75 period 2 5.00 period 3 4.00
2. Game plans	a. overall b. hole by hole c. style of play d. trouble plays e. multi round tournaments
3. Role of the coach and support staff	a. individual preparation b. identify strengths and weaknesses c. develop strategies to improve weaknesses/strengths d. developing and implementing tactics and strategies e. performance assessment of course as related to individual strengths/weaknesses f. administer
4. Statistics	a. fairways hit b. greens in regulations c. putts per hole/round d. putts per greens in regulation e. up and downs f. sand saves g. carry distance charts h. wedge completions
5. Strategies	a. goal setting b. visualisation c. relaxation techniques d. motivation techniques e. focusing
6. Strengths and weaknesses	a. physical strengths and weaknesses (height, weight, length of shot) b. tactical strengths and weaknesses (ability to successfully implement game plans, ability score and convert position into score)
7. Work Environment	a. organisational health and safety requirements; safe and appropriate dress; and equipment include: a.1 requirements as listed in the Rules of Golf and National Activity Organisation Rules and Regulations and Players handbook b. other recommended safety guidelines are: b.1 access to first aid facilities/equipment c. conditions and external influences include:

- c.1 environmental/weather conditions
- c.2 other facility users
- c.3 spectators
- c.4 rules officials and administrators

Evidence Guide

PERFORM THE ADVANCED SKILLS TACTICS AND STRATEGIES OF PROFESSIONAL GOLF IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and skill at the advanced level skills, tactics and strategies of professional golf as applied in the professional golf environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Participate in the process of identifying appropriate methods of implementing tactics and strategies for the up coming matches c.2 Psychologically prepare for the game c.3 Develop future strategies for identified areas of concern following appraisal of match statistics c.4 Demonstrate skill to the advance level via the National Activity Organisation adjusted average system in the professional golf environment 						
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS GOL 001A Teach or develop advanced skills of golf b.2 SRS GOL 002A Apply the advanced tactics and strategies of professional golf in a competitive situation c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil 						
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the advanced skills, tactics and strategies of golf in order to teach these to others a.2 Knowledge of drills, activities and games to teach or develop skills, tactics and strategies of golf a.3 Knowledge of the rules and regulations of golf in order to pass this information onto others a.4 Knowledge of relevant equipment and safety requirements of golf in order to conduct safe teaching sessions b. Underpinning skills <ul style="list-style-type: none"> b.1 Play golf at a level such as to fall under the minimum for each of three separate evaluation periods each of no less than 40 rounds over a 12 month period utilising the National Activity Organisation Adjusted Average System in National Activity Organisation sanctioned professional competition play <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">period 1</td> <td>5.75</td> </tr> <tr> <td>period 2</td> <td>5.00</td> </tr> <tr> <td>period 3</td> <td>4.00</td> </tr> </table> 	period 1	5.75	period 2	5.00	period 3	4.00
period 1	5.75						
period 2	5.00						
period 3	4.00						
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf course, officially sanctioned Australian National Activity Organisation professional golf events, equipment, Rules of Golf rule book, National Activity Organisation By Laws and Rules and Regulations, Professional Golfers' Association policies such as. Anti doping policy, Australian Sports Commission Harassment free sport policy 						

	b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment and competition environment.
6. Context for assessment	<p>a. Competency must be demonstrated in National Activity Organisation sanctioned professional golf events</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills , successfully undertaking of skills, and consideration of required attitudes</p> <p>d. 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 and supervisors, or other persons as deemed appropriate by the National Activity Organisation</p>

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

SRS GOL 005A

MANAGE THE FORMAT AND RESULTS OF GOLF
COMPETITIONS AND TOURNAMENTS

GOL

Golf

DESCRIPTION: This unit covers the knowledge and skills required to manage the format and results of golf competitions and tournaments according to the national body's guidelines and the host body's requirements.

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a specified competition	<ul style="list-style-type: none"> a. Eligibility of participants is determined according to the rules and laws of golf b. Selection and entry criteria are established and followed according to the national body's guidelines and in accord with the <i>host facilities requirements</i>
2. Plan and implement the format for a specified competition	<ul style="list-style-type: none"> a. Alternative <i>competition formats</i> are identified and explained in terms of suitability for the specified competition b. A <i>competition format</i> is selected that meets the objectives of the competition and the requirements of the national body and individual host facility c. A draw/timesheet is prepared and distributed to all individuals d. A process for modifying the draw is established and distributed to all individuals as per the National Body's withdrawal and draw <i>modification</i> guidelines e. The draw is modified and amendments are documented and distributed to all individuals f. The modified draw is implemented as documented g. Alterations to the Local Rules are made in conjunction with the Match committee and advertised appropriately to all individuals
3. Record and process the results of a specified competition	<ul style="list-style-type: none"> a. Result notifications are interpreted and the results are documented as directed by the organising body b. Decisions received about disqualifications and penalties are recorded and communicated to participants affected by the decisions, according to the requirements of the national body c. Results are processed as directed by the organising body d. Results are communicated to all individuals within the timeframe specified by the organising body e. Subsequent alterations to handicaps (in amateur competitions) are made and notified to the organising body and the individual

Range of Variables

MANAGE THE FORMAT AND RESULTS OF GOLF COMPETITIONS AND TOURNAMENTS

VARIABLE STATEMENT	CATEGORIES
1. Competition formats	<ul style="list-style-type: none"> a. knock-out b. stableford c. stroke d. handicapping e. fourball f. par g. ambrose h. championship play i. pro ams j. match play
2. Host facilities requirements	<ul style="list-style-type: none"> a. amateur competitions require <ul style="list-style-type: none"> a.1 official National Activity Organisation handicap a.2 medal and championship rounds should be in the form of gross stroke play
3. Individuals	<ul style="list-style-type: none"> a. competitors b. coaches c. officials d. media e. organising body
4. Modifications	may be made for <ul style="list-style-type: none"> a. late withdrawals and entries b. cancellations c. postponements

Evidence Guide

MANAGE THE FORMAT AND RESULTS OF GOLF COMPETITIONS AND TOURNAMENTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of golf competitions in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Successfully conduct events c.2 Successfully review and action alterations following the event c.3 Undertaking a wide variety of events and players involved in such events
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 National Activity Organisation handicapping system in order to effectively manage the format of competitions and tournaments a.2 Scoring methods for the variety of competitions shown in the list of variables a.3 National Activity Organisation competition guidelines in order to effectively manage the format of competitions and tournaments a. Underpinning skills <ul style="list-style-type: none"> b.1 Recording skills in order to effectively and accurately record results b.2 Communication skills in order to ensure information is given and received correctly and understood by all relevant persons b.3 Interpersonal skills in order to develop rapport with participants, officials, media and other relevant persons
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf course with regular amateur competitions b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on

- underpinning knowledge and skills and consideration of required attitudes
- d. 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 persons as deemed appropriate by the National Activity Organisation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	2	2

SRS GOL 006A DEVELOP AND MANAGE JUNIOR DEVELOPMENT PROGRAMS IN GOLF

GOL

Golf

DESCRIPTION: This unit covers the knowledge and skills required to develop and manage junior development programs in golf.

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a specified competition	a. The <i>type of program</i> is selected in response to the participants age and experience b. Selection of program type is established and followed according to the national body's guidelines and in accord with the <i>host facilities requirements</i>
2. Plan and implement the format for a specified program	a. Alternative program formats are identified and explained in terms of suitability for the specified group b. A program format is selected that meets the objectives of the group and the requirements of the national body and individual host facility c. Strategic links are developed with local schools and community groups for the provision of Junior Golf Programs d. Programs are marketed and advertised e. Budgets are prepared for the programs f. Progression is identified across all programs

Range of Variables

DEVELOP AND MANAGE JUNIOR DEVELOPMENT PROGRAMS IN GOLF

VARIABLE STATEMENT	CATEGORIES
1. Host facilities requirements	<ul style="list-style-type: none"> a. Go Go Golf b. Girls Golf Club c. Planet Go Go d. Junior Competition e. Advanced Junior Programs f. National Activity Organisation Junior Clinics
2. Modifications	<p>modifications may be made for</p> <ul style="list-style-type: none"> a. ability level of group b. ability level of individuals c. facility constraints d. weather conditions e. group size
3. Program types	<ul style="list-style-type: none"> a. Go Go Golf – schools based b. Planet Go Go c. National Activity Organisation junior clinics d. junior representative team programs

Evidence Guide

DEVELOP AND MANAGE JUNIOR DEVELOPMENT PROGRAMS IN GOLF

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of golf technique b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Successfully conduct programs c.2 Successfully review and action alterations following the program and implemented at following programs or sessions c.3 Apply appropriate learning strategies to individual groups c.4 Successfully demonstrate group management and time management suitable for groups of juniors c.5 Utilise a variety of teaching aids and games c.6 Demonstrate program development skills across a variety of program types and age groups
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Advanced skills of golf in order to give inspiration junior players a.2 Culture of the sport in terms of junior golf delivery in order to understand how to develop junior golf a.3 The place of the golf professional in junior golf development in order to develop programs that will integrate with professional golf b. Underpinning skills <ul style="list-style-type: none"> b.1 Advanced skills of golf in order to give inspiration to act as a role model to junior players
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a golf course with suitable practice areas for groups and access to school groups b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

- d. 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 persons as deemed appropriate by the National Activity Organisation

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	-	2	1	3	1

SRS GOL 007A MANAGE ON - COURSE GOLF SHOP OPERATIONS

GOL

Golf skills

DESCRIPTION: This unit covers the knowledge and skills required to manage the operations of an on course golf shop according to organisation's operational plan

ELEMENT	PERFORMANCE CRITERIA
1. Clarify pro shop's objectives via golf club's objectives	<ul style="list-style-type: none"> a. Principles and policy of the organisation are obtained and documented if required, to enable the marketing effort to be focused b. 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 c. Marketing/retail strategies in line with the organisations' operational plans are developed d. The objectives and focus of the organisation are confirmed with principals where appropriate e. 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) f. Maximal/ideal rounds per day and rounds per week are identified
2. Prepare a marketing strategy	<ul style="list-style-type: none"> a. Marketing strategy is clearly defined to ensure promotional activities are relevant to marketing directions b. Price of service and/or product is defined for each market niche c. Target markets are profiled, readily identifiable and marketing strategies are developed for each d. Planned marketing activities are scheduled within appropriate time frames e. Measurable performance targets are set and agreed with relevant parties in advance of any marketing activity f. In order to achieve maximum client impact promotions are managed g. Arrangements with suppliers in regard to special promotional activities are negotiated h. Organisation activities are coordinated to complement manufacturer's or National Activity Organisation's promotions
3. Manage pro shop's merchandising	<ul style="list-style-type: none"> a. Layout and presentation to support market position and promote client flow are developed according to organisation policy and National Activity Organisation national policy b. Layout assessment checks are developed and implemented in line with suggested format from National Activity Organisation marketing surveys c. Standards for visual presentations and displays are defined and clearly communicated to all staff d. Staff are consulted to assess client response to space allocations e. Staff are inserviced on stock types in terms of performance and target markets f. Staff are selected to ensure appropriate information/advice is relayed to clients g. Stock is selected in regard to identified market type
4. Manage pro shops on - course golf operations	<ul style="list-style-type: none"> a. Courses ideal and maximum rounds played per day/per week are identified b. Awareness of course renovations and maintenance, in terms of scheduling events and groups is developed

	<ul style="list-style-type: none"> c. The needs of members and social/corporate groups are effectively balanced d. Policy regarding the marketing and taking of group bookings is documented e. Procedures for coordination of group bookings with food and beverage staff are implemented f. Effective bookings systems are utilised g. Event promotion opportunities are identified and undertaken (PGA Holden scramble days, Pro am events, corporate days)
5. Manage organisation pricing policies	<ul style="list-style-type: none"> a. Organisation policies and procedures are maintained in regard to pricing b. Accurate information on pricing trends and changes are maintained and communicated to relevant staff c. 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 organisation policies d. Procedures for pricing of newly released stock are developed and implemented e. Accurate stock levels are controlled and documented f. Repair and replacement procedures for faulty equipment are followed
6. Monitor and review marketing/merchandising plan	<ul style="list-style-type: none"> a. Valid and reliable data on marketing performance is collected in line with on and off course performance targets b. An objective assessment is made by a comparison of data against defined expectations of the marketing plan and its implementation c. Information on marketing performance is made available for planning to ensure future developments incorporate required changes and improvements

Range of Variables

MANAGE ON - COURSE GOLF SHOP OPERATIONS

VARIABLE STATEMENT	CATEGORIES
1. Clients	may include people from a range of <ol style="list-style-type: none"> a. socio-economic background b. cultural background c. club members d. regular visitors/social players e. non regular players at the course f. age g. corporate or organised social groups
2. Client market research	<ol style="list-style-type: none"> a. formal b. informal
3. Contingency plans	may include <ol style="list-style-type: none"> a. flood b. breakage c. course conditions render it unplayable d. weather conditions course renovation may impact on rounds played per month e. unavailable and/or discontinued stock
4. Housekeeping	may include <ol style="list-style-type: none"> a. organisation premises b. fittings, fixtures or equipment
5. Organisation merchandising plan	<ol style="list-style-type: none"> a. target market/market research b. organisation image c. organisation layout and space availability d. seasonal lines e. pricing policy
6. Organisation's policies and procedures	<ol style="list-style-type: none"> a. promotion of products and services <ol style="list-style-type: none"> a.1 layout and presentation a.2 advertising and promotions a.3 pricing/marketing down of goods, including risk assessment a.4 housekeeping for premises, fittings, fixtures and equipment a.5 occupational health and safety b. merchandising <ol style="list-style-type: none"> b.1 organisation product and service range b.2 organisation merchandising plan b.3 range and availability of new products and services b.4 client demand and market trends b.5 product quality standards c. housekeeping
7. Performance targets	may relate to both stock types and services of both the golf shop and the golf course and may include <ol style="list-style-type: none"> a. level of memberships b. number of rounds per day/month c. level of awareness d. degree of competition e. sales volumes f. client spend per round played

8. Pricing policies	<p>may include</p> <ul style="list-style-type: none"> a. long term and short term b. internal and external considerations
9. Principals	<p>may include</p> <ul style="list-style-type: none"> a. Board of Management b. Chief Executive Officer c. Secretary Manager d. Club Committee/sub committees e. Head Professional
10. Promotions	<p>may refer to both stock types and services of both the golf shop and the golf course and may include</p> <ul style="list-style-type: none"> a. advertising b. catalogues c. newspapers d. posters e. radio or television f. suppliers g. external and internal activities h. corporate i. locally based
11. Work environment	<p>varies with respect to</p> <ul style="list-style-type: none"> a. organisation <ul style="list-style-type: none"> a.1 size a.2 type (governance - private - membership, private - resort, public) a.3 location a.4 complexity a.5 product/service range b. staff <ul style="list-style-type: none"> b.1 full-time b.2 part-time b.3 casual c. trading conditions <ul style="list-style-type: none"> c.1 routine c.2 busy d. levels of staffing <ul style="list-style-type: none"> d.1 eg, staff shortages e. handling techniques <ul style="list-style-type: none"> e.1 stock characteristics e.2 industry codes of practice

Evidence Guide

MANAGE ON - COURSE GOLF SHOP OPERATIONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge to manage merchandise and on course operations</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 collaboratively plan layout and presentation of products according to golf shop's policies and procedures</p> <p>c.2 assess effectiveness of layout and presentation according to sales targets and/or predetermined objectives</p> <p>c.3 collaboratively plan, coordinate and implement advertising and promotions activities according to golf shop's policies and procedures</p> <p>c.4 assess and report on effectiveness of advertising and promotions to staff and management according to golf shop's and club's policies and procedures</p> <p>c.5 collaboratively plan, coordinate and implement pricing activities according to golf shop's policies and procedures</p> <p>c.6 collaboratively plan, coordinate and implement housekeeping activities according to organisation policies and procedures and occupational health and safety legislation/regulations/codes of practice</p> <p>c.7 collaboratively plan, coordinate and implement on course player management according to organisation policies and procedures and occupational health and safety legislation/regulations/codes of practice</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX PLA 001A Develop a strategic Plan</p> <p>a.2 SRX PLA 002A Prepare an operational plan</p> <p>a.3 SRX PLA 003A Develop and implement policy and procedures</p> <p>a.4 SRX PLA 004A Evaluate organisation's activities</p> <p>a.5 BSX FMI 506A Manage workplace information</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 WRRI.4A Buy merchandise</p> <p>b.2 WRRO.2A Manage sales and service delivery</p> <p>b.3 WRRO.5A Control inventory</p> <p>b.4 SRX MKT 001A Plan and implement services to meet client needs</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 WRRO.1A Manage merchandise and organisation presentation</p> <p>c.2 SRX MKT 005A Prepare a marketing plan to achieve goals</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Broad knowledge of and compliance with golf shop's policies and procedures, particularly in regard to: layout and presentation; advertising and promotions; pricing/marketing down of goods, including risk assessment; housekeeping for premises, fittings, fixtures and equipment; and occupational health and safety</p> <p>a.2 Broad knowledge of: golf shop's product and service range; organisation merchandising plan; range and availability of new products and services; client demand and market trends; and product quality standards</p>

	<ul style="list-style-type: none"> a.3 Knowledge of merchandise performance in relation to players ability and limitations a.4 Broad knowledge of relevant legislation and statutory requirements, including consumer law a.5 Broad knowledge of industry codes of practice a.6 Broad knowledge of Occupational Health and Safety legislation/regulations/codes of practice b. Underpinning skills <ul style="list-style-type: none"> b.1 Visual merchandising principles and techniques b.2 Principles and techniques in: collecting, analysing and organising information; planning and organising activities; solving problems; and communicating ideas and information, including: providing feedback on performance; and communicating organisation standards and expectations b.3 Literacy and numeracy skills in regard to: researching, analysing and interpreting a broad range of written material; preparing reports; and documenting results b.4 Point of sale computer procedures and on course booking methods
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisation merchandising plan and a work team in a retail environment and relevant documentation, including: <ul style="list-style-type: none"> a.1 organisation policy and procedures manual on layout and presentation; advertising and promotion; pricing; and housekeeping a.2 relevant legislation and industry codes of practice b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons as determined by the National Activity Organisation of Australia

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	2

GYMNASTICS

GYM

CONTENTS

SRS GYM 001A Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment.....	1
SRS GYM 002A Teach and/or develop the fundamental skills of gymnastics.....	7

SRS GYM 001A TEACH AND/OR DEVELOP FUNDAMENTAL MOTOR, COGNITIVE AND SOCIAL SKILLS IN A GYMNASTICS ENVIRONMENT

GYM

Gymnastics

DESCRIPTION: This unit covers the knowledge and skills required to teach and develop fundamental motor, cognitive and social skills through a safe, fun, challenging and stimulating movement program, specifically designed for infants 5 years and under.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare participants for participation in a Kindergym lesson</p>	<ul style="list-style-type: none"> a. Participants and their carer are met punctually and are made to feel welcome and at ease b. Participant and carers' dress is safe and appropriate to participate in the lesson c. A range of class organisational methods is identified and applied to the lesson d. Organisational health and safety requirements are in accordance with requirements for the lesson e. Safety is assessed and confirmed as acceptable prior to commencement of participation f. Appropriate action is taken based on an assessment of the conditions and external influences g. Carers' are made aware of aims and objectives of each lesson h. Participants and carers' are made aware of rules and safety requirements i. Participants are 'warmed up' and mentally prepared to participate through activities that are safe, fun and appropriate in length and content to the developmental age of participants
<p>2. Assess participants' developmental stage and/or readiness to learn and perform fundamental motor, cognitive and social skill/s</p>	<ul style="list-style-type: none"> a. The developmental skill/s to be developed are identified and documented b. The stages of learning for a skill/s are identified and documented c. Participants are assessed regarding their developmental readiness to perform the fundamental skill being taught or developed d. Learning is facilitated through effectively employing a variety of equipment and design set-ups which are stimulating and safe e. Learning is facilitated through employing appropriate and sequential progressions f. The developmental stages of a child are identified and appropriate activities matched for these stages
<p>3. Create a safe and stimulating environment and effectively use a wide range of teaching methods and aids to teach or develop fundamental motor, cognitive and social skills</p>	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the activity and each individual's equipment set-up b. Equipment to maximise safe learning while enhancing interest and fun is chosen and organised c. Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience d. Effective communication and demonstrations, appropriate to the participants' developmental age, are employed to facilitate learning e. Learning is facilitated through practical involvement, and at the child's own rate of development f. Participants are observed to ensure that the activities are performed safely

	<ul style="list-style-type: none"> g. Appropriate activities that develop and improve physical fitness to enable skill learning are employed h. The activities employed are in accordance with accepted best practice of Kindergym i. Systems are put in place to ensure all participants are accompanied by an adult carer at all times throughout the lesson j. Corrections and feedback regarding skill acquisition, whether in a group or individual situation, are provided on an individualised basis k. Appropriate teaching aids to enhance learning, interest and fun are chosen and organised
<p>4. Teach and develop fundamental motor, cognitive and social skills of infants</p>	<ul style="list-style-type: none"> a. Teaching/learning methods to match the participants' developmental age and stage of development are employed b. A variety of effective class organisation methods are employed, whilst providing maximum participation opportunities c. The dominant movement pattern approach is applied and implemented, in conjunction with Laban's Analysis of movement, for the teaching of fundamental motor and cognitive skills d. A variety of hand held equipment and music to enhance learning is utilised effectively e. The development of fundamental motor, cognitive and social skills of the participants is monitored f. The teaching method is modified during implementation according to results of the monitoring g. Further modifications are described and explained following the instruction, according to results of the assessment h. Communicate effectively with and utilise Carers to enhance learning of participants
<p>5. Communicate in a style appropriate to the developmental age of the participants and at an appropriate level to carers</p>	<ul style="list-style-type: none"> a. Effective communication techniques between participant and leader are employed throughout the lesson b. Effective communication techniques between carer and leader are employed throughout the lesson

Range of Variables

TEACH AND/OR DEVELOP FUNDAMENTAL MOTOR, COGNITIVE AND SOCIAL SKILLS IN A GYMNASTICS ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in Kindergym	<ul style="list-style-type: none"> a. a recognised gymnastics program for infants b. the guiding principles of Kindergym Australia c. safety considerations for program content d. the <i>gymnastics coaches code of conduct</i> policy e. sport program management and technical regulations
2. Activities	<ul style="list-style-type: none"> a. lead-ups and progression skills for the: <ul style="list-style-type: none"> a.1 log roll a.2 crawling a.3 running a.4 jumping a.5 hopping a.6 galloping a.7 skipping a.8 sliding a.9 climbing a.10 static balance a.11 dynamic balance a.12 possum hang a.13 long hang a.14 assisted swinging a.15 tracking a.16 rolling a.17 throwing a.18 bouncing a.19 catching a.20 kicking a.21 striking
3. Appropriate teaching aids	<ul style="list-style-type: none"> a. music b. hand held equipment
4. Effective communication in a style appropriate to the developmental age of the participants	<ul style="list-style-type: none"> a. age <ul style="list-style-type: none"> a.1 infant participant accompanied by adult carers b. sensory or intellectual impairment <ul style="list-style-type: none"> b.1 sight loss b.2 hearing loss c. gymnastics coaches code of conduct policy
5. Fundamental motor, cognitive and social skills for infants	<ul style="list-style-type: none"> a. motor skills <ul style="list-style-type: none"> a.1 locomotor skills (ie, crawling, jumping, galloping, hopping) a.2 non-locomotor skills (ie, hanging, balancing, turning) a.3 manipulative skills (ie, tracking, rolling, throwing, bouncing) a.4 fine motor skills (ie, hands, fingers, toes, hand-eye coordination) b. cognitive skills <ul style="list-style-type: none"> b.1 body awareness (ie, knowing where body parts are and the actions they can do) b.2 spatial awareness (ie, concepts of in/out, under/over, high/low) b.3 language skills

	<ul style="list-style-type: none"> b.4 recognition skills (ie, basic colours, shapes, counting, sorting) b.5 creativity b.6 musical/rhythm (ie, move in time to beat, concepts of fast/slow) c. social skills <ul style="list-style-type: none"> c.1 self concept (ie, self esteem, confidence) c.2 social development (ie, sharing, taking turns, cooperation)
6. Organisational health and safety requirements	<ul style="list-style-type: none"> a. environment b. facilities c. equipment d. program content e. activities not recommended f. coaching personnel g. participants (infants and carers)
7. Resources	<ul style="list-style-type: none"> a. human <ul style="list-style-type: none"> a.1 nationally accredited Kindergym course presenters and assessors a.2 accredited Kindergym leaders qualified to supervisor training b. a range of equipment from the 5 key areas of: <ul style="list-style-type: none"> b.1 Olympic gymnastic equipment b.2 specially designed equipment b.3 hand held equipment b.4 improvised equipment b.5 home made equipment c. facilities <ul style="list-style-type: none"> c.1 a hall with sufficient open space for at least 30 participants c.2 overhead projector c.3 television and video c.4 white board pens d. materials <ul style="list-style-type: none"> d.1 Kindergym coaching manual – Kindergym crew d.2 The Kindergym crew – video d.3 accreditation/technical resources and information d.4 a range of music e. health and safety provisions <ul style="list-style-type: none"> e.1 first aid equipment/facilities e.2 access to phone e.3 immediate access to ice
8. Stimulating and safe	<ul style="list-style-type: none"> a. structure the environment not the child
9. Teaching/learning Method	<ul style="list-style-type: none"> a. class organisation methods <ul style="list-style-type: none"> a.1 participant/carer activities- free time, group time, guided discovery time b. free exploration c. direct teaching d. guided teaching e. teaching aids f. hand held equipment g. dominant movement pattern approach h. "Laban's Analysis of Movement"
10. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; safe and appropriate dress; and equipment include <ul style="list-style-type: none"> a.1 safety considerations for: <ul style="list-style-type: none"> a.1.1 the participant a.1.2 the environment a.1.3 coaching personnel a.2 program content a.3 activities not recommended for Kindergym

Evidence Guide

TEACH AND/OR DEVELOP FUNDAMENTAL MOTOR, COGNITIVE AND SOCIAL SKILLS IN A GYMNASTICS ENVIRONMENT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of teaching and developing fundamental motor, cognitive and social skills for infants 5years and under in a gymnastics environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Evaluate whether conditions are suitable to commence the participation c.2 Observe a participant and recognise when and how intervention should take place to improve individual development c.3 Observe a participant and recognise the physical preparation and/or growth development required to improve individual performance c.4 Observe a participant and recognise their readiness to progress to the next stage of development
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 SRS COA 007A Provide fundamental information about the principles of eating for peak performance c.8 SRX OFF 002A Apply rules and regulations to conduct games and competitions
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the fundamental motor, cognitive and social skills of infants a.2 Knowledge of the physical preparation required for safe performance of fundamental movement skills a.3 Knowledge of dominant movement pattern approach and Laban's Analysis of Movement a.4 Knowledge of activities, which are fun and developmentally appropriate, and teaching aids that can be utilised to teach fundamental skills a.5 Knowledge of growth and development characteristics of infants

	<p>for maximising safe learning opportunities</p> <p>a.6 Knowledge of adult learning principles for maximising involvement of Careers</p> <p>a.7 Knowledge of the guiding principles of Kindergym Australia</p> <p>a.8 Knowledge of equipment set-up, uses and safety requirements</p> <p>a.9 Knowledge of the structure and benefits of gymnastics within Australia</p> <p>b. Underpinning skills:</p> <p>b.1 Skills used to apply the principles of Kindergym (movement, voice, use of technical/teaching aids, judgement with regards to matching appropriate activities to participant’s developmental stage, reporting)</p> <p>b.2 Ability to provide demonstrations (self, other athletes as models, videos)</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a Kindergym facility, equipment and participants/carers participating involved in a recognised Kindergym Australia program</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

SRS GYM 002A TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF GYMNASTICS

GYM

Gymnastics

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare gymnasts for participation in a gymnastics lesson</p>	<ul style="list-style-type: none"> a. Gymnasts are met punctually and are made to feel welcome and at ease b. Gymnasts' dress and equipment is safe and appropriate to participate in the lesson c. A range of class organisational methods are identified and applied to the lesson d. Organisational health and safety requirements are in accordance with requirements for the lesson e. Safety is assessed and confirmed as acceptable prior to commencement of participation f. Appropriate action is taken based on an assessment of the conditions and external influences g. Gymnasts are made aware of aims and objectives of each lesson h. Gymnasts are made aware of rules and safety requirements i. Gymnasts are 'warmed up' and mentally prepared to participate through activities that are safe and appropriate to the participant's age and level of development
<p>2. Assess gymnasts' readiness to acquire and perform the fundamental skill/s of gymnastics</p>	<ul style="list-style-type: none"> a. The skill/s to be developed are identified and documented b. The stages of learning for a skill/s are identified and documented c. Gymnasts are assessed regarding their readiness to perform the fundamental skill being taught or developed d. Learning is facilitated through employing the appropriate sequential progressions of the skill/s e. The use of appropriate spotting techniques is employed
<p>3. Conduct drills, activities and games to teach or develop the fundamental skills of gymnastics</p>	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the drill, activity and/or game b. Equipment to maximise safe learning is chosen and organised c. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience d. Effective communication and demonstrations, appropriate to the participants' age and level, are employed to facilitate learning e. Learning is facilitated through practical involvement by the participants f. Gymnasts are observed to ensure the activities are performed safely g. Appropriate activities are employed to develop and improve physical fitness and enable skill learning h. The activities employed are in accordance with accepted best practice of gymnastics i. Ensure all participants are in the coach's view at all times throughout the lesson j. Corrections and feedback regarding skill acquisition, whether in a group or individual situation, are provided on an individualised basis
<p>4. Teach fundamental skills of gymnastics</p>	<ul style="list-style-type: none"> a. Teaching/learning methods are employed that match the gymnast's age and level of development

	<ul style="list-style-type: none">b. A variety of effective class organisation methods are employed to provide maximum participation opportunitiesc. Apply and implement the dominant movement pattern approach to the teaching of gymnastic activitiesd. Effectively utilise a variety of hand apparatus to enhance skill learninge. Monitor the development of fundamental skills of gymnastics in participantsf. Teaching method is modified during implementation according to results of the monitoringg. Further modifications are described and explained following the instruction, according to results of the assessment
5. Communicate in a style appropriate to the age and level of the gymnasts	<ul style="list-style-type: none">a. Effective communication techniques between gymnast and coach are employed throughout the lesson

Range of Variables

TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF GYMNASTICS

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in gymnastics	<ul style="list-style-type: none"> a. the safety considerations for program content b. guiding principles for nationally recognised programs c. the <i>gymnastics coaches code of conduct</i> policy d. safety considerations with regards to spotting (do's and don'ts) e. sport program management and technical regulations
2. Communicate in a style appropriate to the age and development of the gymnasts	<ul style="list-style-type: none"> a. age <ul style="list-style-type: none"> a.1 children to the mature aged athlete b. sensory or intellectual impairment <ul style="list-style-type: none"> b.1 sight loss b.2 hearing loss c. gymnastics coaches code of conduct policy
3. Drills, activities and games to teach or develop the fundamental skills of gymnastics	<ul style="list-style-type: none"> a. lead-ups and progression skills for the: <ul style="list-style-type: none"> a.1 forward roll a.2 backward roll a.3 handstand a.4 cartwheel a.5 two foot landing a.6 prone landing a.7 hurdle a.8 cast a.9 long hang swing
4. Fundamental skills of gymnastics	<ul style="list-style-type: none"> a. statics <ul style="list-style-type: none"> a.1 supports (front and rear supports) a.2 hangs (long hang) a.3 balances (handstand) b. landings <ul style="list-style-type: none"> b.1 on feet b.2 on hands (prone landing) b.3 with rotation (back shoulder roll) c. spring <ul style="list-style-type: none"> c.1 unassisted (from 2 legs, 1 leg, 2 hands and 2 feet) c.2 assisted (ie, jumps from mini-tramps, beatboards) d. rotations <ul style="list-style-type: none"> d.1 longitudinal (log roll) d.2 transverse (forward roll) d.3 anterior/posterior (cartwheel) e. locomotion <ul style="list-style-type: none"> e.1 on feet (skipping) e.2 in-support (crab walk) e.3 in-hang (monkey swing across monkey bars) f. swing <ul style="list-style-type: none"> f.1 in-support (cast) f.2 in-hang (long swing) g. hand apparatus <ul style="list-style-type: none"> g.1 throw g.2 catch

	<ul style="list-style-type: none"> g.3 kick g.4 strike g.5 bounce
5. Organisational health and safety	<ul style="list-style-type: none"> a. safety considerations for: <ul style="list-style-type: none"> a.1 the participant a.2 the environment a.3 coaching personnel a.4 program content a.5 spotting (do's and don't) a.6 activities not recommended for gymnastics a.7 environment a.8 facilities a.9 equipment
6. Physical fitness	<ul style="list-style-type: none"> a. strength (abdominal, leg, upper body) b. flexibility (shoulders, legs) c. endurance d. speed e. power
7. Resources	<ul style="list-style-type: none"> a. human <ul style="list-style-type: none"> a.1 nationally accredited gymnastics course presenters and assessors a.2 accredited gymnastic coaches qualified to supervisor training b. equipment <ul style="list-style-type: none"> b.1 20+ individual scatter mats (approx 2 x 1 metre in size) b.2 benches or low boxes/shapes b.3 variety of hand held equipment (ie: ropes, ribbons, balls, beanbags) b.4 a variety of large soft mats and shapes (ie: wedges, vaulting boxes) b.5 2 x box horses b.6 2 x mini-tramps and beatboards b.7 tape recorder b.8 suitable gymnastics bar (ie, parallel bars, single low or high bar) c. facilities <ul style="list-style-type: none"> c.1 a hall with sufficient open space for at least 30 participants c.2 12 x 12 matted floor area c.3 overhead projector c.4 television and video c.5 white board pens d. materials <ul style="list-style-type: none"> d.1 gymnastics coaching manual - jump into gymnastics d.2 coaching gymnastics the right start – video d.3 accreditation/technical resources and information d.4 program resources (Aussie gym fun) e. health and safety provisions <ul style="list-style-type: none"> e.1 first aid equipment/facilities e.2 access to phone e.3 immediate access to ice
8. Teaching/learning methods	<ul style="list-style-type: none"> a. class organisation methods <ul style="list-style-type: none"> a.1 circuits a.2 partner work a.3 activity cards b. displays c. teaching aids d. hand apparatus e. dominant movement pattern approach f. space approach g. "Laban's Analysis of Movement"

Evidence Guide

TEACH AND/OR DEVELOP THE FUNDAMENTAL SKILLS OF GYMNASTICS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of teaching and developing the fundamental skills of gymnastics in a gymnastics environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Evaluate whether conditions are suitable to commence the participation c.2 Observe a gymnasts and recognise when and how intervention should take place to improve individual skill performance c.3 Observe a gymnasts and recognise the physical preparation required to improve individual skill performance c.4 Observe a gymnasts and recognise their readiness to progress to the next level of skill development
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 SRS COA 007A Provide fundamental information about the principles of eating for peak performance c.8 SRX OFF 002A Apply rules and regulations to conduct games and competitions
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the fundamental skills of gymnastics a.2 Knowledge of the physical preparation required for safe performance of fundamental gymnastic skills a.3 Knowledge of drills, activities and games to teach the fundamental skills of gymnastics a.4 Knowledge of growth and development characteristics of children for maximising safe learning opportunities for young participants a.5 Knowledge of adult learning principles for maximising safe learning opportunities for adult participants a.6 Knowledge of the dominant movement pattern approach a.7 Knowledge of the fundamental rules and regulations of gymnastics

	<p>a.8 Knowledge of equipment set-up, uses and safety requirements</p> <p>a.9 Knowledge of the structure and benefits of gymnastics within Australia</p> <p>b. Underpinning skills:</p> <p>b.1 Skills used to apply the rules of gymnastics (eg, movement, voice, use of technical/teaching aids, judgement, reporting)</p> <p>b.2 Ability to provide demonstrations (ie, self, other athletes as models, videos)</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a gymnastics facility, equipment and gymnasts participating at an appropriate level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual/real coaching situation</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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

MASSAGE THERAPY

MTH

Contents

SRS MTH 001A	Apply appropriate pre-event and post-event techniques .	1
SRS MTH 002A	Operate in accord with accepted massage therapy workplace practices and ethics	7
SRS MTH 003A	Obtain information to design an appropriate massage therapy plan	15
SRS MTH 004A	Implement, monitor and adjust a massage therapy plan	23
SRS MTH 005A	Apply massage techniques.....	30
SRS MTH 006A	Conduct assessments and design massage therapy treatment plans.....	38
SRS MTH 007A	Implement, monitor and adjust a massage therapy treatment plan.....	45
SRS MTH 008A	Apply temperature therapy	50
SRS MTH 009A	Apply myofascial tension techniques.....	56
SRS MTH 010A	Apply appropriate stretching techniques.....	61
SRS MTH 011A	Apply trigger point techniques	66
SRS MTH 012A	Apply deep tissue techniques to treat common musculoskeletal injuries	72
SRS MTH 013A	Integrate massage techniques to support athletes.....	79

SRS MTH 001A APPLY APPROPRIATE PRE-EVENT AND POST-EVENT TECHNIQUES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to apply a range of basic massage techniques to prepare an athlete/client for activity/competition and assist the athlete/client to recover from an activity/competition.

ELEMENT	PERFORMANCE CRITERIA
1. Define the scope of the application of pre-event and post-event techniques	a. Contraindications for the application of pre-event and/or post-event massage techniques are incorporated into consultation with the athlete/client b. The role of the application of pre-event massage techniques are incorporated into consultation with the athlete/client
2. Apply pre-event techniques	a. Contraindications for the application of pre-event and/or post-event massage techniques are recognised and the athlete/client is referred to other health professionals or the relevant contact in the organisations' medical support team b. A range of pre-event massage techniques are selected to suit the athlete/client and the activity/competition c. A range of pre-event massage techniques to prepare athlete/client for activity/competition are demonstrated d. Application of pre-event massage techniques is adjusted in accord with arousal levels of the athlete/client e. Ointments used for heat application are applied to prepare the athlete/client for activity/competition
3. Apply post-event techniques	a. Signs and symptoms of injury from activity/competition are assessed and, where indicated, the RICER regime is implemented b. A range of post-event massage techniques to aid recovery from activity/competition are demonstrated
4. Implement self-care	a. Ergonomic use of body positioning and body weight to apply pre-event massage techniques and post-event massage techniques are demonstrated b. Massage table height is chosen to eliminate back strain during the application of massage c. Hand positions and techniques are chosen to eliminate upper limb strain during the application of massage d. Use of reinforced hands/thumb weight to apply pre-event massage techniques and post-event massage techniques are demonstrated e. Self-care protocols are adopted in accord with the industry standard massage therapy principles

Range of Variables

APPLY APPROPRIATE PRE-EVENT AND POST-EVENT TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. A range of pre-event massage techniques	<ul style="list-style-type: none"> a. to be performed in a variety of positions(ie, standing, seated, prone, supine and side recumbent lying) and through clothing as well as conventional table massage b. includes <ul style="list-style-type: none"> b.1 longitudinal stroking b.2 kneading b.3 compression b.4 jostling b.5 broad handed techniques b.6 pre-event heat application b.7 ointments for heat application b.8 use of stretching (indication and type)
2. A range of post-event massage techniques	<ul style="list-style-type: none"> a. to be performed in a variety of positions (ie, standing, seated, prone, supine and side-lying) and through clothing as well as conventional table massage b. includes <ul style="list-style-type: none"> b.1 longitudinal stroking b.2 kneading b.3 compression b.4 jostling b.5 broad handed techniques b.6 pre-event heat application b.7 ointments for heat application b.8 use of stretching (indication and type)
3. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
4. Contraindications for the application of pre-event and/or post-event techniques	<ul style="list-style-type: none"> a. indications for massage: musculoskeletal discomfort, circulation enhancement, relaxation and pain control b. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions c. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner d. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> d.1 pain-local, sharp, dull, achy, deep, surface d.2 fatigue d.3 inflammation d.4 lumps and tissue changes d.5 rashes and changes in the skin d.6 edema

	<ul style="list-style-type: none"> d.7 mood alterations, eg, depression, anxiety d.8 infection d.9 changes in habits such as appetite elimination or sleep d.10 bleeding and bruising d.11 nausea, vomiting or diarrhoea d.12 temperature-hot or cold e. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> e.1 anterior triangle of the neck e.2 posterior triangle of the neck e.3 axillary area e.4 medial epicondyle e.5 lateral epicondyle e.6 area of the sternal notch and anterior throat e.7 umbilicus area e.8 twelfth rib dorsal body e.9 sciatic notch e.10 inguinal triangle e.11 popliteal fossa
5. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
6. Organisations' medical support team	<ul style="list-style-type: none"> a. is relevant to professional club or organisation settings which have an established network for medical support that may include a range of people such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 massage therapists a.6 rehabilitation therapists a.7 exercise therapists
7. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
8. Post-event	<ul style="list-style-type: none"> a. refers to the hour immediately after activity/competition
9. Pre-event	<ul style="list-style-type: none"> a. refers to the hour prior to activity/competition

10. Pre-event massage is adjusted in accord with arousal levels	a. pre-event massage techniques are usually adjusted to assist psychological preparation for competition by a.1 calming the nervous or anxious competitor a.2 increasing excitement levels of the 'casual' competitor b. may be conducted in conjunction with coach/es
11. Referred/referral	a. recommendation of a client to another health professional for care/treatment/assessment
12. RICER regime	a. Rest b. Ice c. Compression d. Elevation e. Referral
13. Signs and symptoms of injury	a. pain b. soreness

Evidence Guide

APPLY APPROPRIATE PRE-EVENT AND POST-EVENT TECHNIQUES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to apply a range of basic techniques that will allow the learner to competently perform on location to apply pre-event and/or post-event massage techniques</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to conduct pre-event and post-event massage techniques that:</p> <p>c.1 Describe and explain the benefits</p> <p>c.2 Clarify possible contraindications</p> <p>c.3 Focus on body parts primarily involved in activity</p> <p>c.4 Suit the athlete/client, sport/activity and competition level</p> <p>c.5 Suit the preferred timing and duration for the athlete/client</p> <p>c.6 Adjusts to the athlete/client's arousal level</p> <p>c.7 Demonstrates implementation of self-care procedures</p> <p>c.8 Assess signs and symptoms of injury</p> <p>c.9 Apply a range of pre-event and/or post-event massage techniques to assist the client to prepare for and/or recover from the activity/competition</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS MTH 002A Operate in accord with accepted massage therapy workplace practices and ethics</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant human anatomy and physiology</p> <p>a.2 Relevant surface anatomy</p> <p>a.3 Relevant principles of sport psychology</p> <p>a.4 Relevant principles of human movement and sport biomechanics</p> <p>a.5 Relevant psycho-social indicators for proper assessment of contraindications to massage</p> <p>b. Underpinning skills</p> <p>b.1 Communicate effectively with athletes and others</p> <p>b.2 Adequate numeracy and literacy skills</p> <p>b.3 Provide reports to paramedical personnel</p> <p>b.4 Work with others in a team situation</p> <p>b.5 Remain calm under pressure</p> <p>b.6 Basic massage techniques</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting, or competition/activity setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a massage therapy setting, or competition/activity setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

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

**SRS MTH 002A OPERATE IN ACCORD WITH ACCEPTED MASSAGE
THERAPY WORKPLACE PRACTICES AND ETHICS**

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to undertake massage therapy activities in accord with all aspects of industry accepted practices and ethics.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adhere to accepted safety and privacy practices</p>	<p>a. Conduct massage activities in accord with accepted Occupational Health and Safety standards</p> <p>b. Conduct massage activities in accord with accepted duty of care</p> <p>c. Local, state, and national government legislation and/or requirements are complied with</p> <p>d. A standard of professional practice that complies with accepted industry standard massage therapy principles is maintained</p> <p>e. Principles of athlete/client confidentiality are observed</p>
<p>2. Provide basic information regarding treatment options</p>	<p>a. Athlete/client is provided with basic information regarding a range of treatment options and informed consent is obtained</p> <p>b. The similarities and differences between physiotherapy, osteopathy, chiropractic therapy and massage therapy are explained to the athlete/client</p> <p>c. The generic roles of a physiotherapist, an osteopath, a chiropractor, massage therapist and oriental massage therapy are clarified with the athlete/client</p> <p>d. The basic role of other modalities</p> <p>e. The characteristics between the allopathic and naturopathic approaches to treatment are described and explained to the athlete/client</p> <p>f. The medical approach to treatments of common musculoskeletal injuries in sport are explained to the athlete/client</p>
<p>3. Develop working relationships with other health professionals</p>	<p>a. Methods of advancing the massage industry through working in a collaborative manner with peers and other health professionals are identified and pursued</p> <p>b. Athlete/client is referred to relevant other health professional/s if the therapist is not currently competent in a treatment option that may be beneficial to the athlete/client</p> <p>c. Where appropriate a referral letter is written and given to the athlete/client to pass on to relevant other health professional/s</p> <p>d. A network of other health professionals is established for athlete/client referral and opinion</p> <p>e. A network of other relevant stakeholders is established</p>
<p>4. Identify continuing professional development options</p>	<p>a. Further education/training that will enhance the learners professional practice are researched and documented</p> <p>b. Professional development activities to enhance the skills and knowledge required of a massage therapist are described</p>
<p>5. Create a non-judgmental treatment environment</p>	<p>a. Clear non-judgmental communication techniques are demonstrated</p> <p>b. Athlete/client /therapist protocols are clear and well defined</p> <p>c. Industry standard massage therapy principles are adhered to particularly in relation to anti-discrimination legislation and/or regulations</p>

	d. Cultural diversity is appreciated and treatment protocols are adjusted accordingly
6. Appreciate ethical issues	<ul style="list-style-type: none"> a. Vulnerability of massage therapists and athlete/client to athlete/client-therapist boundary issues are explained b. Strategies for managing and minimizing boundary issues are explained and implemented c. Collection of information is limited to the presenting condition of the athlete/client and issues that may contribute to the effectiveness of the treatment plan d. Athlete/client is respected and treated in accord industry standard massage therapy principles
7. Handle and maintain equipment	<ul style="list-style-type: none"> a. Equipment is set up or dismantled in accord with manufacturer's guidelines and/or industry standard massage therapy principles b. Assembled equipment is left in safe surroundings, so that potentially hazardous situations for staff and athlete/client are avoided c. Necessary access and egress are maintained in the case of an emergency d. Specified lifting techniques are adopted and equipment is handled in a way which avoids damage to equipment and injury to self, other staff and athlete/client e. Equipment being set-up or dismantled is checked for deterioration or damage f. Damaged or worn equipment is recorded and reported to the responsible person and/or removed, marked or stored in a way which demonstrates clearly that it is withdrawn from service g. Minor repairs are carried out to acceptable standards h. Major repairs are referred to appropriate practitioners i. Equipment is correctly prepared before and after use, as well as for use by the next client j. Equipment with expired life spans are withdrawn and disposed of
8. Store equipment	<ul style="list-style-type: none"> a. Equipment is stored in the correct manner to ensure its future operation and serviceability b. Storage areas are maintained in a clean and tidy condition c. Security for storage facility is in accordance with operating procedures d. Equipment is stored in relation to accessibility and frequency of use

Range of Variables

OPERATE IN ACCORD WITH ACCEPTED MASSAGE THERAPY WORKPLACE PRACTICES AND ETHICS

VARIABLE STATEMENT	CATEGORIES
1. Access and egress	<ul style="list-style-type: none"> a. fire doors b. exits c. through ways d. corridors
2. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. Boundary issues	<ul style="list-style-type: none"> a. comply with industry code of ethics and practice in relation to <ul style="list-style-type: none"> a.1 informed consent a.2 duty of care a.3 draping a.4 hygiene a.5 the scope of client/therapist relationships a.6 advertising a.7 maintenance of equipment a.8 social/cultural morals a.9 demonstrate equal treatment of all athlete/clients a.10 psycho-emotional well being of athlete/client a.11 refer athlete/client who want treatment outside the scope of the available services a.12 dealing with difficult athlete/client
4. Common musculoskeletal injuries	<p>sporting injuries may be divided into acute injuries and overuse injuries which include</p> <ul style="list-style-type: none"> a. bones <ul style="list-style-type: none"> a.1 acute <ul style="list-style-type: none"> a.1.1 fracture a.1.2 periosteal contusion a.2 overuse <ul style="list-style-type: none"> a.2.1 stress fracture a.2.2 'bone strain', 'stress reaction' a.2.3 osteitis/periostitis a.2.4 apophysitis b. articular cartilage <ul style="list-style-type: none"> b.1 acute <ul style="list-style-type: none"> b.1.1 osteochondral/chondral fractures b.1.2 minor osteochondral injury b.2 overuse <ul style="list-style-type: none"> b.2.1 chondropathy, eg, softening, fibrillation, fissuring, chondromalacia

	<ul style="list-style-type: none"> c. joint <ul style="list-style-type: none"> c.1 acute <ul style="list-style-type: none"> c.1.1 dislocation c.1.2 subluxation c.2 overuse <ul style="list-style-type: none"> c.2.1 synovitis c.2.2 osteoarthritis d. ligament <ul style="list-style-type: none"> d.1 acute <ul style="list-style-type: none"> d.1.1 sprain/tear (grades I-III) d.2 overuse <ul style="list-style-type: none"> d.2.1 inflammation e. muscle <ul style="list-style-type: none"> e.1 acute <ul style="list-style-type: none"> e.1.1 strain/tear (grades I-III) e.1.2 contusion e.1.3 cramp e.1.4 acute compartment syndrome e.2 overuse <ul style="list-style-type: none"> e.2.1 chronic compartment syndrome e.2.2 delayed onset muscle soreness e.2.3 focal tissue thickening/fibrosis f. tendon <ul style="list-style-type: none"> f.1 acute <ul style="list-style-type: none"> f.1.1 tear (complete or partial) f.2 overuse <ul style="list-style-type: none"> f.2.1 tendinitis f.2.2 paratendinitis/tenosynovitis f.2.3 tendinosis g. bursa <ul style="list-style-type: none"> g.1 acute <ul style="list-style-type: none"> g.1.1 traumatic bursitis g.2 overuse <ul style="list-style-type: none"> g.2.1 bursitis h. nerve <ul style="list-style-type: none"> h.1 acute <ul style="list-style-type: none"> h.1.1 neuropraxia h.1.2 minor nerve injury/irritation h.2 overuse <ul style="list-style-type: none"> h.2.1 entrapment h.2.2 increased neural tension i. skin <ul style="list-style-type: none"> i.1 acute <ul style="list-style-type: none"> i.1.1 laceration i.1.2 abrasion i.1.3 puncture wound i.2 overuse <ul style="list-style-type: none"> i.2.1 blister
<p>5. Characteristics between the allopathic and naturopathic approaches</p>	<ul style="list-style-type: none"> a. allopathic - the western medical model in which a disease or an abnormal condition is treated by creating an environment that is antagonistic to it, ie, a system that emphasizes treatment of disease b. naturopathic – a system of health care that emphasizes health maintenance, disease prevention, patient education and patient responsibility
<p>6. Deterioration or damage</p>	<ul style="list-style-type: none"> a. to be checked for and reported on refers to <ul style="list-style-type: none"> a.1 damage to fabric a.2 damage to components a.3 missing parts a.4 components requiring restocking or refilling a.5 failure to operate correctly

7. Duty of care	<ul style="list-style-type: none"> a. the concept of duty of care refers to the obligation of an individual's responsibility to others and is dependent on the concepts of <ul style="list-style-type: none"> a.1 proximity of the relationship a.2 reasonable standard of care b. it is the responsibility of all massage therapists to deliver the highest possible professional care to all athlete/client with consideration to the medical, ethical, social and religious needs of the athlete/client c. professional care encompasses the receipt and response to a case, athlete/client assessment, and implementation of appropriate treatment.
8. Equipment	<ul style="list-style-type: none"> a. massage therapy table and equipment b. tents or shade providing devices c. screens d. drapes e. relevant oils and ointments f. first aid kit g. safety equipment h. heat packs and heating equipment i. ice and ice packs j. recording equipment to take case history k. drinking water for therapist/s and athlete/client/s
9. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual and/or a.4 tactile b. should be an information exchange between athlete/client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
10. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
11. Information	<p>is collected through</p> <ul style="list-style-type: none"> a. discussions regarding case history, ie, previous and/or current injuries or illnesses b. observations c. palpations d. functional assessments
12. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
13. Non-judgmental communication	<ul style="list-style-type: none"> a. respect athlete/client's needs, confidentiality and privacy b. use of language appropriate to athlete/client's level of understanding and relevant to their condition

14. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
15. Other relevant stakeholders	<ul style="list-style-type: none"> a. coach/s b. other health professionals c. parents/guardians d. other involved/appropriate personnel
16. Principles of athlete/client confidentiality	<ul style="list-style-type: none"> a. information regarding athlete/client status and/or well-being should not be passed on to other individuals without the permission of the athlete/client b. can refer to <ul style="list-style-type: none"> b.1 inappropriate questioning and assessment b.2 physical privacy of athlete/client, eg, changing in private, draping c. also refer to industry standard massage therapy principles
17. Referral	<ul style="list-style-type: none"> a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a athlete/client to another health professional for care/treatment

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED MASSAGE THERAPY WORKPLACE PRACTICES AND ETHICS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm a willingness and commitment to undertake massage therapy activities in accord with all aspects of industry accepted practices and ethics</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to conduct massage activities that:</p> <p>c.1 Comply with the accepted ethics and practice</p> <p>c.2 Observe client confidentiality</p> <p>c.3 Comply with accepted Occupational Health and Safety standards</p> <p>c.4 Comply with local, state and federal government legislation</p> <p>c.5 Provide athlete/client with information regarding treatment options</p> <p>c.6 Clarify and define protocols between athlete/client and therapist</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s)</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)</p> <p>c.1 SRS MTH 003A Obtain information to design a massage therapy plan</p> <p>c.2 SRS MTH 004A Implement, monitor and adjust a massage therapy plan</p> <p>c.3 SRS MTH 005A Apply massage techniques</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Massage therapy organisations' and/or associations' regulations and guidelines</p> <p>a.2 Relevant national, state/territory or local government regulations and guidelines</p> <p>a.3 Accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations</p> <p>a.4 Understanding of industry code(s) of ethics and practice pertaining to boundary issues</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal and oral/written communication skills in relation to the complex negotiation of boundary issues, developing working relationships with other health professionals and the provision of basic information</p> <p>b.2 Literacy skills in relation to the recording of information as part of a record-keeping system, developing working relationships with other health professionals and the provision of basic information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the work environment, ie, at all times throughout training
6. Context for assessment	<p>a. Competency must be demonstrated in a massage therapy setting with athletes/clients</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/client or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	2

SRS MTH 003A

OBTAIN INFORMATION TO DESIGN AN APPROPRIATE MASSAGE THERAPY PLAN

MTH

Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to use communication skills and safety test to obtain relevant client information to design an appropriate massage therapy plan for an athlete/client.

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective communication	<ul style="list-style-type: none"> a. Communication approaches adopted address the identified needs, abilities and developmental stage of the athlete/client b. Interactions are friendly and professional c. The athlete/client is encouraged to voice queries and/or fears and these are addressed appropriately d. Communications are clear, accurate and presented in a style appropriate to a therapy setting e. Body language is demonstrated in accord with accepted industry standard massage therapy principles f. Procedural protocols are discussed and established regarding draping, state of undress, clarification of areas to be touched and the need to clarify any variations to these factors as they arise during the application of massage therapy techniques
2. Obtain athlete/client history	<ul style="list-style-type: none"> a. Relevant personal details are obtained b. The athlete/client's purpose for massage is established and the symptoms they are experiencing are identified c. The athlete/client's aims and priorities relevant to the consultation are determined d. The history of symptoms the athlete/client is experiencing are obtained e. Relevant medical history is discussed and interpreted f. Possible contraindications for massage and/or indications for massage are identified through direct questioning g. Contraindications for massage and indications for massage are explained and discussed with the client and, where necessary, client is referred to appropriate other health professionals h. Information gathered from the athlete/client is recorded subjectively, ie, athlete/client's version, and objectively in accord with the principles of client confidentiality i. Information is recorded in a professional manner and filed for future reference
3. Observe variations of posture	<ul style="list-style-type: none"> a. Static variables and dynamic variables of posture are observed b. Static posture deviations from the ideally aligned erect posture are identified in the lateral anterior/posterior projections and, where appropriate, plotted on a diagram c. Muscle asymmetry is observed d. Athlete/client's presenting postural abnormalities maybe referred to other health professionals for a detailed assessment of their condition
4. Apply safety test	<ul style="list-style-type: none"> a. Relevant information derived from safety test

5. Observe tissue changes through palpation	<ul style="list-style-type: none">a. Temperature, colour and texture variations are identified and relevant information recordedb. Variations in muscle tension are identified and relevant information recorded
6. Prepare a massage therapy plan	<ul style="list-style-type: none">a. Options for packaging <i>massage therapy techniques</i> are discussed and explainedb. <i>Massage therapy techniques</i> are packaged to form an appropriate <i>massage therapy plan</i> suitable for the <i>athlete/client</i>c. Informed consent is gained

Range of Variables

OBTAIN INFORMATION TO DESIGN AN APPROPRIATE MASSAGE THERAPY PLAN

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Athlete/client's aims and priorities	<ul style="list-style-type: none"> a. quality of function b. self-improvement c. fitness targets d. lifestyle adjustments e. competition/performance targets
3. Contraindications for massage	<ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg, depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature - hot or cold d. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> d.1 anterior triangle of the neck d.2 posterior triangle of the neck d.3 axillary area d.4 medial epicondyle d.5 lateral epicondyle d.6 area of the sternal notch and anterior throat d.7 umbilicus area d.8 twelfth rib dorsal body d.9 sciatic notch d.10 inguinal triangle d.11 popliteal fossa

4. Dynamic variables	<ul style="list-style-type: none"> a. are observed while the athlete/client is <ul style="list-style-type: none"> a.1 moving body segments b. are observed to subjectively identify <ul style="list-style-type: none"> b.1 muscle imbalances in limbs, torso and head and neck b.2 abnormalities in range of motion in all body sections, ie, arms, legs, torso and neck and head
5. History of symptoms	<p>specific details regarding the condition for which therapy is being sought are identified such as</p> <ul style="list-style-type: none"> a. function <ul style="list-style-type: none"> a.1 decrease in or loss of function b. pain <ul style="list-style-type: none"> b.1 type and location of pain
6. Indications for massage	<ul style="list-style-type: none"> a. indications for massage: musculoskeletal discomfort, circulation enhancement, relaxation and pain control b. aid recovery from minor injuries <ul style="list-style-type: none"> b.1 muscular spasm or strain b.2 fibromyositis b.3 ligament sprains c. enhance recovery from more severe injuries as part of rehabilitation d. pre-event <ul style="list-style-type: none"> d.1 assist with physiological warm-up d.2 assist with psychological preparation including <ul style="list-style-type: none"> d.2.1 where appropriate, stress release, ie, relaxation d.2.2 where appropriate, to raise pre-event arousal levels e. post-event <ul style="list-style-type: none"> e.1 assist with physiological cool-down and recovery e.2 assist with emotional stress release and aid psychological recovery e.3 assist with the restoration of range of motion/flexibility f. maximise effectiveness of training and preparation programs through maintenance massage to assist injury recovery and/or the prevention of injury (refer to maintenance massage below)
7. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. employer organisations policies and procedures d. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations e. current and past good practice demonstrated by self or peers in the same or similar situation
8. Information	<p>is collected through</p> <ul style="list-style-type: none"> a. functional assessments b. discussions to clarify history c. observations d. palpations
9. Massage therapy plan	<ul style="list-style-type: none"> a. a sequence of relevant massage therapy techniques are negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the practitioners' current competencies or should refer the athlete/client to an appropriate alternative practitioner f. in relation to athlete/client, can include packages to assist in relation to <ul style="list-style-type: none"> f.1 pre-event preparation f.2 post-event recovery

	f.3 maintenance massage
10. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
11. Massage therapy techniques	<p>to be performed in a variety of positions, ie, standing, seated, prone, supine and side recumbent lying, and through clothing as well as conventional table massage. This may include</p> <ul style="list-style-type: none"> a. passive joint movement techniques <ul style="list-style-type: none"> a.1 joints are moved through their range of movement, ie, to the point of mild tissue resistance b. passive soft tissue movement <ul style="list-style-type: none"> b.1 technique is applied with palmer surfaces of the hand, heel of hand and/or fingers b.2 jostling <ul style="list-style-type: none"> b.2.1 shaking of the muscle from origin to insertion c. gliding techniques <ul style="list-style-type: none"> c.1 effleurage <ul style="list-style-type: none"> c.1.1 broad superficial strokes using the entire palmer surface of the hands to cover large surface areas of the body are exhibited c.2 longitudinal stroking <ul style="list-style-type: none"> c.2.1 deep gliding movement is applied in the direction of the muscle fibres through focal pressure using any of the following; fingers, palm, heel of hands, forearm and/or knuckles c.3 transverse gliding c.4 cross over stroke <ul style="list-style-type: none"> c.4.1 pulling and pushing of the tissue using the hands in a criss-cross manner is exhibited d. kneading <ul style="list-style-type: none"> d.1 technique is applied with palmer surface of the hand, heel of hand and/or fingers d.2 soft tissue is mobilised with rhythmical circular rolling, squeezing or pulling movements e. friction techniques <ul style="list-style-type: none"> e.1 superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions e.2 deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles e.3 is believed to be beneficial in releasing adherent/scar tissue f. compressive techniques <ul style="list-style-type: none"> f.1 digital pressure f.2 compression <ul style="list-style-type: none"> f.2.1 successive and rapid pressure, ie, a series of short duration compressions, is applied to soft tissue between two structures, ie, underlying bone structures and therapist's hand, or hand to hand f.3 percussion <ul style="list-style-type: none"> f.3.1 cupping, tapping, hacking, pummelling and flicking are applied rhythmically using the hands
12. Medical details	<ul style="list-style-type: none"> a. in relation to factors which may be affected by the application of massage therapy techniques b. to include <ul style="list-style-type: none"> b.1 current medical treatments b.2 previous medical history b.3 pregnancy status b.4 current-non-medical treatment, eg, naturopathy

	<ul style="list-style-type: none"> b.5 previous treatment from other professional modalities b.6 previous massage therapy treatment regimes b.7 relevant physical dysfunctions b.8 medications (including herbal) b.9 allergies and skin disorders b.10 previous surgery b.11 prosthesis and medical equipment, eg, catheter b.12 physical illness b.13 relevant emotional illness b.14 recent accidents and resultant injuries
13. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/ homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
14. Personal details	<ul style="list-style-type: none"> a. should be collected in accordance with industry standard massage therapy principles b. relevant lifestyle factors such as <ul style="list-style-type: none"> b.1 hobbies b.2 sporting commitments b.3 exercise habits b.4 dietary habits b.5 sleeping patterns
15. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding athlete/client status and/or well-being should not be passed on to other individuals without the permission of the athlete/client b. refer to industry standard massage therapy principles
16. Safety test	<p>safety tests may include but not limited to</p> <ul style="list-style-type: none"> a. vertebral artery test b. Valsalva test c. Holman's sign
17. Static variables	<ul style="list-style-type: none"> a. are observed while the athlete/client <ul style="list-style-type: none"> a.1 standing a.2 seated a.3 lying supine a.4 lying prone a.5 lying side recumbent b. are observed to subjectively identify <ul style="list-style-type: none"> b.1 muscle imbalances in limbs, torso and head and neck b.2 functional deviations of lower limb and upper limb b.3 posture b.4 muscle symmetry b.5 skeletal symmetry b.6 scars b.7 skin conditions

Evidence Guide

OBTAIN INFORMATION TO DESIGN AN APPROPRIATE MASSAGE THERAPY PLAN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient ability to use communication skills to obtain relevant athlete/client information to design an appropriate massage therapy plan for athlete/client b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Establish effective communication with athlete/client c.2 Demonstrate stance, posture, movements and/or body language c.3 Discuss and establish procedural protocols c.4 Obtain and record athlete/client history c.5 Observe and identify variations of posture c.6 Identify possible contraindications c.7 Prepare appropriate massage therapy plan
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 002A Operate in accord with accepted massage therapy workplace practices and ethics b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 004A Implement, monitor and adjust a massage therapy plan c.2 SRS MTH 005A Apply massage techniques
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Relevant structure and function of anatomical systems a.3 Relevant principles of human movement and sport biomechanics a.4 Contraindications for massage a.5 Indications for massage a.6 Relevant psycho-social contraindicators to massage b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to identify prominent bones/structures and major muscle groups through palpation b.2 Ability to convey and interpret information b.3 Adequate numeracy and literacy skills b.4 Adequate communication skills
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy clinic or setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment

6. Context for assessment

- a. Competency must be demonstrated in a massage therapy setting with athletes/clients
- b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. 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, athlete/clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	3	1

SRS MTH 004A IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY PLAN

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to use communication strategies, fundamental massage therapy techniques and knowledge to implement, monitor and adjust a massage therapy plan.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain effective communication	<ul style="list-style-type: none"> a. The <i>athlete/client</i> is encouraged to voice queries and/or fears and these are addressed appropriately b. Stance, posture, movements and/or body language are demonstrated in accord with accepted <i>industry standard massage therapy principles</i>
2. Implement the massage therapy plan	<ul style="list-style-type: none"> a. An appropriate package of <i>massage therapy techniques</i> are selected and the <i>massage therapy plan</i> is implemented accordingly
3. Prepare athlete/client for therapy	<ul style="list-style-type: none"> a. The <i>athlete/client's</i> physical readiness, psychological readiness and/or wellness are reviewed as suitable for involvement in each session b. <i>Athlete/clients</i> are made aware of aims and objectives of the <i>massage therapy plan</i> and/or each session
4. Monitor and adjust the massage therapy plan	<ul style="list-style-type: none"> a. Periodic reviews of the <i>massage therapy plan</i> are conducted in consultation with the <i>athlete/client</i> and <i>other relevant stakeholders</i> b. Attention is paid to the <i>athlete/client's aims and priorities</i> and adjustments are made accordingly c. <i>Athlete/client's well-being</i> is monitored b. Application intensity is regulated in response to <i>monitoring</i> of the physical and emotional tolerance of the client d. The <i>massage therapy plan</i> is adjusted during implementation in response to <i>monitoring</i> e. <i>Massage therapy plan</i> adjustments are identified and explained to the <i>athlete/client</i> in response to <i>monitoring</i> f. Records are kept regarding monitoring and adjustments to the <i>massage therapy plan</i> in accord with <i>industry standard massage therapy principles</i>
5. Provide feedback on the progress of the massage therapy plan	<ul style="list-style-type: none"> a. Efforts are made to obtain <i>feedback</i> from <i>athlete/client</i> and adjust the <i>massage therapy plan</i> to meet their developing needs b. Verbal communications are clear, accurate and presented in a style appropriate to a <i>massage therapy setting</i> c. If appropriate, and in accord with the <i>principles of athlete/client confidentiality</i>, <i>other relevant stakeholders</i> are kept informed of developments d. Necessary and relevant <i>information</i> is made available to the <i>athlete/client</i> at appropriate times to support the overall <i>massage therapy plan</i> or individual session/s
6. Implement postural improvement strategies	<ul style="list-style-type: none"> a. The ideally aligned erect posture is described and explained to the <i>athlete/client</i> b. Ideal posture for activities of daily living are described to the <i>athlete/client</i>

	c. Causes of poor static posture are discussed with the <i>athlete/client</i>
7. Establish cooperative self-management	a. Relevant <i>cooperative self management</i> strategies are discussed and recommended to the <i>athlete/client</i>
8. Conclude the session/s	<ul style="list-style-type: none"> a. Sufficient time is allocated to conclude sessions at a pace appropriate to the <i>athlete/client</i> b. The <i>athlete/client</i> is allowed sufficient time for further discussion c. The time, location and content of future sessions are clearly explained to the <i>athlete/client</i> d. The <i>athlete/client's</i> departure is supervised in a manner appropriate to the situation

Range of Variables

IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY PLAN

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function, improve their performance or well-being b. can be talented with various levels of motivation and commitment c. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Athlete/client well-being	<p>within industry standards, consider</p> <ul style="list-style-type: none"> a. injury status b. psychological status c. emotional status, and/or d. general self-esteem
3. Athlete/client's aims and priorities	<ul style="list-style-type: none"> a. comfort/discomfort levels b. quality of function c. self-improvement d. fitness targets e. lifestyle adjustments, and/or f. competition/performance targets
4. Cooperative self-management	<p>refers to discussing with and advising the athlete/client in relation to</p> <ul style="list-style-type: none"> a. activities or tasks to avoid, and/or b. simple follow-up activities and/or strategies to work on between sessions
5. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
7. Information	<ul style="list-style-type: none"> a. is collected through <ul style="list-style-type: none"> a.1 discussions, including history

	<ul style="list-style-type: none"> a.2 observations a.3 palpations a.4 functional assessments
8. Massage therapy plan	<ul style="list-style-type: none"> a. a sequence of relevant massage therapy techniques are negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the practitioners current competencies or should refer the athlete/client to an appropriate alternative practitioner f. in relation to athlete/client, can include packages to assist in relation to <ul style="list-style-type: none"> f.1 pre-event preparation f.2 post-event recovery f.3 maintenance massage
9. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
10. Massage therapy techniques	<p>to be performed in a variety of positions, ie, standing, seated, prone, supine and side recumbent lying, and through clothing as well as conventional table massage. This may include</p> <ul style="list-style-type: none"> a. passive joint movement techniques <ul style="list-style-type: none"> a.1 joints are moved through their range of movement, ie, to the point of mild tissue resistance b. passive soft tissue movement <ul style="list-style-type: none"> b.1 technique is applied with palmer surfaces of the hand, heel of hand and /or fingers b.2 jostling <ul style="list-style-type: none"> b.2.1 shaking of the muscle from origin to insertion c. gliding techniques <ul style="list-style-type: none"> c.1 effleurage <ul style="list-style-type: none"> c.1.1 broad superficial strokes using the entire palmer surface of the hands to cover large surface areas of the body are exhibited c.2 longitudinal stroking <ul style="list-style-type: none"> c.2.1 deep gliding movement is applied in the direction of the muscle fibres through focal pressure using any of the following; fingers, palm, heel of hands, forearm and/or knuckles c.3 transverse gliding c.4 cross over stroke <ul style="list-style-type: none"> c.4.1 pulling and pushing of the tissue using the hands in a criss-cross manner is exhibited d. kneading <ul style="list-style-type: none"> d.1 technique is applied with palmer surface of the hand, heel of hand and/or fingers d.2 soft tissue is mobilised with rhythmical circular rolling, squeezing or pulling movements e. friction techniques <ul style="list-style-type: none"> e.1 superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions e.2 deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles e.3 is believed to be beneficial in releasing adherent/scar tissue f. Compressive techniques <ul style="list-style-type: none"> f.1 digital pressure

	<ul style="list-style-type: none"> f.2 compression <ul style="list-style-type: none"> f.2.1 successive and rapid pressure, ie, a series of short duration compressions, is applied to soft tissue between two structures, ie, underlying bone structures and therapist's hand, or hand to hand f.3 percussion <ul style="list-style-type: none"> f.3.1 cupping, tapping, hacking, pummelling and flicking are applied rhythmically using the hands
11. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after treatment sessions b. observations before, during and after treatment sessions c. palpations during treatment sessions
12. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner (eg, specialising in oriental modalities) <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
13. Other relevant stakeholders	<ul style="list-style-type: none"> a. coach/es b. other health professionals c. parents/guardians d. other involved/appropriate personnel
14. Principles of athlete/client confidentiality	<ul style="list-style-type: none"> a. information regarding athlete/client status and/or well-being should not be passed on to other individuals without the permission of the athlete/client b. refer to best practice massage therapy principles
15. Technique	<ul style="list-style-type: none"> a. a singular massage therapy application, eg, effleurage or digital ischemic pressure

Evidence Guide

IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY PLAN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to use communication strategies and fundamental massage therapy techniques to conduct, monitor and adjust a massage therapy plan</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Maintain effective communication throughout the implementation of the massage therapy plan</p> <p>c.2 Package relevant massage therapy techniques to form a massage therapy plan</p> <p>c.3 Familiarise athlete/client with the aims and objectives of the massage therapy plan and/or each session</p> <p>c.4 Review the athlete/client's physical readiness, psychological readiness and/or well-being as suitable for involvement in each session</p> <p>c.5 Provide feedback on the progress of the massage therapy</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS MTH 002A Operate in accord with accepted massage therapy workplace practices and ethics</p> <p>a.2 SRS MTH 003A Obtain information to design an appropriate massage therapy plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS MTH 005A Apply massage techniques</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant human anatomy and physiology</p> <p>a.2 Relevant structure and function of anatomical systems</p> <p>a.3 Relevant principles of human movement and sport biomechanics</p> <p>b. Underpinning skills</p> <p>b.1 Ability to design a massage therapy plan and describe it's progressions</p> <p>b.2 Ability to identify prominent bones/structures and major muscle groups through palpation</p> <p>b.3 Ability to convey and interpret information</p> <p>b.4 Adequate numeracy and literacy skills</p> <p>b.5 Ability to gather and interpret information through the tactile senses</p> <p>b.6 Ability to apply tactile techniques</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables</p>

	and contexts applicable to the massage therapy work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a massage therapy setting with athlete/client b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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, athlete/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	3	2	1	2	1

SRS MTH 005A APPLY MASSAGE TECHNIQUES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to safely apply massage techniques to deliver a full body massage, a pre-event massage, a post-event massage and a maintenance massage respectively.

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need to apply massage techniques	a. Contraindications for massage are identified through case history, observation and palpation b. Contraindications for massage are explained and discussed with the athlete/client and, where necessary, athlete/client is referred to appropriate other health professionals c. A massage therapy plan incorporating relevant massage techniques is designed and negotiated with the athlete/client
2. Apply a full-body massage	a. Preferred timing and duration for the application of a full-body massage is explained and negotiated with the athlete/client b. Massage therapy techniques are applied to deliver a full-body massage c. Ability to combine a range of massage therapy techniques in an appropriate sequence to achieve the desired physical and emotional outcome is demonstrated d. Appropriate draping techniques are used e. Appropriate lighting, room temperature and ambience is established f. Ability to choose appropriate lubrication is demonstrated g. The lubricant is used and stored in accord with industry standard massage therapy principles
3. Apply a pre-event massage	a. Apply massage techniques to suit the athlete/client and the activity/competition b. Preferred timing and duration for the application of a pre-event massage is explained and negotiated with the athlete/client or adjusted according to the situation c. Massage techniques are applied to prepare athlete/clients for activity/competition d. Application of pre-event massage is adjusted in accord with arousal levels of the athlete/client e. Ointments used for heat application are applied to prepare the athlete/client for activity/competition f. Appropriate draping techniques are used
4. Apply a post-event massage	a. Apply massage techniques to suit the athlete/client and the activity/competition b. Preferred timing and duration for the application of a post-event massage is explained and negotiated with the athlete/client or adjusted according to the situation c. Massage techniques are applied to facilitate post-event recovery of an athlete/client d. Indications regarding the need to apply ice to aid recovery are assessed e. Where indicated, ice is applied to aid recovery from activity/competition f. Appropriate draping techniques are used

5. Apply a maintenance massage	a. Preferred timing and duration for the application of a maintenance massage is explained and negotiated with the client b. Massage therapy techniques are applied to meet the maintenance massage requirements of an athlete/client c. Athlete/client is informed of palpable soft tissue changes that may alter proprioception
6. Implement self-care	a. Therapist posture incorporates ergonomic use of body positioning and body weight to apply massage therapy techniques b. Use of reinforced hands/thumb weight to perform massage therapy techniques are demonstrated
7. Apply athlete/client positioning	a. Ability to apply massage therapy techniques with the athlete/client in a variety of postural positions is demonstrated b. The need for specific positions are explained to athlete/client

Range of Variables

APPLY MASSAGE TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function, improve their performance or well being b. can be talented with relatively poor motivation and commitment c. may be beginner through to high performance level competitors d. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Cooperative self-management	<ul style="list-style-type: none"> a. refers to discussing with and advising the client in relation to activities or tasks to avoid, and/or, simple follow-up activities and/or strategies to work on between sessions
3. Contraindications for massage	<ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg, depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature-hot or cold d. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> d.1 anterior triangle of the neck d.2 posterior triangle of the neck d.3 axillary area d.4 medial epicondyle d.5 lateral epicondyle d.6 area of the sternal notch and anterior throat d.7 umbilicus area d.8 twelfth rib dorsal body d.9 sciatic notch d.10 inguinal triangle d.11 popliteal fossa
4. Full-body massage	<ul style="list-style-type: none"> a. safe application of massage therapy techniques to the whole body to facilitate the reduction of physical and emotional stress

5. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
6. Lubrications/ lubricants	<ul style="list-style-type: none"> a. oils (vegetable and mineral) b. powder c. liniment d. cream
7. Maintenance massage	<p>package of massage therapy techniques designed to assist</p> <ul style="list-style-type: none"> a. injury prevention b. physiological recovery c. tissue extensibility d. muscle tone, ie, reduction of micro tears in myofibrils
8. Massage therapy plan	<ul style="list-style-type: none"> a. a sequence of relevant massage therapy techniques are negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the practitioners current competencies or should refer the athlete/client to an appropriate alternative practitioner f. in relation to athlete/client, can include packages to assist <ul style="list-style-type: none"> f.1 pre-event preparation f.2 post-event recovery f.3 maintenance massage
9. Massage therapy setting	<p>refers to any work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
10. Massage therapy techniques	<p>to be performed in a variety of positions, ie, standing, seated, prone, supine and side recumbent lying, and through clothing as well as conventional table massage. This may include</p> <ul style="list-style-type: none"> a. passive joint movement techniques <ul style="list-style-type: none"> a.1 joints are moved through their range of movement, ie, to the point of mild tissue resistance b. passive soft tissue movement <ul style="list-style-type: none"> b.1 technique is applied with palmer surfaces of the hand, heel of hand and /or fingers b.2 jostling <ul style="list-style-type: none"> b.2.2 shaking of the muscle from origin to insertion c. gliding techniques <ul style="list-style-type: none"> c.1 effleurage <ul style="list-style-type: none"> c.1.1 broad superficial strokes using the entire palmer surface of the hands to cover large surface areas of the body are exhibited c.2 longitudinal stroking <ul style="list-style-type: none"> c.2.1 deep gliding movement is applied in the direction of the muscle fibres through focal pressure using any of the following; fingers, palm, heel of hands, forearm and/or knuckles c.3 transverse gliding

	<ul style="list-style-type: none"> c.4 cross over stroke <ul style="list-style-type: none"> c.4.1 pulling and pushing of the tissue using the hands in a criss-cross manner is exhibited d. kneading <ul style="list-style-type: none"> d.1 technique is applied with palmer surface of the hand, heel of hand and/or fingers d.2 soft tissue is mobilised with rhythmical circular rolling, squeezing or pulling movements e. friction techniques <ul style="list-style-type: none"> e.1 superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions e.2 deep repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles e.3 is believed to be beneficial in releasing adherent/scar tissue f. compressive techniques <ul style="list-style-type: none"> f.1 digital pressure f.2 compression <ul style="list-style-type: none"> f.2.1 successive and rapid pressure, ie a series of short duration compressions, is applied to soft tissue between two structures, ie, underlying bone structures and therapist's hand, or hand to hand f.3 percussion <ul style="list-style-type: none"> f.3.1 cupping, tapping, hacking, pummelling and flicking are applied rhythmically using the hands
11. Modality	<ul style="list-style-type: none"> a. a combination of techniques
12. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
13. Post-event recovery	<ul style="list-style-type: none"> a. restoration of function b. application of massage therapy techniques to aid post-event recovery usually occurs in the hour immediately after activity
14. Postural positions	<ul style="list-style-type: none"> a. variety of positions in which athlete/client may be placed in order to receive the application of massage, eg, prone, supine, seated, side-recumbent lying, usually dependent on having ergonomically sound access to the site to which the massage therapy technique is to be applied b. can be restricted in circumstances where the athlete/client has a condition that may not allow them to comfortably establish and/or maintain the traditional or regular application position and may need to be improvised, but not at the expense of Occupational Health and Safety requirements c. must incorporate appropriate draping
15. Pre-event	<ul style="list-style-type: none"> a. time period prior to activity ranging from the day before the activity depending on circumstances

16. Pre-event massage is adjusted in accord with arousal levels	<ul style="list-style-type: none"> a. pre-event massage techniques are usually adjusted to <ul style="list-style-type: none"> a.1 calm the nervous or anxious competitor
17. Preferred timing and duration for the application of a full-body massage	<ul style="list-style-type: none"> a. can be negotiated with the athlete/client depending on their <ul style="list-style-type: none"> a.1 time availability a.2 financial constraints b. would usually be 50-60 minutes in a clinic situation, but could be shortened or extended depending on the circumstances
18. Preferred timing and duration for the application of a maintenance massage	<ul style="list-style-type: none"> a. can be negotiated with the athlete/client depending on their <ul style="list-style-type: none"> a.1 time availability a.2 financial constraints b. would usually be 30-60 minutes in a clinic situation, but could be shortened or extended depending on the circumstances
19. Preferred timing and duration for the application of post-event massage techniques	<ul style="list-style-type: none"> a. would usually be 5-15 minutes in a team change-room environment, but could be shortened or extended depending on circumstances such as <ul style="list-style-type: none"> a.1 number of players/competitors to administer a.2 associated time constraints a.3 areas of body to cover
20. Preferred timing and duration for the application of pre-event massage techniques	<ul style="list-style-type: none"> a. would usually be 5-10 minutes in a team change-room environment, but could be shortened or extended depending on circumstances such as <ul style="list-style-type: none"> a.1 number of players/competitors to administer a.2 associated time constraints a.3 areas of body to cover
21. Referred	<ul style="list-style-type: none"> a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of athlete/client to another health professional for care/treatment
22. Technique	<ul style="list-style-type: none"> a. a singular massage therapy application, eg, effleurage or digital ischemic pressure
23. Therapist posture	<p>refers to the therapists posture during massage and/or relates to</p> <ul style="list-style-type: none"> a. consistently demonstrated safe and appropriate posture during the application of massage techniques b. the use of an appropriate massage table in relation to its height and width c. correct hand, wrist and/or arm technique to eliminate and/or minimise upper limb strain during the application of massage d. adjustments to techniques in relation to individual therapists physical needs, ie, their height, strength, limb length

Evidence Guide

APPLY MASSAGE TECHNIQUES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to safely apply massage therapy techniques to deliver a full body relaxation massage, a pre-event massage, a post-event recovery massage and a maintenance massage respectively</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess the need to apply massage therapy techniques</p> <p>c.2 Apply a full-body relaxation massage</p> <p>c.3 Apply a pre-event massage</p> <p>c.4 Apply a post-event recovery massage</p> <p>c.5 Apply a maintenance massage</p> <p>c.6 Implement self-care protocols</p> <p>c.7 Position clients safely and effectively for the application of massage therapy techniques</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS MTH 002A Operate in accord with accepted massage therapy workplace practices and ethics</p> <p>a.2 SRS MTH 003A Obtain information to design an appropriate massage therapy plan</p> <p>a.3 SRS MTH 004A Implement, monitor and adjust a massage therapy plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant human anatomy and physiology</p> <p>a.2 Relevant structure and function of anatomical systems</p> <p>a.3 Relevant principles of human movement and sport biomechanics</p> <p>a.4 Contraindications for massage</p> <p>a.5 Relevant psycho-social contraindications to massage</p> <p>b. Underpinning skills</p> <p>b.1 Ability to design and monitor a massage therapy plan</p> <p>b.2 Ability to identify prominent bones/structures and major muscle groups through palpation</p> <p>b.3 Ability to convey and interpret information</p> <p>b.4 Adequate numeracy and literacy skills</p> <p>b.5 Ability to gather and interpret information through the tactile senses</p> <p>b.6 Ability to apply tactile techniques</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<p>5. Consistency in performance</p>	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	1

SRS MTH 006A

CONDUCT ASSESSMENTS AND DESIGN MASSAGE THERAPY TREATMENT PLANS

MTH

Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to enable the learner to apply communication skills to conduct assessments and obtain relevant athlete/client information to design massage therapy treatment plans.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct and design a treatment plan	<ul style="list-style-type: none"> a. The <i>athlete/client</i> is encouraged to voice queries and/or fears and these are addressed appropriately b. Sufficient time is allocated to conclude sessions at a pace appropriate to the <i>athlete/client</i> and allow time for further discussion c. Procedural protocols are discussed and established regarding draping, state of undress, clarification of areas to be touched and the need to clarify any variations to these factors as they arise during the treatment process d. The <i>athlete/client's</i> purpose for consultation is established and the symptoms they are experiencing are identified e. The <i>athlete/clients aims and priorities</i> are identified f. The <i>history of the symptoms</i> the <i>athlete/client</i> is experiencing are obtained g. Relevant <i>medical details</i> are discussed and possible <i>contraindications for massage</i> are determined h. <i>Information</i> gathered from the <i>athlete/client</i> is recorded objectively and in accord with the <i>principles of athlete/client confidentiality</i>
2. Observe athlete/client	<ul style="list-style-type: none"> a. <i>Static variables</i> and <i>dynamic variables</i> of posture are observed and analysed and relevant information recorded b. Muscle tone asymmetry is observed, analysed and relevant information recorded c. Muscle groups that require further investigation are identified and relevant information recorded d. Athlete/client's apparent degree of discomfort is observed and recorded
3. Conduct functional tests	<ul style="list-style-type: none"> a. Active range of motion tests are conducted and relevant information recorded b. Passive range of motion tests are conducted and relevant information recorded c. Major muscle group resistance tests are conducted and relevant information recorded d. Perform <i>special tests</i> and differential assessment
4. Observe tissue changes through palpation	<ul style="list-style-type: none"> a. Temperature, colour and texture variations are observed and relevant information recorded b. Areas of edema are identified and relevant information recorded c. Variations in muscle tension are identified and relevant information recorded d. Variations in fascia and connective tissue are identified and relevant information recorded e. Variations in superficial/surface tension is identified and relevant information recorded

5. Determine treatment outcome	<ul style="list-style-type: none"> a. The components for optimal function for the athlete/client are identified b. The performance parameters for the activity are identified c. Dysfunctional structures are identified d. Contraindications for massage are established and appropriate clarification is sought from other relevant health professionals e. Treatment progressions required to achieve the treatment outcomes are determined
6. Assess athlete/client's readiness to be included in a self-treatment plan	<ul style="list-style-type: none"> a. Factors which can affect the effectiveness of self-management programs such as time, motivation, compliance, willingness to learn and ability to learn are identified and discussed with the athlete/client b. Each athlete/client is assessed regarding their readiness and level of self-management program they can implement
7. Prepare an treatment plan	<ul style="list-style-type: none"> a. Treatment options are discussed and explained b. The need to refer the athlete/client to another health professional is assessed and appropriate actions are taken c. Relevant stakeholders are briefed regarding responsibilities and contributions to the overall treatment plan d. A treatment plan incorporating therapy and self-treatment is negotiated and prepared

Range of Variables

CONDUCT ASSESSMENTS AND DESIGN MASSAGE THERAPY TREATMENT PLANS

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and to improve their performance or well-being b. can be talented with various levels of motivation and commitment c. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Athlete/client's aims and priorities	<ul style="list-style-type: none"> a. comfort/discomfort levels b. quality of function c. self-improvement d. fitness targets e. lifestyle adjustments, and/or f. competition/performance targets
3. Dynamic variables	<ul style="list-style-type: none"> a. are observed while the athlete/client is <ul style="list-style-type: none"> a.1 moving body segments b. are observed to subjectively identify <ul style="list-style-type: none"> b.1 muscle imbalances in limbs, torso and head and neck b.2 abnormalities in range of motion in all body sections, ie, arms, legs, torso and neck and head
4. Functional tests	<p>the therapist needs to be able to</p> <ul style="list-style-type: none"> a. assess range of movement in all body sections (ie, arms, legs, torso and neck and head) b. identify functional deviations of lower limb and upper limb by observing at rest and during movement c. identify muscle imbalances in limbs, vertebral column d. identify abnormalities in range of motion of all joints and vertebral column e. identify biomechanical problems so that, where necessary, the athlete/client can be referred to appropriate other health professionals f. plot results on a diagram or chart
5. History of symptoms	<p>specific details regarding the pain/symptom for which therapy is being sought are identified such as</p> <ul style="list-style-type: none"> a. decrease and/or loss of function b. type of pain/symptom c. location of pain/ symptom d. commencement of pain/symptom e. perceived cause of pain/symptom f. duration of pain/symptom g. intensity of pain/symptom h. conditions which aggravate pain/symptoms i. conditions which relieve pain/symptoms j. areas/sites or positions that cause aggravation which, in turn, can provide clues to the cause of a problem k. areas/sites that cause aggravation when touched and/or palpated

	which, in turn, can provide clues to the cause of a problem
6. Information	is collected through <ul style="list-style-type: none"> a. discussions (including history) b. observations c. palpations d. functional assessments e. range of movement
7. Massage therapy setting	refers to any work environment where massage therapy is provided <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
8. Medical details	<ul style="list-style-type: none"> a. in relation to factors which may be affected by the application of massage therapy techniques b. to include <ul style="list-style-type: none"> b.1 current medical treatments b.2 previous medical history b.3 pregnancy status b.4 current-non-medical treatment (eg, naturopathy, etc) b.5 previous treatment from other professional modalities b.6 previous massage therapy treatment regimes b.7 relevant physical dysfunctions b.8 medications (including herbal) b.9 allergies and skin disorders b.10 previous surgery b.11 physical illness b.12 relevant emotional illness b.13 recent accidents and resultant injuries
9. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
10. Other relevant stakeholders	<ul style="list-style-type: none"> a. coach/es b. other health professionals c. parents/guardians d. other involved/appropriate personnel
11. Performance parameters	<ul style="list-style-type: none"> a. biomechanics of an activity to which the client wishes to return, ie, sport specific movements b. physiological components of an activity to which the athlete/client wishes to return c. psychological components of an activity to which the athlete/client wishes to return, eg, sport specific movements d. fitness, training, competition, general health and/or lifestyle targets e. identification of predominant muscle groups required for participation in the sport or activity in which the athlete/client is involved

	<ul style="list-style-type: none"> f. beneficial asymmetries g. joint ranges for each sport
12. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding athlete/client status and/or well-being should not be passed on to other individuals without the permission of the athlete/client b. refer industry standard massage therapy principles
13. Self-management programs	<p>assisting the athlete/client in areas such as</p> <ul style="list-style-type: none"> a. activities or tasks to avoid b. warm-ups and cool downs c. simple temperature therapy techniques d. self-massage techniques
14. Special tests	<p>to identify dysfunction in</p> <ul style="list-style-type: none"> a. muscle/s b. soft tissue/s c. joint/s d. neural tests e. vascular function, ie, blood flow f. fluid retention g. mechanical dysfunctions
15. Static variables	<ul style="list-style-type: none"> a. are observed while the athlete/client <ul style="list-style-type: none"> a.1 standing a.2 seated a.3 lying supine a.4 lying prone a.5 lying side recumbent b. are observed to subjectively identify <ul style="list-style-type: none"> b.1 muscle imbalances in limbs, torso and head and neck b.2 functional deviations of lower limb and upper limb b.3 posture b.4 muscle symmetry b.5 skeletal symmetry b.6 scars b.7 skin conditions
16. Treatment plan/s	<ul style="list-style-type: none"> a. a sequence of events incorporating the application of treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative health professional in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

CONDUCT ASSESSMENTS AND DESIGN MASSAGE THERAPY TREATMENT PLANS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient ability to apply comprehensive communication skills to conduct assessments and obtain relevant athlete/client information to design massage therapy treatment plans for athlete/client b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify possible contraindications c.2 Observe and analyse static and dynamic variables of posture and record relevant information c.3 Observe and analyse muscle tone asymmetry and record relevant information c.4 Identify muscle groups that require further investigation and record relevant information c.5 Conduct range of motion tests and record relevant information c.6 Perform special tests where appropriate c.7 Observe tissue change through palpation c.8 Determine progressions required to achieve desired treatment outcomes c.9 Conduct and design a treatment plan that returns the athlete/client to optimal function
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 002A Operate in accord with accepted massage therapy workplace practices and ethics a.2 SRS MTH 003A Obtain information to design an appropriate massage therapy plan a.3 SRS MTH 004A Implement, monitor and adjust a massage therapy plan a.4 SRS MTH 005A Apply massage techniques b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan c.2 SRS MTH 008A Apply temperature therapy c.3 SRS MTH 009A Apply myofascial tension techniques c.4 SRS MTH 010A Apply appropriate stretching techniques c.5 SRS MTH 011A Apply trigger point techniques c.6 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries c.7 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Relevant pathology/symptomology a.3 Relevant pharmacology a.4 Relevant nutrition for the general well-being of athlete/clients a.5 Relevant principles of human movement and sport biomechanics

	<ul style="list-style-type: none"> a.6 Common musculoskeletal injuries in sport a.7 Relevant psycho-social contraindications to massage b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design a treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses b.4 Comprehensive ability to apply tactile techniques b.5 Ability to convey and interpret information b.6 Adequate numeracy and literacy skills
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner; massage therapy equipment and massage therapy facilities in a massage therapy setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment.
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a massage therapy setting with athlete/client b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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, athlete/clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	1	1	2	1

SRS MTH 007A IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY TREATMENT PLAN

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to successfully utilise communication strategies and massage therapy knowledge and skills to conduct, monitor and adjust a massage therapy treatment plan.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Conduct, monitor and adjust a massage therapy treatment plan</p>	<ul style="list-style-type: none"> a. Effective communication is maintained with the <i>athlete/client</i> b. The <i>athlete/client</i> is prepared for involvement in the overall <i>treatment plan</i> and/or each session c. <i>Athlete/client</i> is made aware of aims and objectives of the overall <i>treatment plan</i> and/or each treatment session d. An appropriate <i>modality</i> and it's associated <i>techniques</i> are selected and treatment is performed e. Appropriate draping <i>techniques</i> are used f. The <i>treatment plan</i> is subject to <i>monitoring</i> and adjustment g. <i>Feedback</i> is provided regarding the progress of the <i>treatment plan</i> h. The <i>athlete/client</i> is encouraged to voice queries and/or fears and these are addressed appropriately i. Stance, posture, movements and/or body language are demonstrated in accord with accepted <i>industry standard massage therapy principles</i> j. Sufficient time is allocated to conclude sessions at a pace appropriate to the athlete/client and allow time for further discussion
<p>2. Provide instruction to teach or develop self-management programs</p>	<ul style="list-style-type: none"> a. The <i>athlete/client</i> is informed of their role and/or responsibility in maintaining a self-management program and/or routines b. Assistance and instruction is provided to enable the <i>athlete/client</i> to implement a self management program c. Relevant <i>information</i>, explanations and demonstrations are provided to assist the <i>athlete/client</i> to complete activities, stretches and the like as part of their self-management program d. Verbal instructions are precise and the instructional emphasis is placed on practical involvement while adjusting or refining <i>techniques</i> on an individualised basis e. The individual is observed to see that exercises, activities and/or stretches are conducted in accord with accepted <i>industry standard massage therapy principles</i>
<p>3. Prepare the athlete/client for future sessions</p>	<ul style="list-style-type: none"> a. The time, location and content of future sessions is discussed with the <i>athlete/client</i> b. The <i>athlete/client</i> is informed of suitable activities/exercises which could be undertaken to assist them prepare for future sessions
<p>4. Evaluate efficacy of treatment plan</p>	<ul style="list-style-type: none"> a. <i>Feedback</i> is obtained from <i>athlete/client</i> regarding the capacity of the treatment to produce effects b. <i>Special tests</i> and <i>functional tests</i> are conducted

Range of Variables

IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY TREATMENT PLAN

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Athlete/client well-being	<ul style="list-style-type: none"> a. injury status b. psychological status c. emotional status, and/or d. general self-esteem
3. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between athlete/client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
4. Functional tests	<ul style="list-style-type: none"> a. the therapist needs to be able to <ul style="list-style-type: none"> a.1 assess range of movement in all body sections (ie, arms, legs, torso and neck and head) a.2 identify functional deviations of lower limb and upper limb by observing at rest and during movement a.3 identify muscle imbalances in limbs, vertebral column a.4 identify abnormalities in range of motion of all joints and vertebral column a.5 identify biomechanical problems so that, where necessary, the athlete/client can be referred to appropriate other health professionals a.6 plot results on a diagram or chart
5. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation

6. Information	is collected through <ol style="list-style-type: none"> a. discussions (including history) b. observations c. palpations d. functional assessments e. range of movement
7. Massage therapy setting	refers to any work environment where massage therapy is provided <ol style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
8. Modality	a. a combination of techniques
9. Monitoring	is through <ol style="list-style-type: none"> a. questioning and discussions before, during and after treatment sessions b. observations before, during and after treatment sessions c. palpations during treatment sessions d. ongoing functional assessments as part of the formative evaluation of treatment plan
10. Special tests	to identify dysfunction in <ol style="list-style-type: none"> a. muscle/s b. soft tissue/s c. joint/s d. neural tests e. vascular function, ie, blood flow f. fluid retention g. mechanical dysfunctions
11. Technique	a. a singular massage therapy application, eg, effleurage or digital ischemic pressure
12. Treatment plan/s	<ol style="list-style-type: none"> a. a sequence of events incorporating the application of treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

IMPLEMENT, MONITOR AND ADJUST A MASSAGE THERAPY TREATMENT PLAN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to successfully utilise communication strategies and massage therapy knowledge and skills to conduct, monitor and adjust a massage therapy treatment plan b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Monitor and adjust the plan in response to the athlete/client's progress c.2 Provide feedback in a manner that maintains morale and is appropriate to the individual's needs c.3 Provide instruction to teach or develop the athlete/client's ability to implement a self-management program c.4 Prepare the athlete/client for future sessions
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 008A Apply temperature therapy c.2 SRS MTH 009A Apply myofascial tension techniques c.3 SRS MTH 010A Apply appropriate stretching techniques c.4 SRS MTH 011A Apply trigger point techniques c.5 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries c.6 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Relevant pathology/symptomology a.3 Relevant pharmacology a.4 Relevant nutrition for the general well-being of athlete/client a.5 Relevant human movement and sport biomechanics a.6 Common musculoskeletal injuries in sport b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design a treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses b.4 Comprehensive ability to apply tactile techniques b.5 Ability to convey and interpret information b.6 Adequate numeracy and literacy skills
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and

	<p>massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment.</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	1	1	2	1

SRS MTH 008A APPLY TEMPERATURE THERAPY

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to apply cold and heat to create a therapeutic effect.

ELEMENT	PERFORMANCE CRITERIA
1. Apply thermotherapy	<ul style="list-style-type: none"> a. Indications for thermotherapy are explained and discussed with the athlete/client b. Contraindications and precautions for thermotherapy are identified through case history, observation and palpation c. Contraindications and precautions for thermotherapy are explained and discussed with the athlete/client and, where necessary, athlete/client is referred to appropriate other health professionals d. Tests for sensitivity are carried out e. Possible adverse reactions to topical applications of thermotherapy are explained and relevant observation conducted f. Application of fundamental forms of thermotherapy are demonstrated g. Correct angle and distance for indirect application of thermotherapy are demonstrated h. Appropriate duration for thermotherapy is demonstrated
2. Apply cryotherapy	<ul style="list-style-type: none"> a. Indications for cryotherapy are explained and discussed with the client b. Contraindications and precautions for cryotherapy are identified through case history, observation and palpation c. Contraindications and precautions for cryotherapy are explained and discussed with the athlete/client and, where necessary, athlete/client is referred to appropriate other health professionals d. Tests for sensitivity are carried out e. Possible adverse reactions to topical applications of cryotherapy are explained and relevant observation conducted f. Application of fundamental forms cryotherapy are demonstrated g. Correct duration for cryotherapy is demonstrated h. The Huntington's response is explained and relevant observation conducted
3. Apply hot/cold therapy	<ul style="list-style-type: none"> a. Indications for hot/cold therapy are explained and discussed with the athlete/client b. Contraindications and precautions for hot/cold therapy are identified through case history, observation and palpation c. Contraindications and precautions for hot/cold therapy are explained and discussed with the athlete/client and, where necessary, client is referred to appropriate other health professionals d. Tests for sensitivity are carried out e. Application of fundamental forms of hot/cold therapy are explained and discussed with the athlete/client f. Correct duration of hot/cold therapy is demonstrated
4. Instigate self-management	<ul style="list-style-type: none"> a. A self-management program incorporating relevant temperature therapy techniques is instigated in consultation with the athlete/client

Range of Variables

APPLY TEMPERATURE THERAPY

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Cryotherapy	<ul style="list-style-type: none"> a. application of fundamental forms of cryotherapy refers to <ul style="list-style-type: none"> a.1 conduction, eg, cold packs, ice massage and immersion baths a.2 convection, eg, cooling devices b. possible adverse reactions to topical applications of cryotherapy refers to <ul style="list-style-type: none"> b.1 skin irritations b.2 neural irritations b.3 muscle cramps c. indications for cryotherapy refers to <ul style="list-style-type: none"> c.1 acute injury c.2 inflammation d. contraindications and precautions for cryotherapy refers to <ul style="list-style-type: none"> d.1 any contraindication for massage d.2 in particular <ul style="list-style-type: none"> d.2.1 skin disorders d.2.2 open wounds e. correct duration for cryotherapy refers to <ul style="list-style-type: none"> e.1 adequate time to achieve cryotherapy goals without adverse reactions, eg, Huntington’s response e.2 usually 10 minutes
3. Hot/cold therapy	<ul style="list-style-type: none"> a. refers to the alternate application of heat and cooling b. application of fundamental forms of hot/cold therapy refers to <ul style="list-style-type: none"> b.1 the use of ice/cold therapy and thermotherapy devices in alternative sequence c. indications for hot/cold therapy refers to <ul style="list-style-type: none"> c.1 muscle cramps c.2 recovery from exercise c.3 delayed onset muscle soreness d. contraindications and precautions for hot/cold therapy refers to <ul style="list-style-type: none"> d.1 any contraindication for massage d.2 also refer to contraindications for cryotherapy and thermotherapy respectively e. correct duration of hot/cold therapy refers to <ul style="list-style-type: none"> e.1 adequate time to achieve cryotherapy goals without adverse reactions (see below) and thermotherapy goals without adverse reactions (see below)
4. Huntington’s response	<ul style="list-style-type: none"> a. autonomic compensatory reaction of the body to cooling resulting in vasodilatation of the cooled blood vessels, ie, if part of the body is cooled for more than 20 minutes it automatically tries to establish

	homeostasis to warm the part again
5. Massage therapy setting	refers to any work environment where massage therapy is provided <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
6. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
7. Thermotherapy (or heat therapy)	<ul style="list-style-type: none"> a. application of fundamental forms thermotherapy refers to <ul style="list-style-type: none"> a.1 conduction, eg, heat packs and immersion baths a.2 radiation, eg, ray lamps a.3 friction a.4 topical applications b. indications for thermotherapy refers to <ul style="list-style-type: none"> b.1 myofascial hypertonicity, ie, stiffness b.2 fascial adherence c. contraindications and precautions for thermotherapy refers to <ul style="list-style-type: none"> c.1 any contraindication for massage <ul style="list-style-type: none"> c.1.1 pain-local, sharp, dull, achy, deep, surface c.1.2 fatigue c.1.3 inflammation c.1.4 lumps and tissue changes c.1.5 rashes and changes in the skin c.1.6 edema c.1.7 mood alterations, eg, depression, anxiety c.1.8 infection c.1.9 changes in habits such as appetite elimination or sleep c.1.10 bleeding and bruising c.1.11 nausea, vomiting or diarrhoea c.1.12 temperature-hot or cold c.2 in particular <ul style="list-style-type: none"> c.2.1 skin disorders c.2.2 open wounds c.2.3 acute injury c.2.4 acute inflammation c.2.5 vascular disorders d. correct angle and distance for indirect application of thermotherapy refers to <ul style="list-style-type: none"> d.1 safe and effective placement of the heat lamp in accord with manufacturers instructions and directions d.2 heat source perpendicular to area to be treated d.3 minimum distance of 30 cm from area to be heated e. appropriate duration for thermotherapy is described <ul style="list-style-type: none"> e.1 adequate time to achieve heat therapy goals without adverse reactions e.2 usually 10-20 minutes

- e.3 in accord with manufacturers instructions and directions
- f. possible adverse reactions to topical applications of thermotherapy refers to
 - f.1 burning
 - f.2 skin irritations
 - f.3 re-initiate internal bleeding

Evidence Guide

APPLY TEMPERATURE THERAPY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm comprehensive knowledge of anatomy and physiology and the knowledge and ability to assess and safely externally apply cold and heat to create a therapeutic effect, ie, safely apply temperature therapy b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Describe and explain thermotherapy, cryotherapy and hot/cold therapy c.2 Identify contraindications and precautions for thermotherapy, cryotherapy and hot/cold therapy through case history, observation and palpation c.3 Design and negotiate a treatment plan that incorporates relevant temperature therapy techniques c.4 Apply thermotherapy, cryotherapy and hot/cold therapy techniques
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 009A Apply myofascial tension techniques c.2 SRS MTH 010A Apply appropriate stretching techniques c.3 SRS MTH 011A Apply trigger point techniques c.4 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries c.5 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Physiology related to use of hot and cold temperature a.3 Relevant pathology/symptomology a.4 Relevant pharmacology a.5 Relevant nutrition for the general well-being of clients a.6 Relevant human movement and sport biomechanics a.7 Common musculoskeletal injuries in sport b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design a treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses b.4 Comprehensive ability to apply tactile techniques b.5 Ability to convey and interpret information b.6 Adequate numeracy and literacy skills

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	2	2

SRS MTH 009A APPLY MYOFASCIAL TENSION TECHNIQUES

MTH

Massage therapy

DESCRIPTION: Assess myofascial restriction and apply appropriate techniques to facilitate mobilisation of dysfunctional tissue

ELEMENT	PERFORMANCE CRITERIA
1. Describe the principles of myofascial tension techniques	a. The basic function and structure of fascia is described and explained to the <i>athlete/client</i> b. Contraindications and precautions for myofascial tension techniques are described and explained to the <i>athlete/client</i> c. The essential differences between myofascial tension techniques and other forms of soft tissue treatment techniques is explained
2. Assess the need to apply myofascial tension techniques	a. Elasticity assessment of superficial connective tissue are explained and demonstrated b. Range of motion assessment of the elasticity of connective tissue are explained and demonstrated c. Palpatory assessment of connective tissue is conducted and the implications of such are explained to the <i>athlete/client</i> d. A treatment plan incorporating relevant myofascial tension techniques is designed and negotiated with the <i>athlete/client</i>
3. Apply myofascial tension techniques	a. The differences between superficial fascia and muscle fascia anatomy are described and rationalized b. The differences in the treatment of superficial fascia and muscle fascia anatomy are described, demonstrated and rationalized c. Techniques are applied in accordance with industry standard massage therapy principles d. Techniques are applied in a sustained manner
4. Implement self-care	a. Ergonomic use of body positioning and body weight to perform myofascial tension techniques are demonstrated b. Use of reinforced hands, digits, thumb and the forearm to administer myofascial tension techniques are demonstrated

Range of Variables

APPLY MYOFASCIAL TENSION TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Contraindications and precautions for sustained myofascial tension techniques	<ul style="list-style-type: none"> a. any contraindication for massage b. in particular <ul style="list-style-type: none"> b.1 any connective tissue disorder/s, eg, Marfans syndrome b.2 fragile skin or skin with stretch marks
3. Elasticity assessment of superficial connective tissue	<p>refers to the following procedures</p> <ul style="list-style-type: none"> a. palpatory assessment of superficial fascia b. visual assessment of superficial fascia
4. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
5. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
6. Muscle fascial anatomy	<ul style="list-style-type: none"> a. epimysium b. perimysium c. endomysium d. basal lamina
7. Myofascial tension techniques	<ul style="list-style-type: none"> a. techniques conducted on superficial and/or deep tissues to <ul style="list-style-type: none"> a.1 lengthen tissue a.2 reduce adhesions a.3 increase range of movement a.4 decrease compartment pressure a.5 restore elasticity

	<ul style="list-style-type: none"> b. techniques may include <ul style="list-style-type: none"> b.1 identification of target tissue b.2 choose appropriate quantity and quality of treatment b.3 describe using soft tissue treatment scale, eg, Granter/King scale b.4 use of skin absorbing lotion not oil b.5 contact target tissue in appropriate position of tissue tension or laxity b.6 application of tensile force b.7 tensile force may be increased by taking origin and attachment points of the relevant soft tissue away from each other b.8 reassess to check efficacy of technique and /or application
8. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
9. Palpatory assessment of connective tissue	<ul style="list-style-type: none"> a. refers to the ability to distinguish between mobile, healthy fascia and hypomobile fascia
10. Range of motion assessment of the elasticity of the connective tissue	<ul style="list-style-type: none"> a. refers to the assessment of joint range of motion pre and post application of treatment to monitor effectiveness of technique
11. Superficial fascia	<ul style="list-style-type: none"> a. subcutaneous connective tissue
12. Sustained	<ul style="list-style-type: none"> a. sheer force is maintained for an appropriate period of time
13. Technique	<ul style="list-style-type: none"> a. a singular massage therapy application, eg, gliding or digital ischemic pressure
14. Treatment plan/s	<ul style="list-style-type: none"> a. a sequence of events incorporating the application of treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

APPLY MYOFASCIAL TENSION TECHNIQUES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm comprehensive knowledge of anatomy and physiology and the knowledge and ability to assess myofascial restriction and safely apply appropriate techniques to facilitate the mobilisation of tissue, ie, safely apply myofascial tension techniques</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Describe and explain the principles of myofascial tension techniques</p> <p>c.2 Identify contraindications and precautions for myofascial tension techniques through case history, observation and palpation</p> <p>c.3 Design and negotiate an treatment plan with the athlete/client that incorporates myofascial tension techniques</p> <p>c.4 Apply myofascial tension techniques</p> <p>c.5 Demonstrate self-care principles such as body positioning, body weight and reinforced hand/thumb weight</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans</p> <p>a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS MTH 008A Apply temperature therapy</p> <p>c.2 SRS MTH 010A Apply appropriate stretching techniques</p> <p>c.3 SRS MTH 011A Apply trigger point techniques</p> <p>c.4 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries</p> <p>c.5 SRS MTH 013A Integrate massage techniques to support athletes</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Structure and nature of connective tissue as it relates to the sustained myofascial tension techniques</p> <p>a.2 Relevant human anatomy and physiology</p> <p>a.3 Common musculoskeletal injuries in sport</p> <p>a.4 Relevant principles of human movement and sport biomechanics</p> <p>a.5 Relevant pharmacology</p> <p>a.6 Relevant pathology and symptomology</p> <p>b. Underpinning skills</p> <p>b.1 Ability to design a treatment plan and describe it's progressions</p> <p>b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation</p> <p>b.3 Comprehensive ability to gather and interpret information through the tactile senses</p> <p>b.4 Comprehensive ability to apply tactile techniques</p> <p>b.5 Ability to convey and interpret information</p> <p>b.6 Adequate numeracy and literacy skills</p>

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	2	1

SRS MTH 010A APPLY APPROPRIATE STRETCHING TECHNIQUES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to assess and safely apply appropriate stretching technique covering therapist assisted and athlete/client initiated stretching.

ELEMENT	PERFORMANCE CRITERIA
1. Describe different stretching techniques	a. The principles of stretching are described and explained b. Contraindications and precautions for stretching are described and explained
2. Assess the need to apply stretching techniques	a. Contraindications and precautions for stretching techniques are identified through case history, observation and palpation b. Contraindications and precautions for stretching techniques are explained and discussed with the athlete/client and, where necessary, athlete/client is referred to appropriate other health professionals c. The ability to differentiate between signs and symptoms caused by other sources of pain is demonstrated d. Relevant pain referral patterns of soft tissues are identified and explained to the athlete/client e. A treatment plan incorporating relevant stretching techniques is designed and negotiated with the athlete/client
3. Apply stretching techniques	a. Stretching techniques are applied safely and correctly b. Techniques are applied with appropriate rhythm, tempo, rate, pressure and repetition to create the desired outcome c. Techniques are applied in accordance with industry standard massage therapy principles
4. Instigate self-stretching	a. techniques in the self-stretching program are explained, demonstrated and clarified with the athlete/client

Range of Variables

APPLY APPROPRIATE STRETCHING TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/clients	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Contraindications and precautions for stretching	<p>contraindications for application of stretching</p> <ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. stretching is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg, depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature-hot or cold
3. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
4. Massage therapy setting	<p>refers to any work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes

<p>5. Other health professionals</p>	<p>a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include</p> <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths <p>b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities</p> <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
<p>6. Referred</p>	<p>a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional</p> <p>b. recommendation of a athlete/client to another health professional for care/treatment</p>
<p>7. Stretching techniques</p>	<p>a. static stretching</p> <p>b. dynamic stretching</p> <p>c. ballistic stretching</p> <p>d. Proprioceptive Neuromuscular Facilitation stretching</p> <ul style="list-style-type: none"> d.1 contract-relax d.2 hold-relax
<p>8. Stretching within a treatment plan</p>	<p>a. massage therapy setting with therapist assisted stretching</p> <p>b. massage therapy setting with athlete/client initiated stretching</p> <p>c. home care athlete/client initiated stretching</p>
<p>9. Self stretching program</p>	<p>assisting the athlete/client in areas such as</p> <ul style="list-style-type: none"> a. activities or tasks to avoid b. warm-ups and cool downs c. self-massage techniques d. corrective positioning
<p>10. Treatment plan/s</p>	<ul style="list-style-type: none"> a. a sequence of events incorporating the application of treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

APPLY APPROPRIATE STRETCHING TECHNIQUES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm comprehensive knowledge of anatomy and physiology and the knowledge and ability to safely apply stretching techniques b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Describe principles of stretching c.2 Assess the need to apply stretching c.3 Identify contraindications and precautions for stretching techniques through case history, observation and palpation c.4 Design and negotiate a treatment plan incorporating relevant stretching techniques with the athlete/client c.5 Apply stretching techniques
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 008A Apply temperature therapy c.2 SRS MTH 009A Apply myofascial tension techniques c.3 SRS MTH 011A Apply trigger point techniques c.4 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries c.5 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Relevant pathology/symptomology a.3 Relevant pharmacology a.4 Relevant nutrition for the general well-being of clients a.5 Relevant principles of human movement and sport biomechanics a.6 Common musculoskeletal injuries in sport a.7 Relevant neuromuscular physiology a.8 Exercise physiology related to stretching b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design a treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses b.4 Comprehensive ability to apply tactile techniques b.5 Ability to convey and interpret information b.6 Adequate numeracy and literacy skills b.7 Ability to demonstrate basic stretching techniques

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	2	1

SRS MTH 011A APPLY TRIGGER POINT TECHNIQUES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to assess and safely apply specific massage therapy techniques to identify and/or treat active, latent, secondary and satellite trigger points and, where relevant, their associated pain referral patterns.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the nature of trigger points	<ul style="list-style-type: none"> a. Acquisition of <i>trigger points</i> is identified b. Common/major trigger point pain referral patterns are identified c. The relationships between <i>primary trigger points</i>, <i>secondary trigger points</i> and <i>satellite trigger points</i> are identified d. <i>Contraindications and precautions for trigger point techniques</i> are identified
2. Assess the need to apply trigger point techniques	<ul style="list-style-type: none"> a. Characteristics of <i>active trigger points</i> are recognised through case history, observation and palpation b. Characteristics of <i>latent trigger points</i> are recognised through palpation c. <i>Primary trigger points</i>, <i>secondary trigger points</i> and <i>satellite trigger points</i> are identified d. The ability to differentiate between signs and symptoms caused by active trigger points from <i>other sources of pain</i> is demonstrated e. Relevant pain referral patterns of trigger points are identified and explained to the athlete/client f. <i>Contraindications and precautions for trigger point techniques</i> are identified through case history, observation and palpation g. <i>Contraindications and precautions for trigger point techniques</i> are explained and discussed with the athlete/client and, where necessary, athlete/client is <i>referred</i> to appropriate <i>other health professionals</i> h. A <i>treatment plan</i> incorporating relevant <i>trigger point techniques</i> is designed and negotiated with the athlete/client
3. Apply trigger point techniques	<ul style="list-style-type: none"> a. <i>Trigger point techniques</i> are used to conduct treatment b. Techniques are applied in accordance <i>with industry standard massage therapy principles</i>
4. Instigate self-management program	<ul style="list-style-type: none"> a. A relevant <i>self-management program</i> is instigated in consultation with the <i>athlete/client</i>

Range of Variables

APPLY TRIGGER POINT TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups f. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in massage therapy sessions
2. Active trigger points	<p>result in</p> <ul style="list-style-type: none"> a. disproportionate pain on pressure b. predictable pain referral c. local involuntary muscular twitch on palpation d. taut band on palpation e. possible loss of muscular range f. possible loss of contractile efficiency g. possible long lasting low intensity pain
3. Contraindications and precautions for trigger point techniques	<p>contraindications for application of trigger point techniques</p> <ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a health professional c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg, depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature-hot or cold d. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> d.1 anterior triangle of the neck d.2 posterior triangle of the neck d.3 axillary area d.4 medial epicondyle d.5 lateral epicondyle d.6 area of the sternal notch and anterior throat d.7 umbilicus area d.8 twelfth rib dorsal body

	<ul style="list-style-type: none"> d.9 sciatic notch d.10 inguinal triangle d.11 popliteal fossa
4. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. employer organisations policies and procedures d. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations e. current and past good practice demonstrated by self or peers in the same or similar situation
5. Latent trigger points	<ul style="list-style-type: none"> a. local tenderness greater than surrounding tissue after sustained pressure b. possible taut band on palpation c. no referral with out excessive pressure applied d. no involuntary muscle twitch
6. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner (eg, specialising in oriental modalities) <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
7. Other sources of pain	<ul style="list-style-type: none"> a. locally occurring tissue pathology b. other sources of pain referral such as <ul style="list-style-type: none"> b.1 visceral conditions b.2 neuromeningeal irritation.
8. Primary trigger point	<ul style="list-style-type: none"> a. active trigger point or previously active b. the initial trigger point
9. Satellite trigger points	<ul style="list-style-type: none"> a. a latent or active trigger point that occurs within the pain referral pattern of the primary trigger point
10. Secondary trigger points	<ul style="list-style-type: none"> a. a latent or active trigger that occurs as a result of overload or compensation due to the change in function of the tissue containing the primary trigger point
11. Self-management programs	<p>assisting the athlete/client in areas such as</p> <ul style="list-style-type: none"> a. activities or tasks to avoid b. warm-ups and cool downs c. simple temperature therapy techniques d. self-massage techniques
12. Treatment plan/s	<ul style="list-style-type: none"> a. a sequence of events incorporating the application of advanced treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance

	<p>parameters</p> <ul style="list-style-type: none"> d. individualised to the client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent
13. Trigger points	<ul style="list-style-type: none"> a. hypersensitive area within hypertonic myofascia (ie, the combination of contractile tissue and its accompanying fascial tissue)
14. Trigger point techniques	<ul style="list-style-type: none"> a. apply digital ischemic pressure and/or apply stretching after treatment. It incorporates <ul style="list-style-type: none"> a.1 ischemic pressure a.2 stretching

Evidence Guide

APPLY TRIGGER POINT TECHNIQUES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm comprehensive knowledge of anatomy and physiology and the knowledge and ability to assess and safely apply specific massage therapy techniques to identify and/or treat active, latent, secondary and satellite trigger points and, where relevant, their associated pain referral patterns b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Describe and explain the nature of trigger points c.2 Describe and explain the common/major trigger point pain referral patterns c.3 Describe and explain the relationships between primary trigger points, secondary trigger points and satellite trigger points c.4 Identify contraindications and precautions for trigger point techniques through case history, observation and palpation c.5 Design a treatment plan c.6 Apply trigger point techniques c.7 Instigate relevant self-management programs
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 008A Apply temperature therapy c.2 SRS MTH 009A Apply myofascial tension techniques c.3 SRS MTH 010A Apply appropriate stretching techniques c.4 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries c.5 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Common musculoskeletal injuries in sport a.3 Relevant neurophysiology and proprioception a.4 Location of trigger points a.5 Relevant pathology/symptomology a.6 Relevant pharmacology a.7 Relevant nutrition for the general well-being of clients a.8 Relevant principles of human movement and sport biomechanics b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design an advanced treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses

	<p>b.4 Comprehensive ability to apply tactile techniques</p> <p>b.5 Ability to convey and interpret information</p> <p>b.6 Adequate numeracy and literacy skills</p>
4. Resource implications	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/clients</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	1	2	1

SRS MTH 012A APPLY DEEP TISSUE TECHNIQUES TO TREAT COMMON MUSCULOSKELETAL INJURIES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to integrate knowledge of massage therapy techniques and modalities to provide a deep tissue massage treatment for athlete/client with common musculoskeletal injuries.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify common musculoskeletal injuries and associated treatment procedures</p>	<p>a. Causes of <i>common musculoskeletal injury</i> are incorporated into consultation with <i>athlete/client</i></p> <p>b. <i>Industry standard massage therapy principles</i> regarding procedures and/or approaches for treating <i>common musculoskeletal injuries</i> are incorporated into consultation with <i>athlete/client</i></p>
<p>2. Assess musculoskeletal injury and dysfunction</p>	<p>a. <i>Athlete/client's</i> musculoskeletal <i>dysfunctions</i> are assessed using case history, observation, palpation and functional assessment tests</p> <p>b. <i>Athlete/client</i> is advised of optimal number of treatments and likely prognosis</p> <p>c. <i>Contraindications for massage</i> are explained and discussed with the athlete/client and, where necessary, athlete/client is <i>referred</i> to appropriate <i>other health professionals</i></p>
<p>3. Treat musculoskeletal injury and dysfunction</p>	<p>a. A <i>treatment package</i> incorporating packaging of <i>advanced massage techniques</i> and/or <i>massage therapy techniques</i> to treat <i>common musculoskeletal injuries</i> is developed for the <i>athlete/client</i></p> <p>b. A <i>treatment package</i> is implemented through the <i>integration of various techniques</i></p> <p>c. <i>Self-management programs</i> are established, explained, clarified and instigated with the athlete/client</p> <p>d. <i>Athlete/client</i> is referred to <i>other health professionals</i> in relation to areas/aspects in which the therapist is not currently competent</p>

Range of Variables

APPLY DEEP TISSUE TECHNIQUES TO TREAT COMMON MUSCULOSKELETAL INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Adhesions	a. collagen cross linkages between tissues occurring at either microscopic or macroscopic levels as a response to trauma
2. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. Causes of common musculoskeletal injury	<ul style="list-style-type: none"> a. congenital b. traumatic c. degenerative d. infections e. postural
4. Common musculoskeletal injuries	<p>sporting injuries may be divided into acute injuries and overuse injuries which include</p> <ul style="list-style-type: none"> a. bones <ul style="list-style-type: none"> a.1 acute <ul style="list-style-type: none"> a.1.1 fracture a.1.2 periosteal contusion a.2 overuse <ul style="list-style-type: none"> a.2.1 stress fracture a.2.2 'bone strain', 'stress reaction' a.2.3 osteitis/periostitis a.2.4 apophysitis b. articular cartilage <ul style="list-style-type: none"> b.1 acute <ul style="list-style-type: none"> b.1.1 osteochondral/chondral fractures b.1.2 minor osteochondral injury b.2 overuse <ul style="list-style-type: none"> b.2.1 chondropathy (eg, softening, fibrillation, fissuring, chondromalacia) c. joint <ul style="list-style-type: none"> c.1 acute <ul style="list-style-type: none"> c.1.1 dislocation c.1.2 subluxation c.2 overuse <ul style="list-style-type: none"> c.2.1 synovitis c.2.2 osteoarthritis d. ligament <ul style="list-style-type: none"> d.1 acute <ul style="list-style-type: none"> d.1.1 sprain/tear (grades I-III) d.2 overuse <ul style="list-style-type: none"> d.2.1 inflammation

	<ul style="list-style-type: none"> e. muscle <ul style="list-style-type: none"> e.1 acute <ul style="list-style-type: none"> e.1.1 strain/tear (grades I-III) e.1.2 contusion e.1.3 cramp e.1.4 acute compartment syndrome e.2 overuse <ul style="list-style-type: none"> e.2.1 chronic compartment syndrome e.2.2 delayed onset muscle soreness e.2.3 focal tissue thickening/fibrosis f. tendon <ul style="list-style-type: none"> f.1 acute <ul style="list-style-type: none"> f.1.1 tear (complete or partial) f.2 overuse <ul style="list-style-type: none"> f.2.1 tendinitis f.2.2 paratendinitis/tenosynovitis f.2.3 tendinosis g. bursa <ul style="list-style-type: none"> g.1 acute <ul style="list-style-type: none"> g.1.1 traumatic bursitis g.2 overuse <ul style="list-style-type: none"> g.2.1 bursitis h. nerve <ul style="list-style-type: none"> h.1 acute <ul style="list-style-type: none"> h.1.1 neuropraxia h.1.2 minor nerve injury/irritation h.2 overuse <ul style="list-style-type: none"> h.2.1 entrapment h.2.2 increased neural tension i. skin <ul style="list-style-type: none"> i.1 acute <ul style="list-style-type: none"> i.1.1 laceration i.1.2 abrasion i.1.3 puncture wound i.2 overuse <ul style="list-style-type: none"> i.2.1 blister
<p>5. Contraindications for massage</p>	<p>contraindications for application of massage include</p> <ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg, depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature-hot or cold d. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> d.1 anterior triangle of the neck d.2 posterior triangle of the neck d.3 axillary area d.4 medial epicondyle

	<ul style="list-style-type: none"> d.5 lateral epicondyle d.6 area of the sternal notch and anterior throat d.7 umbilicus area d.8 twelfth rib dorsal body d.9 sciatic notch d.10 inguinal triangle d.11 popliteal fossa
6. Dysfunction	<ul style="list-style-type: none"> a. includes musculoskeletal injuries and any compromise to function relative to activity being undertaken
7. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
8. Integration of various techniques	<p>refers to the integration of</p> <ul style="list-style-type: none"> a. trigger point techniques b. Proprioceptive Neuromuscular Facilitation stretching c. deep transverse friction techniques d. myofascial tension techniques e. corrective exercise
9. Massage therapy techniques	<ul style="list-style-type: none"> a. cross fibre techniques <ul style="list-style-type: none"> a.1 technique applied in a gliding manner over the superficial tissue in a direction perpendicular to the fibres of the target tissue a.2 are applied to breakdown tissue adhesions and promote fibre correction and healing b. deep friction techniques <ul style="list-style-type: none"> b.1 movement of superficial tissue above underlying structures in circular, longitudinal or transverse directions b.2 movement of the therapist's fingers and athlete/client's superficial tissue over deeper structures b.3 movement of fingers/thumbs in a circular, longitudinal or transverse direction at a depth to effect underlying structures b.4 are applied to create friction at a variety of tissue depths to aid in the rehabilitation of specific conditions c. digital compression techniques <ul style="list-style-type: none"> c.1 ability to apply focal pressure with thumb or fingers to a local area for appropriate frequency and duration c.2 are applied at a high level of skill through the use of focal pressure to treat specific conditions using thumb or fingers to local area of vascular tissue exhibiting elevated tone d. longitudinal strokes <ul style="list-style-type: none"> d.1 apply strokes parallel with the fibres of the target tissue d.2 are applied using fingers, thumb, fist and /or forearm to demonstrate stroking parallel with specific fibres utilizing various degrees of depth to produce changes in blood flow and tissue extensibility
10. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes

11. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
12. Performance parameters	<ul style="list-style-type: none"> a. biomechanical, physiological and/or psychological components of an activity to which the athlete/client wishes to return, eg, sport specific movements b. fitness, training, competition, general health and/or lifestyle targets
13. Self-management programs	<p>assisting the client in areas such as</p> <ul style="list-style-type: none"> a. activities or tasks to avoid b. warm-ups and cool downs c. simple temperature therapy techniques d. self-massage techniques
14. Technique	<ul style="list-style-type: none"> a. a singular massage therapy application, eg, effleurage or digital ischemic pressure
15. Tissue extensibility	<ul style="list-style-type: none"> a. degree of length, flexibility and elasticity exhibited by tissue
16. Treatment package/s	<ul style="list-style-type: none"> a. the combination of the assessment process, techniques, modalities and attitudes to achieve prescribed outcomes b. incorporates massage therapy c. can incorporate other modalities depending the current competencies of the therapist
17. Treatment plan/s	<ul style="list-style-type: none"> a. a sequence of events incorporating the application of advanced treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies f. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

APPLY DEEP TISSUE TECHNIQUES TO TREAT COMMON MUSCULOSKELETAL INJURIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm comprehensive knowledge of anatomy and physiology and ability to integrate knowledge of massage therapy techniques and modalities to provide a comprehensive massage treatment package for athlete/client with musculoskeletal dysfunctions b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify common musculoskeletal dysfunctions c.2 Assess musculoskeletal dysfunctions c.3 Develop a treatment package to treat musculoskeletal injuries c.4 Implement a treatment package through the integration of various techniques c.5 Apply massage therapy techniques such as deep friction techniques, digital compression techniques and deep longitudinal strokes
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS MTH 008A Apply temperature therapy c.2 SRS MTH 009A Apply myofascial tension techniques c.3 SRS MTH 010A Apply appropriate stretching techniques c.4 SRS MTH 011A Apply trigger point techniques c.5 SRS MTH 013A Integrate massage techniques to support athletes
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant human anatomy and physiology a.2 Relevant pathology/symptomology a.3 Relevant pharmacology a.4 Relevant nutrition for the general well-being of athlete/client a.5 Relevant principles of human movement and sport biomechanics a.6 Common musculoskeletal injuries in sport b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to design an advanced treatment plan and describe it's progressions b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation b.3 Comprehensive ability to gather and interpret information through the tactile senses b.4 Comprehensive ability to apply tactile techniques b.5 Ability to convey and interpret information b.6 Adequate numeracy and literacy skills

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a massage therapy setting with athlete/client b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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, athlete/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	1	3	1

SRS MTH 013A INTEGRATE MASSAGE TECHNIQUES TO SUPPORT ATHLETES

MTH Massage therapy

DESCRIPTION: This unit covers the knowledge and skills to integrate knowledge of massage therapy techniques and modalities to provide a comprehensive massage treatment package for athlete/client.

ELEMENT	PERFORMANCE CRITERIA
1. Identify common musculoskeletal injuries and associated treatment procedures	<ul style="list-style-type: none"> a. Common musculoskeletal injuries in sport and their causes are identified and described b. Industry standard massage therapy principles regarding procedures and/or approaches for treating common musculoskeletal injuries in sport are described and explained
2. Treat common musculoskeletal injuries	<ul style="list-style-type: none"> a. A treatment package incorporating packaging of advanced massage techniques and/or massage therapy techniques to treat common musculoskeletal injuries in sport is developed for the athlete/client b. A treatment package is implemented through the integration of various techniques c. Relevant thermotherapy, cryotherapy and corrective exercise for rehabilitation of sporting injuries are recommended to the athlete/client d. Self-management programs are established, explained, clarified and instigated with the athlete/client e. Athlete/client is referred to other health professionals in relation to areas/aspects in which the therapist is not currently competent
3. Provide support packages for athlete/client	<ul style="list-style-type: none"> a. Relevant elements of pre-event massage, post-event massage and maintenance massage are incorporated in the athlete/client's massage therapy treatment plan b. Self-management programs are established, explained, clarified and instigated with the athlete/client c. Advantages and/or disadvantages of taping and/or splinting are explained
4. Provide self massage programs	<ul style="list-style-type: none"> a. Athlete/client is advised of and taught relevant self massage techniques to assist in self management programs b. Contraindications for massage are explained and discussed with athlete/client

Range of Variables

INTEGRATE MESSAGE TECHNIQUES TO SUPPORT ATHLETES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/client	<ul style="list-style-type: none"> a. are usually committed and self-motivated to return to optimal function and/or improve performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that “no pain, no gain” c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
2. Common musculoskeletal injuries	<p>sporting injuries may be divided into acute injuries and overuse injuries which include</p> <ul style="list-style-type: none"> a. bones <ul style="list-style-type: none"> a.1 acute <ul style="list-style-type: none"> a.1.1 fracture a.1.2 periosteal contusion a.2 overuse <ul style="list-style-type: none"> a.2.1 stress fracture a.2.2 ‘bone strain’, ‘stress reaction’ a.2.3 osteitis/periostitis a.2.4 apophysitis b. articular cartilage <ul style="list-style-type: none"> b.1 acute <ul style="list-style-type: none"> b.1.1 osteochondral/chondral fractures b.1.2 minor osteochondral injury b.2 overuse <ul style="list-style-type: none"> b.2.1 chondropathy, eg, softening, fibrillation, fissuring, chondromalacia c. joint <ul style="list-style-type: none"> c.1 acute <ul style="list-style-type: none"> c.1.1 dislocation c.1.2 subluxation c.2 overuse <ul style="list-style-type: none"> c.2.1 synovitis c.2.2 osteoarthritis d. ligament <ul style="list-style-type: none"> d.1 acute <ul style="list-style-type: none"> d.1.1 sprain/tear (grades I-III) d.2 overuse <ul style="list-style-type: none"> d.2.1 inflammation e. muscle <ul style="list-style-type: none"> e.1 acute <ul style="list-style-type: none"> e.1.1 strain/tear (grades I-III) e.1.2 contusion e.1.3 cramp e.1.4 acute compartment syndrome e.2 overuse <ul style="list-style-type: none"> e.2.1 chronic compartment syndrome e.2.2 delayed onset muscle soreness e.2.3 focal tissue thickening/fibrosis f. tendon <ul style="list-style-type: none"> f.1 acute <ul style="list-style-type: none"> f.1.1 tear (complete or partial)

	<ul style="list-style-type: none"> f.2 overuse <ul style="list-style-type: none"> f.2.1 tendinitis f.2.2 paratendinitis/tenosynovitis f.2.3 tendinosis g. bursa <ul style="list-style-type: none"> g.1 acute <ul style="list-style-type: none"> g.1.1 traumatic bursitis g.2 overuse <ul style="list-style-type: none"> g.2.1 bursitis h. nerve <ul style="list-style-type: none"> h.1 acute <ul style="list-style-type: none"> h.1.1 neuropraxia h.1.2 minor nerve injury/irritation h.2 overuse <ul style="list-style-type: none"> h.2.1 entrapment h.2.2 increased neural tension i. skin <ul style="list-style-type: none"> i.1 acute <ul style="list-style-type: none"> i.1.1 laceration i.1.2 abrasion i.1.3 puncture wound i.2 overuse <ul style="list-style-type: none"> i.2.1 blister
<p>3. Contraindications for massage</p>	<p>contraindications for application of massage include</p> <ul style="list-style-type: none"> a. massage therapists are not expected to diagnose any conditions but must be able to recognise the indications and contraindications of conditions b. massage is contraindicated in all infectious diseases suggested by fever, nausea and lethargy until a diagnosis is received and recommended by a medical practitioner c. always refer for diagnosis when symptoms do not have a logical explanation. Indications for referral include <ul style="list-style-type: none"> c.1 pain-local, sharp, dull, achy, deep, surface c.2 fatigue c.3 inflammation c.4 lumps and tissue changes c.5 rashes and changes in the skin c.6 edema c.7 mood alterations, eg depression, anxiety c.8 infection c.9 changes in habits such as appetite elimination or sleep c.10 bleeding and bruising c.11 nausea, vomiting or diarrhoea c.12 temperature-hot or cold d. endangerment sites are areas where nerves and blood vessels lie close to the skin and are not well protected <ul style="list-style-type: none"> d.1 anterior triangle of the neck d.2 posterior triangle of the neck d.3 axillary area d.4 medial epicondyle d.5 lateral epicondyle d.6 area of the sternal notch and anterior throat d.7 umbilicus area d.8 twelfth rib dorsal body d.9 sciatic notch d.10 inguinal triangle d.11 popliteal fossa
<p>4. Cryotherapy</p>	<ul style="list-style-type: none"> a. application of fundamental forms of cryotherapy refers to <ul style="list-style-type: none"> a.1 conduction, eg, cold packs, ice massage and immersion baths a.2 convection, eg, cooling devices b. possible adverse reactions to topical applications of cryotherapy refers to <ul style="list-style-type: none"> b.1 skin irritations b.2 neural irritations

	<ul style="list-style-type: none"> b.3 muscle cramps c. indications for cryotherapy refers to <ul style="list-style-type: none"> c.1 acute injury c.2 inflammation d. contraindications and precautions for cryotherapy refers to <ul style="list-style-type: none"> d.1 any contraindication for massage d.2 in particular <ul style="list-style-type: none"> d.2.1 skin disorders d.2.2 open wounds e. correct duration for cryotherapy refers to <ul style="list-style-type: none"> e.1 adequate time to achieve cryotherapy goals without adverse reactions, eg, Huntington's response e.2 usually 10 minutes
5. Industry standard massage therapy principles	<ul style="list-style-type: none"> a. relevant national, state/territory or local massage therapy organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines b. relevant national, state/territory or local government regulations and guidelines c. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations d. current and past good practice demonstrated by self or peers in the same or similar situation
6. Integration of various techniques	<p>refers to the integration of</p> <ul style="list-style-type: none"> a. trigger point techniques b. Proprioceptive Neuromuscular Facilitation stretching c. deep transverse friction techniques d. myofascial tension techniques e. corrective exercise
7. Massage therapy setting	<p>refers to any genuine work environment where massage therapy is provided</p> <ul style="list-style-type: none"> a. clinics b. change-rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes
8. Other health professionals	<ul style="list-style-type: none"> a. practitioners who can competently make assessments regarding conditions that may potentially be complicated by the application of massage techniques. These may include <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths b. other massage therapists with current competencies in modalities outside the scope of the practitioner, eg, specialising in oriental modalities <ul style="list-style-type: none"> b.1 naturopaths/homeopath therapists b.2 podiatrists b.3 yoga/relaxation/tai chi instructors b.4 dentists b.5 exercise therapists b.6 acupuncturists
9. Pre-event massage	<ul style="list-style-type: none"> a. integration of treatment techniques to assist the athlete/client with <ul style="list-style-type: none"> a.1 physiological warm-up a.2 psychological preparation including <ul style="list-style-type: none"> a.2.1 where appropriate, stress release, ie, relaxation a.2.2 where appropriate, to raise pre-event arousal levels
10. Post-event massage	<ul style="list-style-type: none"> a. integration of treatment techniques to assist the athlete/client with <ul style="list-style-type: none"> a.1 physiological cool-down, ie, return to homeostasis a.2 physiological recovery, ie, removal of lactic acid a.3 where appropriate, psychological recovery, ie, emotional stress

	<ul style="list-style-type: none"> release a.4 identify potential injuries and commence appropriate treatment a.5 the restoration of range of motion/flexibility
11. Maintenance massage	<ul style="list-style-type: none"> a package of massage therapy techniques designed to assist <ul style="list-style-type: none"> a. injury prevention b. physiological recovery c. tissue extensibility d. muscle tone, ie, reduction of micro-tears in myofibrils
12. Self-management programs	<ul style="list-style-type: none"> assisting the athlete/client in areas such as <ul style="list-style-type: none"> a. activities or tasks to avoid b. warm-ups and cool downs c. simple temperature therapy techniques d. self-massage techniques
13. Self massage techniques	<ul style="list-style-type: none"> a. using athlete/client's own hands/forearms/knuckles to perform massage techniques b. using massage equipment to perform techniques such as <ul style="list-style-type: none"> b.1 ice for ice massage b.2 tennis ball for digital ischaemic pressure and trigger point work
14. Technique	<ul style="list-style-type: none"> a. a singular massage therapy application, eg, effleurage or digital ischemic pressure
15. Thermotherapy (or heat therapy)	<ul style="list-style-type: none"> a. application of fundamental forms thermotherapy refers to <ul style="list-style-type: none"> a.1 conduction, eg, heat packs and immersion baths a.2 radiation, eg, ray lamps a.3 friction a.4 topical applications b. indications for thermotherapy refers to <ul style="list-style-type: none"> b.1 myofascial hypertonicity, ie, stiffness b.2 fascial adherence c. contraindications and precautions for thermotherapy refers to <ul style="list-style-type: none"> c.1 any contraindication for massage <ul style="list-style-type: none"> c.1.1 pain-local, sharp, dull, achy, deep, surface c.1.2 fatigue c.1.3 inflammation c.1.4 lumps and tissue changes c.1.5 rashes and changes in the skin c.1.6 edema c.1.7 mood alterations, eg, depression, anxiety c.1.8 infection c.1.9 changes in habits such as appetite elimination or sleep c.1.10 bleeding and bruising c.1.11 nausea, vomiting or diarrhoea c.1.12 temperature-hot or cold c.2 in particular <ul style="list-style-type: none"> c.2.1 skin disorders c.2.2 open wounds c.2.3 acute injury c.2.4 acute inflammation c.2.5 vascular disorders d. correct angle and distance for indirect application of thermotherapy refers to <ul style="list-style-type: none"> d.1 safe and effective placement of the heat lamp in accord with manufacturers instructions and directions d.2 heat source perpendicular to area to be treated d.3 minimum distance of 30 cm from area to be heated e. appropriate duration for thermotherapy is described <ul style="list-style-type: none"> e.1 adequate time to achieve heat therapy goals without adverse reactions e.2 usually 10-20 minutes e.3 in accord with manufacturers instructions and directions f. possible adverse reactions to topical applications of thermotherapy

	<ul style="list-style-type: none"> refers to f.1 burning f.2 skin irritations f.3 re-initiate internal bleeding
<p>16. Treatment package/s</p>	<ul style="list-style-type: none"> a. the combination of the assessment process, techniques, modalities and attitudes to achieve prescribed outcomes b. incorporates the application of the <ul style="list-style-type: none"> b.1 principles of relaxation massage, and/or b.2 principles of sports massage therapy c. can incorporate other modalities depending the current competencies of the therapist
<p>17. Treatment plan/s</p>	<ul style="list-style-type: none"> a. sequence of events incorporating the application of advanced treatment packages negotiated between the therapist and the athlete/client leading to a desired outcome b. is designed to return the athlete/client to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete/client's requirements e. should be developed in accord with the scope of the therapists current competencies c. should refer the athlete/client to an appropriate alternative practitioner in relation to areas/aspects in which the therapist is not currently competent

Evidence Guide

INTEGRATE MASSAGE TECHNIQUES TO SUPPORT ATHLETES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm comprehensive knowledge of anatomy and physiology and the ability to integrate knowledge of massage therapy techniques and modalities to provide a comprehensive massage treatment package for athlete/client, in particular athlete/client with sports injuries</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify common sports injuries</p> <p>c.2 Assess sports injuries</p> <p>c.3 Develop a treatment package incorporating packaging of advanced massage techniques and/or massage therapy techniques to treat common sports injuries</p> <p>c.4 Implement a treatment package through the integration of various techniques and modalities</p> <p>c.5 Recommend thermotherapy, cryotherapy, corrective exercise for rehabilitation of sporting injuries</p> <p>c.6 Establish, explain, clarify and instigate self-management programs with athlete/client's</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS MTH 006A Conduct assessments and design massage therapy treatment plans</p> <p>a.2 SRS MTH 007A Implement, monitor and adjust a massage therapy treatment plan</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS MTH 008A Apply temperature therapy</p> <p>c.2 SRS MTH 009A Apply myofascial tension techniques</p> <p>c.3 SRS MTH 010A Apply appropriate stretching techniques</p> <p>c.4 SRS MTH 011A Apply trigger point techniques</p> <p>c.5 SRS MTH 012A Apply deep tissue techniques to treat common musculoskeletal injuries</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant human anatomy and physiology</p> <p>a.2 Relevant pathology/symptomology</p> <p>a.3 Relevant pharmacology</p> <p>a.4 Relevant nutrition for the general well-being of clients</p> <p>a.5 Relevant principles of human movement and sport biomechanics</p> <p>a.6 Common musculoskeletal injuries in sport</p> <p>b. Underpinning skills</p> <p>b.1 Ability to design an advanced treatment plan and describe it's progressions</p> <p>b.2 Ability to palpate and identify all bones/structures and muscle groups available to palpation</p> <p>b.3 Comprehensive ability to gather and interpret information through the tactile senses</p> <p>b.4 Comprehensive ability to apply tactile techniques</p> <p>b.5 Ability to convey and interpret information</p> <p>b.6 Adequate numeracy and literacy skills</p>

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to athlete/client, ie, not the peers of the learner, massage therapy equipment and massage therapy facilities in a massage therapy setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit should be assessed over a period of time in order to gather evidence of performance over the range of variables and contexts applicable to the massage therapy work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a massage therapy setting with athlete/client</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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, athlete/client or other appropriate persons</p>

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

NETBALL

NET

Contents

SRS NET 001A Interpret and apply the fundamental rules of netball at the beginner level	1
SRS NET 002A Use basic communication strategies to umpire netball at the beginner level.....	6
SRS NET 003A Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level.....	11
SRS NET 004A Teach and develop the fundamental skills of netball	16
SRS NET 005A Teach and develop the intermediate skills of netball	22
SRS NET 006A Apply the intermediate tactics and strategies of netball in a competitive situation	28
SRS NET 007A Develop conditioning programs for netball.....	33
SRS NET 008A Develop the intermediate skills of netball.....	38
SRS NET 009A Perform the intermediate tactics and strategies of netball in a competitive situation	45
SRS NET 010A Participate in conditioning for netball.....	50
SRS NET 011A Develop the advanced skills of netball.....	56
SRS NET 012A Perform the advanced tactics and strategies of netball in a competitive situation	63

SRS NET 001A**INTERPRET AND APPLY THE FUNDAMENTAL RULES OF NETBALL AT THE BEGINNER LEVEL**

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the fundamental rules that are needed to manage a netball game at a beginner level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a game	<ul style="list-style-type: none"> a. Assess the condition of the players in terms of their suitability to participate in the game b. Assess the environment, facilities and equipment to ensure they are in accordance with the requirements for the game c. Assess and confirm prior to commencement of the game that safety and other risks are within acceptable levels d. Act accordingly based on an assessment of the conditions
2. Observe a game and identify information on which to base fundamental decisions	<ul style="list-style-type: none"> a. Observe players and club officials to see that the game is conducted in accordance with the rules and regulations of netball including local rules b. Observation is undertaken with minimal disruption to the conduct of the game c. Identify any breaches of rules and regulations by players and club officials
3. Interpret and apply rules and regulations in accord with the spirit of the game	<ul style="list-style-type: none"> a. Make decisions using relevant information b. The interpretation of rules or regulations is consistent with the spirit of the laws of netball c. Decisions are made accurately and consistently, and are based on impartiality, participant safety and the spirit of the laws
4. Communicate decisions and manage the outcomes of decision making while umpiring the game	<ul style="list-style-type: none"> a. Communicate the decisions in accordance with the prescribed procedures for umpiring netball at beginner level of competition b. Manage the reactions of players and club officials in accordance with the fundamental rules and regulations of netball

Range of Variables

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF NETBALL AT THE BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, pen b. personal equipment – uniform
2. External influences	<ul style="list-style-type: none"> a. ground conditions b. weather conditions <ul style="list-style-type: none"> b.1 lightning c. ball condition d. spectators/parents e. coaches bench f. comments to umpires and players
3. Fundamental rules and regulations	<ul style="list-style-type: none"> a. contact b. obstruction c. scoring d. throw in e. modified rules <ul style="list-style-type: none"> e.1 appropriate to age group and skill level of players
4. Information	<ul style="list-style-type: none"> a. rules and interpretations b. control of the game c. infringements d. scoring e. out of court f. competitive positioning - toss up g. players and courtside officials reactions/umpiring colleague - verbal, non verbal h. positioning of umpire i. leave simple for complex <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. orally c. indications d. signals
5. Junior or beginner or level	<ul style="list-style-type: none"> a. participants with limited or no umpiring experience in netball b. participants with C Badge c. players range from under age to open competition d. participants with adequate health status e. participants may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
6. Other officials	<ul style="list-style-type: none"> a. timekeepers b. scorers c. team official d. coaches e. primary care personnel f. controlling body official g. coaches h. court supervisor/duty person

7. Resources	<ul style="list-style-type: none">a. marked courtb. goal postsc. materials - scorecardd. health and safety provisionse. playersf. competing team officialsg. timekeepers/official scorers
9. Rules and regulations	<ul style="list-style-type: none">a. laws of netballb. national activity organisation level 1 netball umpires course notesc. netball U for umpiringd. netball umpires guidee. umpiring - parameters, pathways and projectsf. junior policy bookletg. modified rules of netballh. netball codes of conduct
10. Spirit of the game	<ul style="list-style-type: none">a. player safety paramountb. notion of fair playc. sportsmanshipd. spirit of the lawse. junior sports policyf. enjoyment

Evidence Guide

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF NETBALL AT THE BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the rules of netball in order to interpret and apply them at the beginner level, in a netball environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Evaluate whether conditions are suitable to commence the game</p> <p>c.2 Observe a game and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision</p> <p>c.4 Communicate that decision to the players, coaches, spectators</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS NET 002A Use basic communication strategies to umpire netball at the beginner level</p> <p>b.2 SRS NET 003A Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Fundamental rules and regulations of netball in order to make accurate decisions when officiating at a beginner level</p> <p>a.2 Relevant modified rules and regulations of netball in order to make accurate decisions when officiating a game of this nature at a beginner level</p> <p>a.3 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators</p> <p>a.4 Presentation requirements for umpires in order to effectively represent organisation in an officiating capacity</p> <p>a.5 Working in a team environment to ensure a game is conducted in a friendly and professional manner</p> <p>a.6 Basic knowledge of game and game environment in order to effectively apply the rules of netball at a beginner level</p> <p>a.7 Basic knowledge of the role of scorer/timekeeper/co-umpire in order to effectively officiate a game of netball</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills in order to effectively understand instructions given</p> <p>b.2 Basic motor skills in order to effectively move around the court to umpire a game of netball</p> <p>b.3 Whistle, running and signals skills necessary to effectively umpire a game of netball</p> <p>b.4 Positioning skills necessary to effectively umpire a game of netball</p> <p>b.5 Basic planing and organising skills in order to manage all aspects</p>

	<p>of umpiring a game of netball</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches and spectators and effectively deal with difficult situations</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a netball facility, equipment and participants competing at a beginner level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated</p> <p>a.1 under game conditions on at least two occasions to ensure consistency of performance is in accordance with the guidelines of umpiring netball</p> <p>a.2 in an actual umpiring situation in a fixtured netball game</p> <p>a.3 participants should be a member of a formal umpiring organisation within the State Umpiring structure</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	-	2	-	2	-

SRS NET 002A**USE BASIC COMMUNICATION STRATEGIES TO
UMPIRE NETBALL AT THE BEGINNER LEVEL**

NET

Netball

DESCRIPTION: This unit covers the skills and knowledge required to successfully utilise fundamental communication strategies needed to umpire a netball game at a beginner level.

ELEMENT	PERFORMANCE CRITERIA
1. Use basic oral communication skills	<ul style="list-style-type: none"> a. Give decisions to players and other officials through simple verbal information b. Use voice effectively c. Listen and respond to other players and officials where appropriate d. Interact in a friendly and professional manner
2. Provide oral reports	<ul style="list-style-type: none"> a. Provide formal oral reports to mentor, duty supervisor, colleague b. Provide informal oral reports to mentor, duty supervisor, colleague
3. Use fundamental indications	<ul style="list-style-type: none"> a. Use fundamental indications associated with netball to clearly convey an explanation of decisions to players, spectators, scorers or timekeepers b. Interpret signals from other officials c. Use indications to work as a team with other officials
4. Use fundamental auditory devices	<ul style="list-style-type: none"> a. Perform the complete range of whistle commands b. Use a strong whistle to convey decisions in an authoritative manner
5. Make effective use of body language	<ul style="list-style-type: none"> a. Utilise an open body stance and posture when interacting with others b. Use firm, confident indications and movements while umpiring c. Make eye contact when communicating with others
6. Receive feedback	<ul style="list-style-type: none"> a. Discuss and analyse feedback provided by others in a rational and constructive way b. Implement changes to improve the quality of umpiring based on informal discussions with players, other officials, parents

Range of Variables

USE BASIC COMMUNICATION STRATEGIES TO UMPIRE NETBALL AT THE BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Beginner level	<ul style="list-style-type: none"> a. participants with limited or no umpiring experience in netball b. Participants with C Badge c. players range from under age to open competition d. participants with adequate health status e. participants may have special needs (eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical)
2. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, pen b. personal equipment – uniform
3. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions <ul style="list-style-type: none"> b.1 lightning c. spectators/parents d. ball conditions e. coaches bench f. comments to umpires and players
4. Fundamental auditory devices	<ul style="list-style-type: none"> a. whistle
5. Fundamental indications/signals	<ul style="list-style-type: none"> a. start of game/quarter b. end of quarter/game c. centre pass d. contact e. obstruction f. offside g. throwing h. advantage/goal i. toss-up j. blood rule k. out of court
6. Given situation	<ul style="list-style-type: none"> a. infringement b. interaction with players - verbal c. scoring d. general play e. penalties f. out of court g. blood rule
7. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring d. general play e. penalties f. commencement of game/end of game g. stoppages h. blood rule i. send off

	<ul style="list-style-type: none"> j. advantage k. participant reactions l. other officials umpires/time keepers interaction <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
8. Other officials	<ul style="list-style-type: none"> a. scorers b. timekeepers c. primary care personnel d. coaches
9. Resources	<ul style="list-style-type: none"> a. marked court b. padded goal posts c. materials - scorecards d. health and safety provisions e. players f. competing team officials g. umpires room h. timekeepers/official scorers
10. Rules and regulations	<ul style="list-style-type: none"> a. current laws of netball b. National Activity Organisation level 1 netball umpires course notes c. netball u for umpiring d. netball umpires guide e. umpiring - parameters, pathways and projects f. junior policy booklet g. modified rules of netball h. codes of conduct

Evidence Guide

USE BASIC COMMUNICATION STRATEGIES TO UMPIRE NETBALL AT THE BEGINNER LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of netball to successfully use fundamental communication strategies to manage a netball game at a beginner level, in a netball environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Communicate orally with players and other officials in an effective manner c.2 Use and interpret fundamental indications/signals c.3 Use the whistle in a strong manner c.4 Convey a confident and friendly manner through body and posture while performing the role of the umpire on game day c.5 receive feedback and react positively as an umpire
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS NET 001A Interpret and apply the fundamental rules of netball at the beginner level b.2 SRS NET 003A Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Fundamental rules and regulations of netball in order to use effective communication strategies while umpiring a game of netball at a beginner level a.2 Relevant modified rules and regulations of netball in order use effective communication strategies while umpiring a game of this nature at a beginner level a.3 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators a.4 Presentation requirements for umpires in order to effectively represent organisation in an officiating capacity a.5 Working in a team environment to ensure a game is conducted in a friendly and professional manner a.6 Basic knowledge of game and game environment in order to effectively umpire a game of netball at a beginner level a.7 Basic knowledge of the role of scorer/timekeeper/co-umpire in order to effectively officiate a game of netball a.8 Aggressive/assertive behaviour styles in order to manage relationships with a variety of people b. Underpinning skills <ul style="list-style-type: none"> b.1 Communication skills in order to effectively understand instructions given b.2 Basic concentration skills in order to maintain concentration for

	<p>period of match in order to provide accurate reports</p> <p>b.3 Conflict resolution skills in order to manage any difficult situations that arise during a game of netball</p> <p>b.4 Negotiation skills in order to manage discussions and gain agreement on outcome</p> <p>b.5 Negotiation skills in order to manage discussions and gain agreement on outcome</p> <p>b.6 Basic motor skills in order to effectively move around the court to umpire a game of netball</p> <p>b.7 Whistle, running and signals skills necessary to effectively umpire a game of netball</p> <p>b.8 Positioning skills necessary to effectively umpire a game of netball</p> <p>b.9 Basic planing and organising skills in order to manage all aspects of umpiring a game of netball</p> <p>b.10 Interpersonal and coping skills in order to develop rapport with players, coaches and spectators and effectively deal with difficult situations</p> <p>b.11 Ability to deflect spectator comments/criticism that may arise during a game of netball</p> <p>b.12 Recording skills in order to accurately and efficiently record results into appropriate reports</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a netball facility, equipment and participants competing at a beginner level of competition.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment. Competence in this unit must be assessed under game conditions on at least two occasions to ensure consistency of performance is in accordance with the guidelines of umpiring netball</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>a.1 Competency must be demonstrated in an actual umpiring situation in a fixtured game on at least 2 occasions</p> <p>a.2 Participants should be a member of a formal umpiring organisation within the State Umpiring structure</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	-	2	-

SRS NET 003A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRE NETBALL AT THE BEGINNER LEVEL

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to successfully demonstrate the fundamental positioning skills required to manage a netball game at a beginner level.

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s to start or recommence play	a. Identify start/recommencement play situations and position accordingly <ul style="list-style-type: none"> a.1 start of game/quarter a.2 toss – up a.3 throw-in a.4 goal a.5 stoppages
2. Adopt appropriate position/s for general plays	a. Identify general play situations <ul style="list-style-type: none"> a.1 relative to traffic a.2 reading play a.3 timing of goal line run b. Position accordingly <ul style="list-style-type: none"> b.1 distance from play b.2 distance from likely contest
3. Move appropriately to maintain optimal position to view play throughout the game	a. Analyse the play and select the best position to see all elements of the situation at hand <ul style="list-style-type: none"> b. Adjust position according to the direction or movement of play/players c. Cooperate with other officials

Range of Variables

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRE NETBALL AT THE BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, pen b. personal equipment - uniform
2. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 lightning a.2 court conditions b. spectators/parents c. ball condition d. comments to umpires and players
3. Fundamental positioning considerations	<ul style="list-style-type: none"> a. level with/ahead of the play b. vision c. timing
4. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. verbal control c. distance from play d. centre of the court e. player in possession f. forward of play g. anticipated destination of the pass h. half way between thrower and catcher i. goal circle j. goal post k. behind the goal post <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
5. Junior or beginner or level	<ul style="list-style-type: none"> a. participants with limited or no umpiring experience in netball b. participants with C Badge c. players range from under age to open competition d. participants with adequate health status e. participants may have special needs eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical
6. Other officials	<ul style="list-style-type: none"> a. timekeepers b. scorers c. coaches d. team officials e. primary care personnel f. court supervisor/duty person
7. Resources	<ul style="list-style-type: none"> a. marked court b. padded goal posts c. materials- scorecards d. health and safety provisions e. competing team officials f. timekeepers/scorers

8. Rules and regulations

- a. laws of netball
- b. national activity organisation level 1 netball umpires course notes
- c. netball u for umpiring
- d. netball umpires guide
- e. umpiring - parameters, pathways and projects
- f. junior policy booklet
- g. modified rules of netball
- h. codes of conduct

Evidence Guide

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO UMPIRE NETBALL AT THE BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of positioning skills relevant to umpire netball at a beginner level, in a netball environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Position to effectively see the situation at hand</p> <p>c.2 Position appropriately during penalties</p> <p>c.3 Position appropriately in general court play</p> <p>c.4 Position appropriately in the near goal circle area</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS NET 001A Interpret and apply the fundamental rules of netball at the beginner level</p> <p>b.2 SRS NET 002A Use basic communication strategies to umpire netball at the beginner level</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Rules and regulations of netball in order to demonstrate effective positioning skills to umpire a game of netball at a beginner level</p> <p>a.2 Basic understanding of the Positioning Definitions as they apply to umpiring a game of netball at a beginner level</p> <p>a.3 Relevant modified rules and regulations of netball in demonstrate fundamental positioning skills relevant to umpire a game of this nature at a beginner level</p> <p>a.4 Relevant equipment and safety requirements to ensure all possible risks associated with a game have been identified and appropriate action taken to ensure safety of players, officials and spectators</p> <p>a.5 Presentation requirements for umpires in order to effectively represent organisation in an officiating capacity</p> <p>a.6 Working in a team environment to ensure a game is conducted in a friendly and professional manner</p> <p>a.7 Basic knowledge of game and game environment in order to effectively umpire a game of netball at a beginner level</p> <p>a.8 Basic knowledge of the role of scorer/timekeeper/co-umpire in order to effectively officiate a game of netball</p> <p>b. Underpinning skills</p> <p>b.1 Basic communication skills in order to effectively convey officiating decisions</p> <p>b.2 Basic concentration skills in order to maintain concentration for period of the match in order to officiate effectively</p> <p>b.3 Conflict resolution skills in order to manage any difficult situations that arise during a game of netball</p> <p>b.4 Negotiation skills in order to manage discussions and gain agreement on outcomes</p>

	<ul style="list-style-type: none"> b.5 Basic motor skills in order to effectively move around the court to umpire a game of netball b.6 Whistle, running and signals skills necessary to effectively umpire a game of netball b.7 Basic positioning skills necessary to effectively umpire a game of netball b.8 Basic planing and organising skills in order to manage all aspects of umpiring a game of netball b.9 Interpersonal and coping skills in order to develop rapport with players, coaches and spectators and effectively deal with difficult situations b.10 Ability to deflect spectator comments/criticism that may arise during a game of netball
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a netball facility, equipment and participants competing at a beginner level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed <ul style="list-style-type: none"> a.1 over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment. Competence in this unit of competency must be assessed under game conditions on at least two occasions in order to ensure consistency of performance is in accordance with the guidelines of umpiring netball a.2 Competency must be demonstrated in an actual umpiring situation in a fixtured netball game on at least 2 occasions a.3 Participants should be a member of a formal umpiring organisation within the State Umpiring structure
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	-

SRS NET 004A TEACH AND DEVELOP THE FUNDAMENTAL SKILLS OF NETBALL

NET Netball

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to teach or develop fundamental skills of netball. Personnel undertaking this unit would be coaching netball in a training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse a <i>fundamental skill of netball</i>	<ul style="list-style-type: none"> a. A <i>fundamental netball skill</i> and its purpose are identified and the skill is broken into components b. The order of movements to perform a <i>fundamental netball skill</i> are identified for each stage of the skill.
2. Identify a <i>teaching method to develop the fundamental skills of netball</i>	<ul style="list-style-type: none"> a. The use of demonstrations when coaching are explained b. The types and use of questions in the coaching process are explained c. The types and use of <i>feedback</i> during coaching are explained
3. Conduct drills, activities and/or games to teach or develop the <i>fundamental skills of netball</i>	<ul style="list-style-type: none"> a. <i>Drills, activities and/or games</i> are conducted in accordance with the <i>rules, regulations, policies</i> and <i>accepted best practice in netball coaching</i> for the player/s to acquire <i>fundamental netball skills</i> b. Where appropriate, <i>technological aids and equipment</i> are used to enhance coaching activities.
4. Review and adapt the teaching of a <i>fundamental skill of netball</i> in response to feedback	<ul style="list-style-type: none"> a. The <i>teaching method</i> and the development of the <i>fundamental skills</i> are monitored during the instruction and assessed following the instruction b. Modifications to the <i>teaching method</i> are implemented in response to results of the monitoring c. Player/s are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified by coach or mentor for intervention in future sessions

Range of Variables

TEACH AND DEVELOP THE FUNDAMENTAL SKILLS OF NETBALL

VARIABLE STATEMENT	CATEGORIES
<p>1. Accepted best practice in netball coaching</p>	<ul style="list-style-type: none"> a. the culture of netball b. accepted preventative practice is adopted by those within the netball to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. Australian Sports Commission harassment-free sport guidelines e. Australian Coaching Council/National Activity Organisation Coach's Code of Ethics f. National Activity Organisation Anti-Doping policy
<p>2. Drills, activities and games</p>	<ul style="list-style-type: none"> a. that are designed to develop the fundamental skills of netball b. may include <ul style="list-style-type: none"> b.1 fundamental skill drills b.2 relevant modified games
<p>3. Feedback</p>	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. addresses information pertinent to technical adjustments
<p>4. Fundamental skills of netball</p>	<ul style="list-style-type: none"> a. catching <ul style="list-style-type: none"> a.1 right hand a.2 left hand a.3 two hands a.4 on the move b. throwing <ul style="list-style-type: none"> b.1 right hand b.2 left hand b.3 two hand b.4 shoulder pass b.5 chest pass b.6 lob pass b.7 bounce pass c. movement skills <ul style="list-style-type: none"> c.1 forward c.2 sideways c.3 backwards c.4 sprint c.5 change of direction c.6 footwork rule c.7 acceleration c.8 timing/decision making d. attacking skills <ul style="list-style-type: none"> d.1 straight d.2 dodge d.3 drop back d.4 change speed d.5 systems (simplified) d.6 timing/decision making

	<ul style="list-style-type: none"> e. landing <ul style="list-style-type: none"> e.1 right e.2 left e.3 two feet e.4 pivoting e.5 step on e.6 balance f. elevation <ul style="list-style-type: none"> f.1 right take off f.2 left take off f.3 two foot take off g. defending <ul style="list-style-type: none"> g.1 front g.2 side g.3 body control g.4 footwork g.5 distance g.6 one on one g.7 recovery g.8 use of arms g.9 timing/decision making h. goal shooting <ul style="list-style-type: none"> h.1 stance h.2 high release h.3 basic rebounding i. defending the shot <ul style="list-style-type: none"> i.1 inside hand i.2 outside hang i.3 two hands i.4 jump i.5 timing i.6 distance j. toss ups <ul style="list-style-type: none"> j.1 execution j.2 timing j.3 balance j.4 anticipation k. playing of position <ul style="list-style-type: none"> k.1 characteristics and skill requirements of Goal Shooter, Goal Attack, Wing Attack, Centre, Wing Defence, Goal Defence, Goal Keeper l. patterns of play <ul style="list-style-type: none"> l.1 identify basic patterns of movement in a game l.2 set patterns l.3 decision making at a fundamental level
<p>5. Resources</p>	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to players that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to players that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct training/competition in a safe environment
<p>6. Rules, policies and regulations</p>	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice codes of ethics such as Australian Coaching Council/National Activity Organisation Coach's Code of Ethics c. policies of the employer organisation such as <ul style="list-style-type: none"> c.1 National Activity Organisation policies (eg, anti doping policy), c.2 Australian Sports Commission harassment-free sport guidelines
<p>7. Teaching method</p>	<ul style="list-style-type: none"> a. instructional or coaching approach adopted by the coach to convey instructional content to the player/s

8. Technological aids and equipment	<ul style="list-style-type: none">a. netballsb. markersc. positional bibsd. video camerase. videos of other teams/playersf. personal protective gear (eg, mouthguard)g. standard fixed netball equipment (court, goalposts)
9. Work environment	<ul style="list-style-type: none">a. safety requirements as listed in the International Federation of Netball Associations rules of netballb. other recommended safety guidelines are:<ul style="list-style-type: none">b.1 no jewellery to be worn at trainingb.2 goal posts should be paddedb.3 mouthguards to be wornb.4 training aids should be inspected before useb.5 sun safety guidelines should be followedb.6 hydration guidelines should be followedb.7 playing/training surface should be inspected before useb.8 run off surrounding the court should be three metresb.9 access to first aid facilities/equipmentc. conditions and external influences include:<ul style="list-style-type: none">c.1 environmental/weather conditionsc.2 other facility usersc.3 spectatorsc.4 parentsc.5 umpires and administratorsc.6 other coaches

Evidence Guide

TEACH AND DEVELOP THE FUNDAMENTAL SKILLS OF NETBALL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of teaching or developing the fundamental skills of netball in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Position appropriately</p> <p>c.2 Analyse a fundamental skill of netball</p> <p>c.3 Utilise appropriate teaching method</p> <p>c.4 Involve all players</p> <p>c.5 Provide appropriate drills, games and activities to develop the fundamental skills of netball</p> <p>c.6 Give appropriate feedback at a basic level</p> <p>c.7 Observe and identify fundamental errors</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Fundamental skills of netball in order to teach or develop these skills in participants</p> <p>a.2 Drills, activities and games used to teach the fundamental skills of netball</p> <p>a.3 Knowledge of the rules and regulations of netball in order to teach these to participants</p> <p>a.4 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</p> <p>b. Underpinning skills</p> <p>b.1 Drills, activities and/or games are conducted in accordance with the accepted best practice in coaching netball for the player/s to acquire fundamental netball skills</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to</p> <p>a.1 a netball facility</p> <p>a.2 participants</p> <p>a.3 International Activity Organisation rule book</p> <p>a.4 Australian Coaching Council/National Activity Organisation Coach's Code of Ethics</p> <p>a.5 Policies of the employer organisation such as National Activity Organisation policies (eg, Anti doping policy, Australian Sports Commission Harassment free sport policy)</p> <p>a.6 Equipment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment. The preferred assessment situation is as follows:</p> <p>a.1 One structured skill teaching session of approx 10-15 minutes duration must be successfully completed. A lesson plan is to be submitted prior to assessment.</p> <p>a.2 In addition, one season of supervised practical coaching must be undertaken.</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	1	-

SRS NET 005A TEACH AND DEVELOP THE INTERMEDIATE SKILLS OF NETBALL

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to teach or develop intermediate skills of netball. Personnel undertaking this unit would be coaching netball in a training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an intermediate skill of netball	<ul style="list-style-type: none"> a. Basic biomechanical principles are explained in relation to netball skills b. An <i>intermediate netball skill</i> and its purpose are identified and the skill is broken into components c. The order of movements to perform an <i>intermediate netball skill</i> are identified for each stage of the skill.
2. Identify preferred teaching methods and coaching styles to develop the intermediate skills of netball	<ul style="list-style-type: none"> a. The types and use of <i>coaching styles</i> in relation to a range of coaching situations are explained b. <i>Teaching methods</i> are identified and explained in the context of specific skills c. The use of demonstrations when coaching are explained d. The types and use of questions in the coaching process are explained e. The types and use of <i>feedback</i> during coaching are explained f. The "<i>coachable moment</i>" is identified and appropriate correction and feedback is given
3. Assess player/s ability to acquire and perform the intermediate skill/s of netball	<ul style="list-style-type: none"> a. The skill/s to be developed are identified b. <i>Factors which affect the player/s skill acquisition</i> are identified and explained c. Player/s are assessed regarding their ability to acquire the <i>intermediate netball skill</i> being taught or developed
4. Conduct drills, activities and/or games to teach or develop the intermediate skills of netball	<ul style="list-style-type: none"> a. <i>Drills, activities and/or games</i> are conducted in accordance with the <i>rules, regulations, policies</i> and <i>accepted best practice in netball coaching</i> for the player/s to acquire <i>intermediate netball skills</i> b. Where appropriate, <i>technological aids and equipment</i> are used to enhance coaching activities.
5. Review and adapt the teaching of an intermediate skill in response to feedback	<ul style="list-style-type: none"> a. The skill is taught and the <i>teaching method</i> and <i>coaching style</i> are monitored during the instruction and assessed following the instruction b. Modifications to the <i>teaching method</i> and <i>coaching style</i> are implemented in response to results of the monitoring c. Player/s are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

TEACH AND DEVELOP INTERMEDIATE SKILLS OF NETBALL

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in netball coaching	<ul style="list-style-type: none"> a. the culture of netball b. accepted preventative practice is adopted by those within the netball to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. Australian Sports Commission harassment-free sport guidelines e. Australian Coaching Council/National Activity Organisation Coach's Code of Ethics f. National Activity Organisation Anti-Doping policy
2. "Coachable moment"	<ul style="list-style-type: none"> a. a situation which occurs in a drill or a game that the coach can use to demonstrate the concept or the skill being worked on. <ul style="list-style-type: none"> a.1 sees critical incident occur (success/failure) and uses a variety of strategies to praise, further develop or to alter performance a.2 moves quietly to discuss individuals performance whilst others keep training
3. Coaching styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. 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"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues (eg, safety factors) b.3 humorous when appropriate b.4 laissez faire (or casual) when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
4. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to develop the intermediate skills of netball b. may include <ul style="list-style-type: none"> b.1 intermediate skill drills b.2 relevant modified games c. show a sequential progression to an "on court" situation, or starts with the "on court" situation and then breaks down skills
5. Factors which affect the player/s skill acquisition	<ul style="list-style-type: none"> a. stage of development b. emotional status c. general self-esteem d. psychological status e. injury status f. level of competition/performance g. fitness level

6. Feedback	<ul style="list-style-type: none"> a. can be: <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between client and practitioner regarding progress c. addresses: <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
7. Intermediate skills of netball	<ul style="list-style-type: none"> a. attacking skills <ul style="list-style-type: none"> a.1 attacking moves in stationary and dynamic environments a.2 spatial awareness a.3 anticipation a.4 timing a.5 attacking against defence b. defending skills <ul style="list-style-type: none"> b.1 body positioning and footwork b.2 one on one defence b.3 rebounding b.4 decision making b.5 double defence b.6 circle defence c. goal shooting <ul style="list-style-type: none"> c.1 shooting methods c.2 rebounding c.3 goal circle movements c.4 mental strategies
8. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to players that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to players that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct training/competition in a safe environment
9. Rules, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice codes of ethics such as Australian Coaching Council/National Activity Organisation Coach's Code of Ethics c. policies of the employer organisation such as <ul style="list-style-type: none"> c.1 National Activity Organisation policies (eg, anti doping policy), c.2 Australian Sports Commission harassment-free sport guidelines
10. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. 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"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modeling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or b.9 experiential or problem solving approaches
11. Technological aids and equipment	<ul style="list-style-type: none"> a. netballs b. markers c. positional bibs

	<ul style="list-style-type: none">d. video camerase. videos of other teams/playersf. personal protective gear (eg, mouthguard)g. standard fixed netball equipment (court, goalposts)
12. Work environment	<ul style="list-style-type: none">a. safety requirements as listed in the International Activity Organisation rules of netballb. other recommended safety guidelines are:<ul style="list-style-type: none">b.1 no jewellery to be worn at trainingb.2 goal posts should be paddedb.3 mouthguards to be wornb.4 training aids should be inspected before useb.5 sun safety guidelines should be followedb.6 hydration guidelines should be followedb.7 playing/training surface should be inspected before useb.8 run off surrounding the court should be three metresb.9 access to first aid facilities/equipmentc. conditions and external influences include:<ul style="list-style-type: none">c.1 environmental/weather conditionsc.2 other facility usersc.3 spectatorsc.4 parentsc.5 umpires and administratorsc.6 other coaches

Evidence Guide

TEACH AND DEVELOP INTERMEDIATE SKILLS OF NETBALL

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of teaching or developing the intermediate skills of netball in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Position appropriately c.2 Provide adequate demonstrations c.3 Involve all players c.4 Provide appropriate drills, games and activities to develop the intermediate skills of netball c.5 Identify “coachable moments” c.6 Give appropriate feedback c.7 Observe and identify errors c.8 Relate to the group
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS NET 004A Teach and develop the fundamental skills of netball b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualised long-term training program b.2 SRX CAI 009A Conduct monitor and adjust individualised long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS NET 006A Apply the intermediate tactics and strategies of netball in a competitive situation b.5 SRS NET 007A Develop conditioning programs for netball c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Provide information regarding drugs in sport issues c.3 SRS COA 013A Support clients to adopt the principles of sports psychology c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Intermediate skills of netball in order to teach or develop these skills in participants a.2 Drills, activities and games used to teach the intermediate skills of netball a.3 Knowledge of the rules and regulations of netball in order to teach these to participants a.4 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

	<ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Drills, activities and/or games are conducted in accordance with the accepted best practice in coaching netball for the player/s to acquire intermediate netball skills
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to <ul style="list-style-type: none"> a.1 a netball facility a.2 participants who are at least 14 years of age a.3 International Activity Organisation rule book a.4 Australian Coaching Council/National Activity Organisation Coach's Code of Ethics a.5 Policies of the employer organisation such as National Activity Organisation policies (eg, Anti doping policy, Australian Sports Commission Harassment free sport policy) a.6 equipment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment. The preferred assessment situation is as follows: <ul style="list-style-type: none"> a.1 One structured training session of 60 minutes duration with participants who are at least 14 years of age must be successfully completed. A lesson plan is to be submitted prior to assessment. a.2 Three skills sessions covering the intermediate skills of netball must be undertaken in the areas of (1) attacking (2) defending (3) goal shooting a.3 In addition, nine (9) hours minimum on video/mentor analysis must be undertaken. b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	1	-

SRS NET 006A

APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to use activities, games, discussions and other strategies to teach or develop the intermediate tactics and strategies of netball.

ELEMENT	PERFORMANCE CRITERIA
1. Assess player/s ability to acquire and perform the intermediate tactics and strategies of netball	<ul style="list-style-type: none"> a. The tactics and strategies to be developed are identified b. Factors which affect the player/s acquisition of the <i>intermediate tactics and strategies of netball</i> are identified and explained c. Player/s are assessed regarding their ability to acquire the <i>intermediate tactics and strategies</i> being taught or developed
2. Develop intermediate tactics and strategies of netball	<ul style="list-style-type: none"> a. Activities, games, discussions and other methods are used to develop player/s <i>intermediate tactics and strategies</i>
3. Undertake pre-match analysis and preparation	<ul style="list-style-type: none"> a. Player/s are prepared in accord with <i>psychological approaches</i> commonly used at intermediate levels within netball b. <i>Strengths and weaknesses</i> of own player/s in relation to <i>positions</i> and likely match-ups are analysed, and decisions regarding selections are made accordingly c. <i>Strengths and weaknesses</i> of opposition player/s are analysed and own players are advised on how to approach their opponents d. Develop <i>game plans</i> appropriate to own players and opposition
4. Undertake in-match analysis and decision making	<ul style="list-style-type: none"> a. <i>Strengths and weaknesses</i> of own player/s and opposition players in relation to positioning and match-ups are analysed and decisions regarding substitutions and positional changes are made accordingly b. <i>Strengths and weaknesses</i> of own player/s and opposition player/s are analysed and advice is provided on how modify the individual and team <i>game plans</i> c. <i>Statistics</i> are recorded, analysed and relevant adjustments (if any) are made d. Instructions to players (whether as individual/s or groups) are provided in a manner relevant to the situation e. Implement <i>identified game plans</i>
5. Undertake post-match analysis and follow-up	<ul style="list-style-type: none"> a. Post-match de-briefing, highlighting pre and in-match performance, is implemented. b. <i>Strengths and weaknesses</i> of own player/s and opposition player/s in relation to field positioning and match-ups are analysed and recorded for future referral c. <i>Statistics</i> are analysed for future referral

Range of Variables

APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. "Coachable moment"	<ul style="list-style-type: none"> a. a situation which occurs in a drill or a game that the coach can use to demonstrate the concept or the skill being worked on. <ul style="list-style-type: none"> a.1 sees critical incident occur (success/failure) and uses a variety of strategies to praise, further develop or to alter performance a.2 moves quietly to discuss individuals performance whilst others keep training
2. Accepted best practice in netball coaching	<ul style="list-style-type: none"> a. the culture of netball b. accepted preventative practice is adopted by those within the netball to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. Australian Sports Commission harassment-free sport guidelines e. Australian Coaching Council/National Activity Organisation Coach's Code of Ethics f. National Activity Organisation Anti-Doping policy
3. Game plans	<ul style="list-style-type: none"> a. can be for individuals and/or teams b. an overall plan for a particular game incorporating various intermediate tactics and strategies, usually comprising: <ul style="list-style-type: none"> b.1 set plays (eg, centre passes, back line throw ins) b.2 tactics/strategies to target opposition players
4. Intermediate tactics and strategies of netball	<ul style="list-style-type: none"> a. set plays b. centre passes c. throw-ins d. penalty passes/shots e. free passes f. systems of play in attack g. systems of play in defence h. deception skills i. decision making j. response to umpiring decisions
5. Positions	<ul style="list-style-type: none"> a. Goal Shooter (GS) b. Goal Attack (GA) c. Wing Attack (WA) d. Centre (C) e. Wing Defence (WD) f. Goal Defence (GD) g. Goal Keeper (GK)
6. Psychological approaches	<ul style="list-style-type: none"> a. goal setting b. focusing c. visualisation d. relaxation techniques e. motivation techniques
7. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to players that allows for maximum participation in a safe environment

	<ul style="list-style-type: none"> b. equipment - a ratio of equipment to players that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct training/competition in a safe environment
8. Rules, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice codes of ethics such as National Activity Organisation or Australian Coaching Council Coach's code of ethics c. policies of the employer organisation such as <ul style="list-style-type: none"> c.1 National Activity Organisation policies (eg, anti doping policy) c.2 Australian Sports Commission harassment-free sport policy
9. Statistics	<ul style="list-style-type: none"> a. shooting statistics b. penalties c. errors/turnovers d. interceptions e. team play (eg, backing up team mates) f. number of goals scored from own centre passes g. rebounds
10. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses (eg, height, speed, passing and shooting accuracy) b. tactical strengths and weaknesses (eg, ability to successfully implement set plays, ability to use deception, etc)
11. Technological aids and equipment	<ul style="list-style-type: none"> a. netballs b. markers c. positional bibs d. video cameras e. videos of other teams/players f. personal protective gear (eg, mouthguard) g. standard fixed netball equipment (court, goalposts)
12. Work Environment	<ul style="list-style-type: none"> a. safety requirements as listed in the international rules of netball b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 no jewellery to be worn at training b.2 goal posts should be padded b.3 mouthguards to be worn b.4 training aids should be inspected before use b.5 sun safety guidelines should be followed b.6 hydration guidelines should be followed b.7 playing/training surface should be inspected before use b.8 run off surrounding the court should be 3 metres b.9 access to first aid facilities/equipment c. conditions and external influences include: <ul style="list-style-type: none"> c.1 environmental/weather conditions c.2 other facility users c.3 spectators c.4 parents c.5 umpires and administrators c.6 other coaches

Evidence Guide

APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the intermediate tactics and strategies of netball in a competitive situation in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Position appropriately c.2 Provide adequate demonstrations c.3 Involve all players c.4 Provide appropriate drills, games and activities to develop the intermediate tactics and strategies of netball c.5 Identify "coachable moments" c.6 Give appropriate feedback c.7 Observe and identify errors c.8 Relate to the group
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS NET 004A Teach and develop the fundamental skills of netball b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualised long-term training program b.2 SRX CAI 009A Conduct monitor and adjust individualised long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS NET 005A Teach and develop the intermediate skills of netball b.5 SRS NET 007A Develop conditioning programs for netball c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Provide information regarding drugs in sport issues c.3 SRS COA 013A Support clients to adopt the principles of sports psychology c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Intermediate tactics and strategies of netball in order to teach these to participants a.2 Drills, activities and games used to teach the intermediate skills of netball a.3 Knowledge of the rules and regulations of netball in order to teach these to participants a.4 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

	<p>b. Underpinning skills</p> <p>b.1 Drills, activities and/or games are conducted in accordance with the accepted best practice in coaching netball for the player/s to acquire intermediate netball skills</p>
4. Resource implications	<p>a. Assessment of this competency requires access to</p> <p>a.1 a netball facility</p> <p>a.2 participants who are at least 14 years of age</p> <p>a.3 International Activity Organisation rule book</p> <p>a.4 National Activity Organisation or Australian Coaching Council Coach's Code of Ethics</p> <p>a.5 policies of the employer organisation such as National Activity Organisation policies eg, Anti doping policy, Australian Sports Commission Harassment free sport policy</p> <p>a.6 equipment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment. The preferred assessment situation is as follows:</p> <p>a.1 One structured training session of 60 minutes duration with participants who are at least 14 years of age must be successfully completed. A lesson plan is to be submitted prior to assessment.</p> <p>a.2 Three skills sessions covering the intermediate skills of netball must be undertaken in the areas of (1) attacking (2) defending (3) goal shooting</p> <p>a.3 In addition, 9 hours minimum on video/mentor analysis must be undertaken.</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. 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</p>

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	-

SRS NET 007A DEVELOP CONDITIONING PROGRAMS FOR NETBALL

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to develop fitness and conditioning programs for netball in a periodised, safe training program.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the physiology requirements of netball and develop training programs	<ul style="list-style-type: none"> a. The <i>energy system requirements of netball players</i> are identified and differentiation between the requirements of different court positions is described b. <i>Fitness tests</i> appropriate to different levels of competition are recognised c. Suitable <i>training regimes</i> for each of the major fitness components in netball are developed
2. Implement conditioning, testing and recovery programs to optimise netball fitness	<ul style="list-style-type: none"> a. The basic principles of periodisation are applied to a fitness program for intermediate players b. Players are monitored for signs of overtraining c. A recovery program for players is planned

Range of Variables

DEVELOP CONDITIONING PROGRAMS FOR NETBALL

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in netball coaching	<ul style="list-style-type: none"> a. the culture of netball b. accepted preventative practice is adopted by those within the netball to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. Australian Sports Commission harassment-free sport guidelines e. Australian Coaching Council/National Activity Organisation Coach's Code of Ethics f. National Activity Organisation Anti-Doping policy
2. Energy system requirements of netball players	<ul style="list-style-type: none"> a. alactic b. lactic c. aerobic
3. Fitness tests	<ul style="list-style-type: none"> a. laboratory tests b. field tests
4. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to players that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to players that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct training/competition in a safe environment
5. Rules, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice codes of ethics such as National Activity Organisation or Australian Coaching Council Coach's code of ethics c. policies of the employer organisation such as <ul style="list-style-type: none"> c.1 National Activity Organisation policies (eg, anti doping policy), c.2 Australian Sports Commission harassment-free sport policy
6. Technological aids and equipment	<ul style="list-style-type: none"> a. netballs b. markers c. positional bibs d. video cameras e. videos of other teams/players f. personal protective gear (eg, mouthguard) g. standard fixed netball equipment (court, goalposts)
7. Training regimes for netball fitness	<ul style="list-style-type: none"> a. interval b. speed c. agility d. endurance e. weights f. plyometrics g. flexibility
8. Work environment	<ul style="list-style-type: none"> a. safety requirements as listed in the International Activity Organisation rules of netball b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 no jewellery to be worn at training

- b.2 goal posts should be padded
- b.3 mouthguards to be worn
- b.4 training aids should be inspected before use
- b.5 sun safety guidelines should be followed
- b.6 hydration guidelines should be followed
- b.7 playing/training surface should be inspected before use
- b.8 run off surrounding the court should be 3 metres
- b.9 access to first aid facilities/equipment
- c. conditions and external influences include:
 - c.1 environmental/weather conditions
 - c.2 other facility users
 - c.3 spectators
 - c.4 parents
 - c.5 umpires and administrators
 - c.6 other coaches

Evidence Guide

DEVELOP CONDITIONING PROGRAMS FOR NETBALL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of conditioning principles in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 integrate requirements of the game into a years training program c.2 Outline major competition phases c.3 Indicate fitness testing procedures and timing in the year program c.4 Incorporate and explain how recovery fits into the yearly program
2. Interdependent assessment of units	<ul style="list-style-type: none"> b. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS NET 004A Teach and develop the fundamental skills of netball c. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 008A Plan and prepare an individualised long-term training program b.2 SRX CAI 009A Conduct monitor and adjust individualised long-term programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS NET 005A Teach and develop the intermediate skills of netball b.5 SRS NET 006A Apply the intermediate tactics and strategies of netball in a competitive situation d. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 011A Work with officials c.2 SRS COA 012A Provide information regarding drugs in sport issues c.3 SRS COA 013A Support clients to adopt the principles of sports psychology c.4 SRS COA 014A Support clients to adopt the principles of eating for peak performance c.5 SRS COA 015A Monitor coach welfare c.6 SRS COA 016A Implement recovery training programs
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the energy systems required of netball players a.2 Knowledge of netball court position requirements a.3 Knowledge of fitness testing for different levels of play a.4 Knowledge of suitable training regimes for each major fitness component in netball a.5 Knowledge of the basic principles of periodisation a.6 Knowledge of signs of overtraining a.7 Knowledge of recovery skills b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to apply basic principles of periodisation to fitness program writing b.2 Ability to integrate the requirements of the game into a years training program b.3 Ability to plan fitness testing within the yearly program b.4 Ability to incorporate recovery into the yearly program

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to players competing at state league level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment. The preferred assessment situation is as follows: <ul style="list-style-type: none"> a.1 completion of a periodised program for a netball team at state league level for one year b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. 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	-	-

SRS NET 008A DEVELOP THE INTERMEDIATE SKILLS OF NETBALL

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to undertake drills, activities and games to develop intermediate skills of netball.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Undertake drills, activities and/or games to develop the intermediate skills of netball</p>	<p>a. <i>Drills, activities and/or games</i> are undertaken in accordance with the <i>rules, regulations and policies of netball</i></p> <p>b. <i>Technological aids and equipment</i> are used to enhance acquisition of skills.</p>
<p>2. Perform the intermediate skills of netball under match conditions</p>	<p>a. An <i>intermediate netball skill</i> and its purpose are identified</p> <p>b. <i>Intermediate netball skills</i> are linked to perform a sequence of movements.</p>
<p>3. Review and adapt the intermediate skill in response to feedback</p>	<p>a. Participate in a review process and modify the performance of the <i>intermediate skill</i></p> <p>b. Aspects needing further emphasis and/or attention are identified for modification in future sessions</p>

Range of Variables

DEVELOP THE INTERMEDIATE SKILLS OF NETBALL

VARIABLE STATEMENT	CATEGORIES
1. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to develop the intermediate skills of netball b. should include <ul style="list-style-type: none"> b.1 intermediate skill drills b.2 relevant modified games c. drills, activities and games which are identified and their relevance on court documented d. these drills, activities and games are prescribed by the coach at each training session based on the needs of the players, stage of the season, objectives of the session, etc
2. Intermediate skills	<ul style="list-style-type: none"> a. the level of skills relevant to the player's position is at a minimum of 60% effectiveness/accuracy
3. Intermediate skills of netball	<ul style="list-style-type: none"> a. movement <ul style="list-style-type: none"> a.1 outside/inside turns a.2 screens a.3 running technique a.4 dodge a.5 double dodge a.6 take off/land <ul style="list-style-type: none"> a.6.1 one foot a.6.2 two foot a.6.3 outside leg a.6.4 outside turn a.7 run/re-offer/change of direction a.8 bounce <ul style="list-style-type: none"> a.8.1 readjustment around player (outside foot) a.8.2 recovery step a.9 front cuts/curve <ul style="list-style-type: none"> a.9.1 back a.9.2 forward a.10 lunge/holds a.11 backward slide (slip step) a.12 rolls a.13 backward step ups b. ball handling: work the following skills from stationary to on the move situations <ul style="list-style-type: none"> b.1 catch/hands <ul style="list-style-type: none"> b.1.1 two hands only b.1.2 one hand control (both sides, hooks, take and pass) b.2 pass <ul style="list-style-type: none"> b.2.1 overheard pass b.2.2 lob high release b.2.3 chest (two hands) b.2.4 long ball (one hand) b.2.5 shoulder pass (one hand) b.2.6 bounce b.2.7 under pressure b.2.8 quick release b.2.9 vision (decision making) b.3 vision <ul style="list-style-type: none"> b.3.1 awareness

- b.3.2 width
- b.3.3 depth
- b.4 team ball skills
- c. attacking: variety of passes onto the following movements
 - c.1 movement
 - c1.1 holds
 - c1.2 rolls
 - c1.3 front cut
 - c1.4 stop and open
 - c1.5 single lead
 - c1.6 two leads
 - c1.7 re-offer
 - c1.8 dodge
 - c1.9 double dodge
 - c1.10 holds
 - c1.11 shoulder/chest/bounce/lob
 - c1.12 screens
 - c1.13 give and go/double plays
 - c1.14 fakes
 - c1.15 set attacking plays
 - c1.16 vision
 - c.2 decision making
 - c.3 space awareness
 - c.3.1 in relation to another player
- d. defending
 - d.1 running technique
 - d.2 footwork (broad base/specific)
 - d.2.1 take off
 - d.2.2 landing
 - d.2.3 jumping
 - d.2.4 change of direction
 - d.2.5 recovery
 - d.2.6 readjustment
 - d.3 balance (proprioception)
 - d.3.1 body control
 - d.3.2 landing
 - d.3.3 recovery
 - d.4 catching
 - d.4.1 develop strong hands
 - d.5 throwing
 - d.6 vision
 - d.7 one on one
 - d.7.1 different starting position
 - d.7.2 first ball
 - d.7.3 recovery
 - d.7.4 decision making
 - d.8 tracking
 - d.9 dictation opponents movements
 - d.10 hands on
 - d.11 team defensive strategies
 - d.12 developing defensive unit
- e. specialist shooter
 - e.1 technique
 - e.1.1 variety on shot
 - e.1.2 variety of defence
 - e.2 movement
 - e.2.1 straight head
 - e.2.2 dodge
 - e.2.3 double dodge
 - e.2.4 rolls
 - e.2.5 front cuts (various angles)
 - e.2.6 out/out and pop
 - e.3 working together
 - e.3.1 splits

- e.3.2 rotation
- e.3.3 working space awareness as a unit
- e.4 working together
 - e.4.1 screens
- e.5 leads
 - e.5.1 between shooters
 - e.5.2 long leads
 - e.5.3 hold
- e.6 defence
 - e.6.1 rebound
 - e.6.2 long court
- f. specialist – centre court
 - f.1 centre pass
 - f.1.1 Wing Attack moves
 - f.1.2 Centre delivery/vision
 - f.1.3 working in relation to Goal Attack, Wing Defence/Goal defence
 - f.1.4 double defence
 - f.2 finding circle edge
 - f.2.1 driving onto the circle
 - f.2.2 use of space
 - f.3 feeding shooters
 - f.3.1 variation
 - f.3.2 passes
 - f.3.3 decision making
 - f.3.4 sense/feel/empathy
 - f.4 linking
 - f.4.1 centre on outlet pass
 - f.4.2 sidelines
 - f.4.3 rebound outlets
 - f.4.4 backline throw ins
 - f.4.5 defence mid court
- g. specialist – defence
 - g.1 one on one
 - g.2 hands on
 - g.3 defence of Centre pass
 - g.3.1 Wing Defence role
 - g.3.2 Centre role
 - g.3.3 Goal Defence role
 - g.3.4 double defending
 - g.4 working together
 - g.4.1 Goal Defence/Goal Keeper communication
 - g.5 channelling
 - g.6 picking off the long ball
 - g.7 defence of the shot
 - g.7.1 inside lean
 - g.7.2 outside lean
 - g.7.3 jump
 - g.7.4 block
 - g.7.5 rebound
 - g.7.6 outlet pass
 - g.8 defence of
 - g.8.1 high ball
 - g.8.2 centre pass
 - g.8.3 sag
 - g.8.4 Wing Defence/Centre working with Goal Defence/Goal Keeper
 - g.8.5 pick off across circle
 - g.9 defence out of play
 - g.9.1 in the circle
 - g.9.2 outside the circle (Goal Defence/Goal Keeper, Wing Defence/Centre)

4. Rules, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice Codes of Ethics such as National Activity Organisation/ Australian Sports Commission Harassment –Free Sport: Guidelines for athletes c. policies of the employer organisation such as Anti doping policy, Australian Sports Commission Harassment free sport policy
5. Technological aids and equipment	<ul style="list-style-type: none"> a. netballs b. wickets hats c. positional bibs d. video cameras e. videos of other teams/players
6. Work Environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; safe and appropriate dress; and equipment as listed in the International Activity Organisation rules of netball b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 no jewellery to be worn at training b.2 goal posts should be padded b.3 mouthguards to be worn b.4 training aids should be inspected before use b.5 sun safety guidelines should be followed b.6 hydration guidelines should be followed b.7 playing/training surface should be inspected before use b.8 run off surrounding the court should be three (3) metres b.9 access to first aid facilities/equipment c. conditions and external influences include: <ul style="list-style-type: none"> c.1 environmental/weather conditions c.2 other facility users c.3 spectators c.4 parents c.5 umpires and administrators c.6 other coaches c.7 other players

Evidence Guide

DEVELOP THE INTERMEDIATE SKILLS OF NETBALL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of intermediate skills of netball</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 perform the intermediate skills of netball under match conditions</p> <p>c.2 apply the rules, regulations and policies of netball</p> <p>c.3 review own and team performance and identify modifications for future training sessions/match play</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS NET 009A Perform the intermediate tactics and strategies of netball in a competitive situation</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS NET 010A Participate in conditioning for netball</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Fundamental skills of netball in order to progress skill acquisition to the intermediate level</p> <p>a.2 Knowledge of the rules and regulations of netball in order to teach these to participants</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play netball at a fundamental level in order to understand message of training and build upon existing skills</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a netball facility, registered netball competition equipment, National Activity Organisation rule book, Australian Sports Commission Harassment Free Sport: Guidelines for athletes, National Activity Organisation policies such as Anti doping policy, Australian Sports Commission Harassment free sport policy</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p>

- d. 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	-

SRS NET 009A

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

NET

Netball

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop intermediate tactics and strategies of netball	a. The tactics and strategies to be developed are identified b. Appropriate methods are used to develop player/s intermediate tactics and strategies
2. Pre-match analysis and preparation	a. Prepare psychologically using strategies commonly used at intermediate levels within netball b. Strengths and weaknesses of opposition player/s are analysed and strategies are devised on how to approach opponents c. Participate in development of game plans
3. In-match analysis and decision making	a. Strengths and weaknesses of own player/s and opposition player/s are analysed and identified strategies are applied to deal with opponents and/or situations b. Implement identified game plans c. Communication with team mates in order to develop own and team performance
4. Post-match analysis and follow-up	a. Participate in post-match de-briefing, highlighting pre and in-match performance. b. Strengths and weaknesses of own player/s and opposition player/s in relation to field positioning and match-ups are analysed for future referral c. Statistics are analysed for future referral

Range of Variables

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Identified game plans	<ul style="list-style-type: none"> a. set plays b. targeting opposition players c. style of play (eg, zone v one on one) d. situational plays (eg, last 5 minutes of each quarter)
2. Intermediate tactics and strategies	<ul style="list-style-type: none"> a. The level of tactics and strategies relevant to the player's position is a minimum of 60% effectiveness/accuracy
3. Intermediate tactics and strategies of netball	<ul style="list-style-type: none"> a. set plays b. centre passes <ul style="list-style-type: none"> b.1 Wing Attack moves b.2 Centre delivery/vision b.3 working in relation to Goal Attack/Wing Defence/Goal Defence/Wing Attack b.4 double defence b.5 defence on Centre pass <ul style="list-style-type: none"> b.5.1 Wing Defence role b.5.2 Centre role b.5.3 Goal Defence role b.5.4 double defending c. throw-ins d. penalty/free passes/shots e. systems of play <ul style="list-style-type: none"> e.1 attacking e.2 defending f. analysing the match <ul style="list-style-type: none"> f.1 own team f.2 opposition f.3 umpires g. statistics and decision making h. game plans for team and individuals
4. Prepare psychologically using strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation
5. Statistics	<ul style="list-style-type: none"> a. shooting statistics b. penalties c. errors/turnovers d. interceptions e. team play (eg, backing up team mates) f. number of goals scored from own centre passes g. number of goals scored from turnovers/interceptions h. rebounds
6. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses <ul style="list-style-type: none"> a.1 height a.2 speed a.3 passing b. tactical strengths and weaknesses

	<ul style="list-style-type: none">b.1 ability to successfully implement team playsb.2 ability to read and react to team play in attack and defenceb.3 shooting accuracy
7. Work Environment	<ul style="list-style-type: none">a. organisational health and safety requirements; safe and appropriate dress; and equipment include:b. safety requirements as listed in the international rules of netballc. other recommended safety guidelines are:<ul style="list-style-type: none">c.1 no jewellery to be worn at trainingc.2 goal posts should be paddedc.3 mouthguards to be wornc.4 training aids should be inspected before usec.5 sun safety guidelines should be followedc.6 hydration guidelines should be followedc.7 playing/training surface should be inspected before usec.8 run off surrounding the court should be 3 metresc.9 access to first aid facilities/equipmentd. conditions and external influences include:<ul style="list-style-type: none">d.1 environmental/weather conditionsd.2 other facility usersd.3 spectatorsd.4 parentsd.5 umpires and administratorsd.6 other coachesd.7 other players

Evidence Guide

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of tactics and strategies for playing netball at an intermediate level b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify and develop tactics and strategies appropriate for intermediate level netball and apply under match conditions c.2 Prepare psychologically to play intermediate netball and cope with the pressures that apply under match conditions c.3 Analyse strengths and weaknesses of opponents and devise strategies to counter c.4 Communicate with team players in order to enhance performance of self and team c.5 Participate in post match de-briefing and identify areas to be developed at future training sessions
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS NET 008A Develop the intermediate skills of netball c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS NET 010A Participate in conditioning for netball
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Fundamental tactics and strategies of netball in order to progress skills acquisition to the intermediate level a.2 Knowledge of the rules and regulations of netball in order to teach these to participants a.3 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 b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to play netball at a fundamental level in order to understand message of training and build upon existing skills
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an netball facility, registered netball competition equipment, National Activity Organisation rule book, Australian Sports Commission Harassment Free Sport: Guidelines for athletes, National Activity Organisation policies such as Anti doping policy, Australian Sports Commission Harassment free sport policy b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a minimum of two (2) games in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

- a. Competency must be demonstrated in a real work environment
- b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. 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	-

SRS NET 010A PARTICIPATE IN CONDITIONING FOR NETBALL

NET

Netball

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify physiology elements of netball	<ul style="list-style-type: none"> a. The basic energy systems required for netball players are documented and differentiated between position requirements b. Fitness tests appropriate to different levels of play are identified c. Suitable training regimes for each major fitness component used in netball are identified
2. Identify basic techniques to improve speed	<ul style="list-style-type: none"> a. Specialists to seek advice on correctly implementing training techniques for the improvement of speed are identified b. Identified training techniques for the improvement of speed are implemented c. Frequency/quantity of training sessions as identified by specialist are implemented d. Recovery training techniques are identified e. Over training symptoms are identified f. Participate with a specialist/s in the development of a recovery plan
3. Identify basic techniques to improve agility	<ul style="list-style-type: none"> a. Specialists to seek advice on correctly implementing training techniques for the improvement of agility are identified b. Identified training techniques for the improvement of speed are implemented c. Frequency/quantity of training sessions as identified by specialist are implemented d. Recovery training techniques are identified e. Over training symptoms are identified f. Participate with a specialist/s in the development of a recovery plan
4. Identify basic techniques to improve endurance	<ul style="list-style-type: none"> a. Specialists to seek advice on correctly implementing training techniques for the improvement of endurance are identified b. Identified training techniques for the improvement of speed are implemented c. Frequency/quantity of training sessions as identified by specialist are implemented d. Recovery training techniques are identified e. Over training symptoms are identified f. Participate with a specialist/s in the development of a recovery plan
5. Identify basic techniques to improve strength	<ul style="list-style-type: none"> a. Specialists to seek advice on correctly implementing training techniques for the improvement of strength are identified b. Identified training techniques for the improvement of speed are implemented c. Frequency/quantity of training sessions as identified by specialist are implemented d. Recovery training techniques are identified e. Over training symptoms are identified f. Participate with a specialist/s in the development of a recovery plan
6. Identify basic techniques to improve power	<ul style="list-style-type: none"> a. Specialists to seek advice on correctly implementing training techniques for the improvement of power are identified b. Identified training techniques for the improvement of speed are

	<p>implemented</p> <p>c. Frequency/quantity of training sessions as identified by specialist are implemented</p> <p>d. Recovery training techniques are identified</p> <p>e. Over training symptoms are identified</p> <p>f. Participate with a specialist/s in the development of a recovery plan</p>
<p>7. Identify basic techniques to improve flexibility</p>	<p>a. Specialists to seek advice on correctly implementing training techniques for the improvement of flexibility are identified</p> <p>b. Identified training techniques for the improvement of speed are implemented</p> <p>c. Frequency/quantity of training sessions as identified by specialist are implemented</p> <p>d. Recovery training techniques are identified</p> <p>e. Over training symptoms are identified</p> <p>f. Participate with a specialist/s in the development of a recovery plan</p>

Range of Variables

PARTICIPATE IN CONDITIONING FOR NETBALL

VARIABLE STATEMENT	CATEGORIES
1. Basic energy systems	a. general understanding of the principles involved in strength and conditioning training and the fitness components within
2. Basic training techniques for the improvement of agility	a. lateral movement b. forward and back movement c. evasion skills d. angled movement
3. Basic training techniques for the improvement of endurance	a. game duration b. stamina c. muscle duration d. performance
4. Basic training techniques for the improvement of flexibility	a. stretching b. peripheral neuromuscular fasculation (PNF) c. dynamic stretching routine
5. Basic training techniques for the improvement of power	a. speed by strength
6. Basic training techniques for the improvement of speed	a. combination of arm and leg movement b. contact time c. body positioning d. leg drive e. pace off the mark f. change of pace g. change of direction
7. Basic training techniques for the improvement of strength	a. weight training b. flexibility c. core strength stability (trunk stability)
8. Fitness tests	a. laboratory tests b. field tests
9. Over training	a. tired/sore muscles b. feeling unwell c. fatigue d. stress e. increase in injuries f. poor performance g. monitoring body response g.1 resting heart rate g.2 frame of mind g.3 fluctuating body weight

10. Recovery	<ul style="list-style-type: none"> a. monitoring body responses b. ice buckets c. pool work d. sauna/spa/plunge e. adaptation (work/rest ration) f. modalities <ul style="list-style-type: none"> f.1 stretching f.2 massage/self/partner f.3 hot/cold showers g. psychoregulation
11. Specialists	<ul style="list-style-type: none"> a. doctor b. physiotherapist c. coach d. strength and conditioning coach e. skill coach f. massage therapist
12. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; safe and appropriate dress; and equipment b. safety requirements as listed in the 'National Activity Organisation Official Rule book' c. other recommended safety guidelines <ul style="list-style-type: none"> c.1 no jewellery to be worn c.2 sun safety guidelines should be followed c.3 hydration guidelines should be followed c.4 playing/training surface should be inspected before use c.5 access to first aid facilities/equipment d. resources <ul style="list-style-type: none"> d.1 human resources - a ratio of coaches to players that allows for maximum participation in a safe environment d.2 equipment - a ratio of equipment to players that allows for maximum participation in a safe environment d.3 access to first aid facilities/equipment d.4 appropriate facilities to conduct training/competition in a safe environment e. conditions and external influences include <ul style="list-style-type: none"> e.1 environmental/weather conditions e.2 other facility users e.3 Other coaches e.4 other players

Evidence Guide

PARTICIPATE IN CONDITIONING FOR NETBALL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of conditioning techniques to improve and maintain physical conditioning for netball at the intermediate level</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify the different energy system for individual positions</p> <p>c.2 Implement techniques to improve speed, agility, endurance, strength, power, flexibility to play netball at the intermediate level</p> <p>c.3 Identify over training symptoms and seek advice from a specialist and implement a recovery plan</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRS NET 008A Develop the intermediate skills of netball</p> <p>c.2 SRS NET 009A Perform the intermediate tactics and strategies of netball in a competitive situation</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Appropriate diet for a netball player to achieve maximum performance potential</p> <p>a.2 Basic knowledge of injury prevention and management in order to avoid injury where possible and manage sustained injuries effectively</p> <p>a.3 Basic understanding of strength and conditioning training in order to participate in conditioning training effectively</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play netball</p> <p>b.2 Ability to incorporate recovery into the yearly program</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to gym, weight gym, training field, testing equipment and facilities</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on</p>

- underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	2	-

SRS NET 011A DEVELOP THE ADVANCED SKILLS OF NETBALL

NET

Netball

DESCRIPTION: This unit covers the knowledge and skills required to undertake drills, activities and games to develop advanced skills of netball.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an advanced skill of netball	a. Intermediate <i>biomechanical</i> principles are explained as they apply to netball b. Observable body movements are identified for each stage of the skill in priority of importance to perform the skill
2. Undertake drills, activities and/or games to develop the advanced skills of netball	a. <i>Drills, activities and/or games</i> are undertaken in accordance with the <i>rules, regulations and policies of netball</i> b. <i>Technological aids and equipment</i> are used to enhance acquisition of skills
3. Perform the advanced skills of netball under match conditions	a. The <i>advanced netball skills</i> and their purpose are identified b. <i>Advanced netball skills</i> are linked to perform a sequence of movements
4. Review and adapt the advanced skills in response to feedback	a. Participate in a <i>review</i> process to identify necessary performance modifications b. Aspects needing further emphasis and/or attention, as identified, are incorporated into future training sessions

Range of Variables

DEVELOP THE ADVANCED SKILLS OF NETBALL

VARIABLE STATEMENT	CATEGORIES
1. Advanced skills	a. skill level for the relevant position, or skill of the game, under match conditions is a minimum of 70% effectiveness/accuracy
2. Advanced biomechanical principles	a. balance b. motion c. force d. momentum
3. Advanced skills of netball	a. movement a.1 footwork a.1.1 short a.1.2 long a.2 change of pace a.3 take off a.3.1 one foot a.3.2 two foot a.4 land a.4.1 two foot a.5 rolls a.6 clears a.7 front cuts a.8 putting movements together b. ball handling b.1 footwork b.1.1 catch b.1.2 pass b.2 pass b.2.1 shoulder b.2.2 chest b.2.3 bounce b.2.4 overhead b.2.5 lob b.3 step and pass b.3.1 run on b.3.2 around defender b.3.3 high ball b.4 team ball skills c. attacking c.1 footwork skills c.2 speed off the mark c.3 change of pace c.4 change of direction c.5 vision c.6 movement c.10.1 front cuts c.10.2 clears c.10.3 rolls c.10.4 double dodge c.10.5 drive/stop/open c.10.6 outside turns c.10.7 reading off/split c.10.8 split

- c.10.9 preliminary moves
 - c.10.10 screens
 - c.10.11 double plays
 - c.11 seeing the long option
 - c.12 decision making
 - c.12.1 timing
 - c.13 vision
 - c.14 leads
 - c.14.1 short
 - c.14.2 medium
 - c.14.3 long
 - c.15 strategies
 - c.15.1 team
 - c.15.2 full court
- d. defending
 - d.1 footwork
 - d.2 landing/take off
 - d.2.1 one foot
 - d.2.2 two foot
 - d.3 hands
 - d.3.1 variations
 - d.3.2 controlling and directing tapped ball
 - d.4 vision
 - d.5 one on one
 - d.5.1 vary starting positions
 - d.5.2 attack the first ball
 - d.5.3 recovery stride
 - d.6 anticipation
 - d.7 channelling
 - d.7.1 dictating space
 - d.8 communication
 - d.9 transition
 - d.9.1 rebound
 - d.9.2 intercept
 - d.9.3 loose ball
 - d.10 strategies
 - d.10.1 team
 - d.10.2 long court
- e. specialists shooting
 - e.1 technique
 - e.1.1 stationery
 - e.1.2 step ins
 - e.1.3 step back
 - e.1.4 side steps
 - e.1.5 shuffle shot
 - e.2 working together
 - e.2.1 leads
 - e.2.2 shooter to shooter
 - e.2.3 closed circle
 - e.2.4 screens
 - e.2.5 rotation
 - e.2.6 two on one attack
 - e.3 rebounding
 - e.4 strategies
 - e.4.1 team
 - e.4.2 throw ins
- f. specialist – centre court
 - f.1 centre pass
 - f.1.1 1 on 1
 - f.1.2 2 on 1
 - f.1.3 split
 - f.1.4 front cuts
 - f.1.5 clears
 - f.1.6 screens

	<ul style="list-style-type: none"> f.1.7 rolls f.2 feeding <ul style="list-style-type: none"> f.2.1 decision making f.2.2 vision f.3 finding the edge of the circle <ul style="list-style-type: none"> f.3.1 working in small spaces f.4 link <ul style="list-style-type: none"> f.4.1 long court f.5 strategies <ul style="list-style-type: none"> f.5.1 team f.5.2 throw ins f.5.3 specialist g. circle defence <ul style="list-style-type: none"> g.1 defence of shot <ul style="list-style-type: none"> g.1.1 variations g.1.2 rebound g.1.3 outlet pass g.2 footwork skills g.3 working together <ul style="list-style-type: none"> g.3.1 sag g.3.2 split circle g.3.3 off line g.3.4 zone g.4 centre pass <ul style="list-style-type: none"> g.4.1 man on man g.4.2 zone g.4.3 defensive styles g.5 strategies <ul style="list-style-type: none"> g.5.1 throw in-attack g.5.2 throw in-defence g.5.3 team g.5.4 tall shooter
4. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to develop the advanced skills of netball b. should include <ul style="list-style-type: none"> b.1 advanced skill drills b.2 relevant modified games c. drills, activities and games which are identified and their relevance on court documented d. these drills, activities and games are prescribed by the coach at each training session based on the needs of the players, stage of the season, objectives of the session
5. Review	<ul style="list-style-type: none"> a. individual b. as a member of the team
6. Rules, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation rules of netball b. best practice Codes of Ethics such as National Activity Organisation/ Australian Sports Commission Harassment –Free Sport: Guidelines for athletes c. policies of the employer organisation such as Anti doping policy, Australian Sports Commission Harassment free sport policy)
7. Technological aids and equipment	<ul style="list-style-type: none"> a. netballs b. witches hats c. positional bibs d. video cameras e. videos of other teams/players
8. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; safe and appropriate dress; and equipment as listed in the international rules of netball b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 no jewellery to be worn at training b.2 goal posts should be padded

- b.3 mouthguards to be worn
- b.4 training aids should be inspected before use
- b.5 sun safety guidelines should be followed
- b.6 hydration guidelines should be followed
- b.7 playing/training surface should be inspected before use
- b.8 run off surrounding the court should be three (3) metres
- b.9 access to first aid facilities/equipment
- c. conditions and external influences include:
 - c.1 environmental/weather conditions
 - c.2 other facility users
 - c.3 spectators
 - c.4 parents
 - c.5 umpires and administrators
 - c.6 other coaches
 - c.7 other players

Evidence Guide

DEVELOP THE ADVANCED SKILLS OF NETBALL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the advanced skills of netball as applied in the rugby league environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Perform the advanced skills of netball under match conditions</p> <p>c.2 Apply the rules, regulations and policies of netball</p> <p>c.3 Review own and team performance and identify modifications for future training sessions/match play</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS NET 009A Perform the intermediate tactics and strategies of netball in a competitive situation</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Intermediate skills of netball in order to progress skill acquisition to the advanced level</p> <p>a.2 Sound knowledge of the rules and regulations of netball in order to teach these to participants</p> <p>a.3 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</p> <p>a.4 Knowledge of appropriate nutrition for athletes in order to pass this onto participants</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play netball at the intermediate level in order to progress skills acquisition to the advanced level</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an netball facility, registered netball competition equipment, National Activity Organisation rule book, Australian Sports Commission Harassment Free Sport: Guidelines for athletes, National Activity Organisation policies such as Anti doping policy, Australian Sports Commission Harassment free sport policy</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a minimum of four (4) games in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning</p>

- on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	1	-

SRS NET 012A

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

NET

Netball

DESCRIPTION: 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 netball.

ELEMENT	PERFORMANCE CRITERIA
1. Develop advanced tactics and strategies of netball	<ul style="list-style-type: none"> a. The tactics and strategies to be developed are identified in consultation with the coach and other players b. Appropriate methods are used to develop the identified advanced tactics and strategies
2. Participate in a pre-match analysis and preparation session	<ul style="list-style-type: none"> a. Demonstrate techniques used to prepare psychologically, using strategies commonly used at advanced level within netball b. Strengths and weaknesses of individual opposition player/s are analysed and counter strategies identified c. Participate in the development of game plans d. The role of the coach and support staff in training, team preparation and match situations are listed
3. Demonstrate ability to implement agreed strategies and game plans, and make decisions during the match	<ul style="list-style-type: none"> a. Agreed strategies to counter strengths and weaknesses of own player/s and opposition player/s are applied b. Identified game plans are implemented c. Team mates are communicated with in order to develop own and team performance
4. Participate in a post-match analysis and follow-up	<ul style="list-style-type: none"> a. Participate in post-match de-briefing, highlighting pre and in-match performance b. Strengths and weaknesses of own player/s and opposition player/s in relation to field positioning and match-ups are identified for future referral c. Statistics are documented for future referral

Range of Variables

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Advanced tactics and strategies	a. the level of tactics and strategies relevant to the player's position is a minimum of 70% effectiveness/accuracy
2. Advanced tactics and strategies of netball	<ul style="list-style-type: none"> a. set plays b. centre passes <ul style="list-style-type: none"> b.1 one on one b.2 two on one b.3 split b.4 front cuts b.5 clears c. throw-ins d. penalty/free passes/shots e. systems of play <ul style="list-style-type: none"> e.1 attacking e.2 defending f. analysing the match <ul style="list-style-type: none"> f.1 own team f.2 opposition f.3 umpires g. statistics and decision making h. game plans for team and individuals
3. Identified game plans	<ul style="list-style-type: none"> a. set plays b. targeting opposition players c. style of play (eg, zone v one on one) d. situational plays (eg, last 5 minutes of each quarter)
4. Prepare psychologically using strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation
5. Statistics	<ul style="list-style-type: none"> a. shooting statistics b. penalties c. errors/turnovers d. interceptions e. team play (eg, backing up team mates) f. number of goals scored from own centre passes g. number of goals scored from turnovers/interceptions h. rebounds
6. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses <ul style="list-style-type: none"> a.1 height a.2 speed a.3 passing b. tactical strengths and weaknesses <ul style="list-style-type: none"> b.1 ability to successfully implement team plays b.2 ability to read and react to team play in attack and defence b.3 shooting accuracy

7. Work environment

- a. organisational health and safety requirements; safe and appropriate dress; and equipment include:
- b. safety requirements as listed in the international rules of netball
- c. other recommended safety guidelines are:
 - c.1 no jewellery to be worn at training
 - c.2 goal posts should be padded
 - c.3 mouthguards to be worn
 - c.4 training aids should be inspected before use
 - c.5 sun safety guidelines should be followed
 - c.6 hydration guidelines should be followed
 - c.7 playing/training surface should be inspected before use
 - c.8 run off surrounding the court should be 3 metres
 - c.9 access to first aid facilities/equipment
- d. conditions and external influences include:
 - d.1 environmental/weather conditions
 - d.2 other facility users
 - d.3 spectators
 - d.4 parents
 - d.5 umpires and administrators
 - d.6 other coaches
 - d.7 other players

Evidence Guide

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF NETBALL IN A COMPETITIVE SITUATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of advanced level tactics and strategies of netball as applied in the netball environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 participate in the process of identifying appropriate methods of implementing tactics and strategies for the up coming game c.2 psychologically prepare for the game c.3 use strategies to counter strengths and weaknesses of opposition player/s c.4 understand the role of the coach and support staff c.5 Develop future strategies for identified areas of concern
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS NET 011A. Develop the advanced skills of netball c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the intermediate tactics and strategies of netball a.2 Knowledge of drills, activities and games a.3 Knowledge of the rules and regulations of netball a.4 Knowledge of relevant equipment and safety requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Play netball at intermediate level
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a netball facility, equipment, netball rule book, Australian Netball Code of Conduct, Australian Netball policies such as. anti doping policy, Australian Sports Commission Harassment free sport policy b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

- d. 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	-