

**NATIONAL
SPORT INDUSTRY TRAINING
PACKAGE SRS99**

Volume 4

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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

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OFFICIATING

OFF

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SRS OFF 001A OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

OFF Officiating general principles

DESCRIPTION: This unit covers the application of officiating practices and styles in relation to the legal and ethical responsibility of an official to manage risk and operate in accord with accepted officiating practices. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Access ongoing official education	<ul style="list-style-type: none"> a. The structure and function of peak state and national official education bodies are described b. The structure and function of activity specific official education organisations and/or systems are described c. Procedures for accessing structures and programs for the development of officials and officiating are explained d. Further education/training that will enhance the learners professional development are researched and documented e. Professional development activities to enhance skills and knowledge are described f. Ability to access ongoing official education resources and information is demonstrated
2. Operate in accord with the legal responsibilities of an official	<ul style="list-style-type: none"> a. The legal responsibilities of an official are described and explained b. The legal responsibilities of an official are applied to the specific officiating situation, environment and client group c. The principles of risk management in relation to officiating are described and explained d. A risk management plan is developed and implemented e. The principles of natural justice are described
3. Operate in accord with the ethical responsibilities of an official	<ul style="list-style-type: none"> a. Ethical responsibilities in relation to rules, policies and procedures of the activity are determined b. Ethical responsibilities in relation to rules, policies and procedures of the activity are implemented c. The principles of client confidentiality and welfare are implemented d. Best practice activity principles are implemented
4. Operate in accord with the reporting procedures and tribunal processes	<ul style="list-style-type: none"> a. The reporting procedures as they relate to the rules and policies of the activity are described and applied b. Identify the reportable offences in relation to breaches of the rules, regulations or by-laws of the activity c. The tribunal processes in common law are described
5. Work 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 an activity and/or the sport industry through working in a collaborative manner with participants and other personnel are identified and pursued

6. Identify common officiating styles	<ul style="list-style-type: none">a. Common styles of officiating are identifiedb. Appropriateness and application of each of these styles is explained and justified in relation to a particular activity, situation and/or client groupsc. Adopted officiating styles comply with best practice activity principles
7. Develop a philosophy of officiating	<ul style="list-style-type: none">a. Personal philosophies relating to fair play, bias, decision making and holistic development of the official are articulated and justified in relation to particular situations and client groupsb. The role of the official in regard to required skills and knowledge are identified according to accepted practices and the culture of the activity

Range of Variables

**OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES,
STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK**

VARIABLE STATEMENT	CATEGORIES
1. Best practice activity principles	a. refers to a.1 the activity's <i>Officials Code of Conduct</i> policy a.2 the National Officiating Program <i>Officials Code of Conduct</i> policy a.3 national 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 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. Client/s	a. can be participants b. 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. Conditions and external influences	a. include a.1 environmental/weather conditions a.2 other facility users a.3 spectators a.4 parents a.5 peers a.6 coaches a.7 team managers
4. Equipment	a. can include a.1 fixed pieces of apparatus for use by all clients a.2 individual equipment required by each client in order to manage the activity (eg, whistle) a.3 personal protective or non-protective clothing or attire a.4 technical a.5 audio-visual a.6 safety a.7 uniform clothing
5. Ethical responsibilities of an official	a. refers to behavioural requirements set down by various peak bodies within officiating which govern the way in which an official interacts with the participants and conduct the game/event b. Incorporates b.1 harassment b.2 verbal abuse b.3 physical abuse b.4 client/official relationships b.5 fair play b.6 free of bias

<p>6. Information</p>	<ul style="list-style-type: none"> a. includes <ul style="list-style-type: none"> a.1 expectations of clients a.2 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations a.3 activity national organisation codes and rules as they apply to the range of clients a.4 involvement and interest of parents a.5 details on time a.6 necessary equipment a.7 precautions and other health and safety information. b. is collected through <ul style="list-style-type: none"> b.1 reporting processes b.2 observation b.3 discussions c. sources include <ul style="list-style-type: none"> c.1 clients c.2 other officials c.3 parents c.4 organisations c.5 recorded information d. is imparted <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 in writing d.3 verbally d.4 audio/visual technologies d.5 non-verbally (signals)
<p>7. Legal responsibilities of an official</p>	<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 duty to enforce rules a.3 duty to protect participants a.4 duty to warn a.5 duty to anticipate reasonably foreseeable dangers a.6 duty to control and supervise the game a.7 game rulings a.8 negligence a.9 waivers and exclusion clauses a.10 insurance a.11 sporting tribunals and natural justice a.12 operating in accord with accepted Occupational Health and Safety standards a.13 complying with local, state, and national government legislation and/or requirements
<p>8. Natural justice</p>	<ul style="list-style-type: none"> a. right of appeal b. right to an explanation c. notice of charges d. right to be heard e. act without bias

9. Officiating styles	<ul style="list-style-type: none"> a. refers to the style/s adopted by the official to event/game b. depending on the situation the official 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 organised and efficient b.5 encouraging and supportive b.6 disciplinarian, including modification of undesirable behaviours in clients
10. Philosophy of officiating	<ul style="list-style-type: none"> a. refers to a set of values, beliefs and practices associated with the activity in relation to officiating issues where there is no clear cut rules, policies or procedures
11. 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
12. Principles of risk management in relation to officiating	<ul style="list-style-type: none"> a. refers to issues such as <ul style="list-style-type: none"> a.1 relevant activity 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 activities) 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. human b. physical c. equipment d. materials e. health and safety provisions f. indoor facilities g. outdoor facilities h. supporting material i. 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 colleagues a.3 coaches a.4 players a.5 spectators a.6 parents a.7 administrators a.8 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 activity and assist the official to reduce the chance of breaching their duty of care <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 Activity Organisations rules a.2 National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity
17. State and national official education bodies	<ul style="list-style-type: none"> a. National Officiating Program b. State Officiating Program c. National Officiating Accreditation Scheme d. National officiating organisations of the learner's specific activity
18. Support personnel	<ul style="list-style-type: none"> a. administrators b. other official/s c. officials coaches d. assessors e. observers f. inspectors g. examiners h. other health professionals i. parents/guardians j. other involved/appropriate personnel

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

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 officiating and the ability to explain 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 official education organisations and/or systems c.2 Access ongoing official education c.3 Operate in accord with the legal responsibilities of an official c.4 Operate in accord with the ethical responsibilities of an official c.5 Work with officials and other support personnel c.6 Identify, explain and justify common styles of officiating in relation to particular situations and client groups c.7 Articulate personal philosophies relating to sportsmanship, fair play and bias of the official in relation to particular situations and client groups c.8 Implement the best practice activity principles
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 Technical knowledge of rules and regulations a.2 Fundamental principles of group management a.3 Relevant equipment and safety requirements a.4 Presentation requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively b.2 Ability to convey and interpret information b.3 Adequate numeracy and literacy skills b.4 Ability to make decisions and resolve conflicts b.5 Ability to plan and organise effectively b.6 Ability to self manage effectively b.7 Apply personal health and safety principles
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine participants (ie, not the peers of the learner), activity equipment and activity facilities in a activity setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

<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 officiating situation (ie, at all times throughout training and the assessment process)</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in real/actual officiating situations with genuine participants (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 game/event, 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>

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

SRS OFF 002A APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

OFF Officiating general principles

DESCRIPTION: This unit covers the application of relevant rules, regulation and guidelines to facilitate the outcome of a game or competition. It also includes the application of some basic strategies to prevent and/or deal with minor disputes regarding decisions made by the official. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions	a. Participant status and condition is assessed for the competition b. Environment, facilities and equipment are in accordance with requirements for the competition c. Safety and other risk management issues are assessed and confirmed as within acceptable levels prior to the commencement of the competition d. Appropriate action is taken based on assessment of the conditions and external influences
2. Observe the conduct of an activity	a. Observation relevant to the competition is maintained at all times b. Observation is undertaken with minimal disruption to the performance of the competition c. Observation is undertaken in accordance with relevant rules, regulations and guidelines for the competition d. Response to identified problems is undertaken without delay and environment modified where required to minimise risk management issues in accord with the best practice activity principles
3. Identify information on which to base decisions	a. Information covered by rules, regulations and guidelines is elicited by observation of the competitive situation b. Relevant information is selected on which to make decisions
4. Interpret and apply rules and regulations	a. The rule or regulation is appropriate for the given situation b. The interpretation of the rule or regulation for the given situation is consistent with national trends for the competition c. Decisions are made based on fairness
5. Communicate decisions and manage outcomes of decision-making	a. Decisions are communicated in accordance with the rules, regulations and guidelines and the level of competition b. Reactions of participants to decisions are managed in accordance with the rules, regulations and guidelines

Range of Variables

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. Best practice activity principles	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 the activity's <i>Officials Code of Conduct</i> policy a.2 the National Officiating Program <i>Officials Code of Conduct</i> policy a.3 national 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 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. Competition/s	<ul style="list-style-type: none"> a. event b. program c. race d. carnival e. match f. game g. demonstration h. test i. performance j. competition k. trial l. try out
3. Conditions and external influences	<ul style="list-style-type: none"> a. include <ul style="list-style-type: none"> a.1 environmental/weather conditions a.2 other facility users b. views of <ul style="list-style-type: none"> b.1 coaches b.2 spectators b.3 parents b.4 peers b.5 team managers b.6 media
4. Decisions	<ul style="list-style-type: none"> a. may be made <ul style="list-style-type: none"> a.1 incrementally during an event/activity a.2 at it's completion
5. 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 manage the activity (eg, whistle) a.3 personal protective or non-protective clothing or attire a.4 technical a.5 audio-visual a.6 safety

	a.7 uniform clothing
6. Fairness	<ul style="list-style-type: none"> a. consistent interpretation and application of rules and regulations b. elimination of biases towards one team or competitor c. particular rules d. regulations or techniques e. one team or competitor not gaining an unfair advantage over another
7. Information	<ul style="list-style-type: none"> a. includes <ul style="list-style-type: none"> a.1 infringements a.2 scoring a.3 competitor positioning a.4 expectations of clients a.5 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations a.6 activity national organisation codes and rules as they apply to the range of clients a.7 involvement and interest of parents a.8 details on time a.9 necessary equipment a.10 precautions and other health and safety information. b. is collected through <ul style="list-style-type: none"> b.1 reporting processes b.2 observation b.3 discussions c. sources include <ul style="list-style-type: none"> c.1 clients c.2 other officials c.3 parents c.4 organisations c.5 recorded information d. is imparted <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 in writing d.3 verbally d.4 audio/visual technologies d.5 non-verbally (signals)
8. Reactions	<ul style="list-style-type: none"> a. queries about decisions b. appeals against decisions c. abuse towards official and opponent d. abuse of equipment
9. Risk management	<ul style="list-style-type: none"> a. refers to a plan of action to reduce the risks associated with the particular activity and assist the official to reduce the chance of breaching their duty of care <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
10. Rules, regulations and guidelines	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 current edition of the relevant National Activity Organisations rules a.2 National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity a.3 occupational health and safety a.4 industry control and regulating legislation a.5 professional association regulations a.6 codes and guidelines

Evidence Guide

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of relevant rules, regulations and guidelines and ability to apply them to facilitate the outcome of an activity b. Assessment of performance should be over a period of time covering all relevant 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 react in accord with the best practice activity principles c.2 Observe the conduct of an activity and identify information on which to base decisions c.3 Observe the competition and interpret and apply rules and regulations in accord with the best practice activity principles c.4 Communicate decisions and manage outcomes in accordance with relevant rules, regulations and guidelines
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 Relevant activity specific officiating 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 codes, rules and guidelines b. Underpinning skills <ul style="list-style-type: none"> b.1 Observation b.2 Attention to detail b.3 Verbal communication b.4 Decision making b.5 Judgement b.6 Objectivity
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine participants (ie, not the peers of the learner), activity equipment and activity facilities in a activity 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 the competition setting (ie, at least 2 sessions should be assessed)
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual officiating situations with genuine participants b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, 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 OFF 003A JUDGE COMPETITIVE SITUATIONS

OFF

Officiating general principles

DESCRIPTION: This unit covers the application of judging and/or scoring to facilitate the outcome of an event in accord with relevant rules and regulations. It also includes the application of strategies to deal with disputes surrounding the outcome of the activity. Personnel undertaking this unit would be judging and/or scoring to officiate in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Authorise participation in an activity	<ul style="list-style-type: none"> a. Participants in activity have current relevant registration/accreditation b. Appropriate documentation is cited prior to commencement of activity c. Environment, facilities and equipment are in accordance with required codes, regulations and guidelines
2. Observe the conduct of an activity	<ul style="list-style-type: none"> a. Application of rules, regulations and guidelines is accurately identified during conduct of activity b. Observation is thorough and consistent to ensure fairness to all participants c. Observation is undertaken in accordance with industry codes and conventions
3. Judge performance levels	<ul style="list-style-type: none"> a. Judgement is made within terms of codes, rules, regulations and guidelines b. Decisions are made within required time frames and are advised promptly c. Conflict is minimised through firm and objective exercise of authority d. Cooperative approach is taken to team judging decisions where appropriate
4. Judge the outcome	<ul style="list-style-type: none"> a. Decisions are fair and equitable and can be factually justified b. Decisions are taken in accordance with relevant rules, regulations and guidelines c. Decisions are made promptly and resolutely without influence by external influences
5. Certify and endorse results	<ul style="list-style-type: none"> a. Certification is made clearly and accurately within prescribed time frames b. Prescribed formats are utilised where required to ensure consistency c. Certifications are cross checked for verification prior to authorisation
6. Deal with disputes	<ul style="list-style-type: none"> a. Disputes are resolved promptly b. Procedures are in accordance with relevant legislation, regulations and guidelines c. Assessment and decisions are fair, equitable and based on principles of natural justice
7. Review and modify outcomes	<ul style="list-style-type: none"> a. Evaluation process is in place b. Modifications are made where required

Range of Variables

JUDGE COMPETITIVE SITUATIONS

VARIABLE STATEMENT	CATEGORIES
1. Activities	<ul style="list-style-type: none"> a. event b. program c. race d. carnival e. match f. game g. demonstration h. test i. performance j. competition k. trial l. try out
2. Decisions	<ul style="list-style-type: none"> a. may be made <ul style="list-style-type: none"> a.1 incrementally during an event/activity a.2 at it's completion
3. Disputes	<ul style="list-style-type: none"> a. something that occurs at the end of an activity when results are published b. additional processes/procedures may ensue <ul style="list-style-type: none"> b.1 official protests b.2 appeals
4. External influences	<ul style="list-style-type: none"> a. views of coach b. other participants c. spectators d. media
5. Presenting	<ul style="list-style-type: none"> a. evidence b. information c. cases
6. Principles of natural justice	<ul style="list-style-type: none"> a. natural justice is to be observed in the application of this unit
7. Relevant legislation and industry codes, rules, regulations and guidelines	<ul style="list-style-type: none"> a. occupational health and safety b. industry control and regulating legislation c. professional association regulations d. codes and guidelines

Evidence Guide

JUDGE COMPETITIVE SITUATIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of relevant rules and regulations to judge the outcome of the activity, and deal with disputes surrounding the outcome of the activity in the work environment b. Assessment of performance should be over a period of time covering all relevant 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 Authorise participation in an activity c.2 Judge performance levels c.3 Judge the outcome c.4 Certify and endorse results c.5 Deal with disputes c.6 Review and modify outcomes
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 Relevant activity specific officiating units of competency regarding activity specific application of rules and regulations 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 Relevant activity specific officiating 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 codes, rules and guidelines b. Underpinning skills <ul style="list-style-type: none"> b.1 Observation b.2 Attention to detail b.3 Report writing b.4 Communication (written and verbal) b.5 Decision making b.6 Judgement b.7 Objectivity
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to 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 competition setting (ie, at least 2 sessions should be assessed)
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual officiating situations with genuine participants b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, 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	2	2	2	2	2	1

SRS OFF 004A APPLY SELF REFLECTION TECHNIQUES TO EVALUATE AND MODIFY OFFICIATING PERFORMANCE

OFF Officiating general principles

DESCRIPTION: This unit covers the application of evaluation techniques to assist the official to assess the conduct and outcomes of their performances in order to modify and, hopefully, improve future officiating performances. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for a self reflection session	<ul style="list-style-type: none"> a. Current self reflection processes and procedures are discussed with relevant people b. The key stages of the self reflective process are identified c. A number of self reflection methods are identified and explained
2. Identify personal development objectives	<ul style="list-style-type: none"> a. Self evaluation is used to identify the officials' aims and priorities for personal development b. Performance is reviewed against agreed program objectives and in response to feedback from support personnel c. Self-reflection methods are used to assist the self evaluation process d. Aspects of officiating styles to improve on are identified e. Feedback is sought from other support personnel regarding personal development objectives
3. Conduct a self reflection session	<ul style="list-style-type: none"> a. Details of an aspect/s of officiating for self reflection are identified b. Officiating actions in the activity or event or game are reflected upon c. Areas for improvement in the aspect of officiating are considered d. Aspects of officiating style to improve on are identified e. Specific officiating aspects for improvement are determined f. The officiating aspects are practiced in training sessions g. The officiating aspects are implemented in an actual activity or event or game
4. Follow-up self reflection	<ul style="list-style-type: none"> a. Own performance is reviewed against agreed program objectives b. Self-reflection methods are used to assist the self evaluation process c. Feedback is sought from other support personnel regarding personnel objectives

Range of Variables

APPLY SELF REFLECTION TECHNIQUES TO EVALUATE AND MODIFY OFFICIATING PERFORMANCE

VARIABLE STATEMENT	CATEGORIES
1. Agreed program objectives	<ul style="list-style-type: none"> a. objectives agreed to by the official in consultation with the officials coach/mentor 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.
2. Best practice principles of the activity	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 the activity's <i>Officials Code of Conduct</i> policy a.2 the Australian National Officiating Programs <i>Officials 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 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. Equipment	<ul style="list-style-type: none"> a. can include <ul style="list-style-type: none"> a.1 individual equipment required by each official in order to undertake the activity (eg, self reflection worksheet) a.2 technical a.3 audio-visual
4. 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 a.4 consultation with other support personnel or specialists
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 officials' coach/mentor and official regarding 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. Key stages	<ul style="list-style-type: none"> a. action b. self reflection c. aspects to improve d. planning for improvement e. action - planning the changes

	f. follow-up self reflection
7. Officials	<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. officiating at a local or regional level d. 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. Officials' aims and priorities	<ul style="list-style-type: none"> a. competition/performance targets b. self-improvement c. lifestyle adjustments d. comfort/discomfort levels e. psychological f. technical g. tactical h. participation i. social j. performance
9. Officiating style/s	<ul style="list-style-type: none"> a. depending on the situation the official should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> a.1 friendly and approachable while maintaining a 'professional distance' a.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) a.3 humorous when appropriate a.4 organised and efficient a.5 supportive and encouraging
10. Outcomes are measured	<ul style="list-style-type: none"> a. through <ul style="list-style-type: none"> a.1 demonstration and explanation a.2 performance under pressure a.3 ability to cope with greater degree of difficulty a.4 ability to complete more complex tasks
11. Records	<ul style="list-style-type: none"> a. training diaries /logbooks/journals b. attendance and injury record forms
12. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. provisions for sessions e. supporting material
13. Self reflection	<ul style="list-style-type: none"> a. designed to improve the performance of an official in a recreational activity and/or sporting competitions b. duration may vary depending on: <ul style="list-style-type: none"> b.1 the activity b.2 the aims and priorities of the official c. is designed to assist the official improve their technical performance d. individualised to the official's requirements e. should be developed in accord with the scope of the officials current competencies f. should refer the official to an appropriate alternative coach/mentor in relation to areas/aspects in which the official is not currently competent
14. Self reflection methods	<ul style="list-style-type: none"> a. officiating diary b. mentoring
15. Sessions	<ul style="list-style-type: none"> a. time is dependent on the activity and/or the aims and priorities of the official b. aimed at developing skill and technical learning

16. Support personnel

- a. officials administrators
- b. other officials
- c. mentors
- d. parents/guardians
- e. other involved/appropriate personnel

Evidence Guide

APPLY SELF REFLECTION TECHNIQUES TO EVALUATE AND MODIFY OFFICIATING PERFORMANCE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the knowledge and ability to evaluate, and modify the outcomes of individual self reflection techniques designed to assist improve an official's activity specific officiating 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 Prepare for a self reflection session c.2 Conduct a self reflection session c.3 Review the self reflection process c.4 Identify and address deficiencies in aspects of officiating performances c.5 Identify personal development objectives c.6 Use self reflection methods
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 OFF 001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk a.2 Relevant activity specific officiating units of competency regarding activity specific application of rules and regulations 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 OFF 005A Resolve conflict while officiating c.2 SRS OFF 006A Develop a fitness and recovery program for officials c.3 Relevant activity specific officiating 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 specific knowledge to engage in a self reflection session a.2 Fundamental principles of group management a.3 Sources of information a.4 National Activity Organisations policies and procedures a.5 Employer organisations policies and procedures a.6 Knowledge of the rules and regulations of the activity and, if applicable, knowledge of the relevant modified rules of the activity a.7 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan an individual self reflection session to improve skills b.2 Ability to conduct, monitor and adjust an individual training program to improve skills b.3 Ability to communicate effectively b.4 Ability to convey and interpret information b.5 Adequate numeracy and literacy skills b.6 Ability to apply the activity specific rules and regulations (eg, movement, voice, use of technical aids, judgement or reporting) b.7 Ability to analyse skills and break them into their component parts

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and participants 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
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 real/actual officiating situation (ie, an evaluation of at least 3 individual self reflection sessions should be assessed) b. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including: <ul style="list-style-type: none"> b.1 officials' diary and/or coach/mentor records b.2 reports from other experienced personnel who are regularly involved with the official or coach/mentor
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real/actual officiating situation 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, or other appropriate persons

KEY 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	3	1	3	1

SRS OFF 005A RESOLVE CONFLICT RELATED TO OFFICIATING

OFF

Officiating general principles

DESCRIPTION: This unit covers the identification of causes of conflict and the implementation of strategies and procedures for resolving conflict related to officiating. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Describe conflict resolution in an activity context	a. Common types of conflict that may arise while officiating and possible strategies for conflict resolution and conflict resolution procedures are discussed and explained
2. Implement conflict resolution procedures in an activity context	a. The signs of conflict are recognised b. The cause/s of conflict are sought and identified c. Appropriate strategies for conflict resolution and conflict resolution procedures are selected and instigated in accord with the best practice principles of the activity d. Where appropriate, strategies for conflict resolution and conflict resolution procedures are explained to the individual/s involved and other relevant stakeholders e. The rights of individuals involved in the conflict resolution process are explained to the individual/s involved and other relevant stakeholders f. Effectiveness of the implementation strategies for conflict resolution and conflict resolution procedures are analysed and adjusted accordingly g. Selected conflict resolution procedures and associated documentation comply with the laws and regulations relating to the rights of individuals h. Outcomes are recorded in accord with the best practice principles of the activity

Range of Variables

RESOLVE CONFLICT RELATED TO OFFICIATING

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the activity	a. refers to a.1 the activity's Officials <i>Code of Conduct</i> policy a.2 the National Officiating Programs <i>Officials Code of Conduct</i> policy a.3 the National Officiating Programs Legal Responsibilities and Risk Management Procedures a.4 national activity organisation regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the activity a.7 accepted preventative practices adopted by the self or peers to minimise safety hazards and risks in the same or similar situations
2. Causes of conflict	a. refers to, but is not restricted to a.1 personal needs a.2 lack of information a.3 ineffective communication a.4 frustration a.5 pressure/stress a.6 conflicting aims a.7 provocation a.8 sledging a.9 racial
3. Conflict	a. is described as the opposition of opinions or purposes and can cause mental strife b. for the activity official conflict can be defined as fight, struggle or contest between the participant/s and the official
4. Conflict resolution procedures	a. refers to procedures that may include the following approaches a.1 withdrawal a.2 avoidance a.3 smoothing a.4 compromising a.5 negotiation a.6 mediation a.7 arbitration a.8 confronting a.9 collaboration a.10 accommodation a.11 task-centred a.12 people-centred a.13 role plays
5. Equipment	a. can include a.1 individual equipment required by each official in order to undertake the activity (eg, conflict resolution role plays) a.2 technical a.3 audio-visual
6. Laws and regulations	a. rules and regulations of the activity b. by-laws of the activity c. Human Rights Act

	<ul style="list-style-type: none"> d. Crimes Act e. Occupational Health and Safety Acts f. Privacy Acts g. Bill of Rights Act h. principles of natural justice
7. Officials	<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. officiating at local or regional level competition d. 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. Other relevant stakeholders	<ul style="list-style-type: none"> a. players b. coaches c. administrators d. parents e. supporters
9. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. supporting materials
10. Rights of individuals	<ul style="list-style-type: none"> a. laws relating to the rights of individuals b. application of the identified laws to activity conflict resolution
11. Signs of conflict	<ul style="list-style-type: none"> a. refers to but is not restricted to <ul style="list-style-type: none"> a.1 verbal a.2 non-verbal a.3 body language a.4 positioning
12. Strategies for conflict resolution	<ul style="list-style-type: none"> a. identify the stages of conflict resolution b. assist in implementing and evaluating the resolution for conflict c. aimed at addressing the problems not emotions d. should provide common ground for negotiation
13. Types of conflict	<ul style="list-style-type: none"> a. refers to but is not restricted to <ul style="list-style-type: none"> a.1 peer a.2 family a.3 classroom a.4 workplace a.5 sporting a.6 organisational a.7 emotional

Evidence Guide

RESOLVE CONFLICT RELATED TO OFFICIATING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to identify the causes of conflict and implement strategies and procedures for resolving conflict related to officiating 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 the signs and causes of conflict c.2 Select and instigate appropriate strategies for conflict resolution and conflict resolution procedures in accord with the best practice principles of the activity c.3 Analyse the effectiveness of the implementation strategies for conflict resolution and conflict resolution procedures and adjust accordingly c.4 Record the outcomes of conflict resolution in accord with the best practice principles of the activity
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 OFF 001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk a.2 Relevant activity specific officiating units of competency regarding activity specific application of rules and regulations 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 OFF 004A Apply self - reflection techniques to evaluate and modify officiating performance c.2 SRS OFF 006A Develop a fitness and recovery program for officials c.3 Relevant activity specific officiating 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 specific rules and regulations a.2 Fundamental principles of group management a.3 National Activity Organisations policies and procedures a.4 Employer organisations policies and procedures a.5 Knowledge of the rules and regulations of the activity and, if applicable, knowledge of the relevant modified rules of the activity a.6 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively b.2 Ability to convey and interpret information b.3 Ability to apply the activity specific rules and regulations (eg, movement, voice, use of technical aids, judgement or reporting)
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and participants competing or participating at an appropriate level (ie, not the peers of the learner) b. Assessment of this competency will require human resources

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</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 a real/actual officiating situation</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real/actual officiating situation</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	1	3	-	3	-

SRS OFF 006A DEVELOP A FITNESS PROGRAM FOR OFFICIALS

OFF

Officiating general principles

DESCRIPTION: This unit covers the application of the principles of training to develop and implement to prepare a fitness program for sports officials. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Identify <i>components of physical fitness</i>	a. <i>Components of physical fitness</i> for the official specific to the activity are identified
2. Collect information to prepare a <i>fitness program</i>	a. The body's physiological responses to injury and the healing processes are identified b. Potential <i>psychological responses to injury</i> are identified c. The effects of poor fitness on officiating performance are identified d. Training regimes to increase physical fitness are identified
3. Identify <i>monitoring and management techniques</i>	a. <i>Issues</i> are explained to official b. Counseling is provided and/or coordinated, where adjustments to the program cause difficulty c. Appropriate health and safety provisions are identified
4. Liaise with other officials/ advisers of officials	a. On-going liaison between officials/advisers is established b. Role and responsibility of the individual official are identified c. <i>Potential conflicts</i> are identified and resolved d. The program conforms to health and safety requirements

Range of Variables

DEVELOP A FITNESS PROGRAM FOR OFFICIALS

VARIABLE STATEMENT	CATEGORIES
1. Assessment measures	<ul style="list-style-type: none"> a. field assessments of fitness components b. interviews with other officials c. observation of performance d. performance history
2. Components of physical fitness	<ul style="list-style-type: none"> a. strength b. speed c. endurance d. power e. flexibility
3. Fitness program	<ul style="list-style-type: none"> a. support provided b. options discussed c. goals identified d. achievement strategy identified
4. Issues	<ul style="list-style-type: none"> a. reasons for retirement b. time availability c. financial resources d. interpersonal relationships e. anger and/or stress management f. detraining g. health h. loss of support i. transfer of knowledge of rules j. career structure k. self-discipline l. on-going involvement in the activity at a different level
5. Monitoring	<ul style="list-style-type: none"> a. physical appearance b. discussion with officials c. competition performance analysis d. training diaries e. results of fitness tests
6. Occupational Health and Safety requirements	<ul style="list-style-type: none"> a. objectives b. structure c. specific activities d. range of activities e. time f. equipment and safety
7. Physical responses to injury	<ul style="list-style-type: none"> a. first aid treatment for injuries common to the activity b. recovery and rehabilitation period and activities c. return to officiating
8. Potential conflicts	<ul style="list-style-type: none"> a. officiating styles b. training program c. competition appointments d. discipline procedures e. tribunals and hearings

9. Psychological responses to injury	f. time commitments a. denial b. despair c. anger and coping strategies
10. Support needs	a. training facilities b. equipment c. finance d. transport e. officials advisors f. management and/or specialist support
11. Testing and assessing	a. past performances b. discussion with trainees c. physical ability tests d. trial e. performances in familiar environment f. performances in unfamiliar environment g. where relevant to the activity h. positions trialled in i. subjective assessments

Evidence Guide

DEVELOP A FITNESS PROGRAM FOR OFFICIALS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of fitness programming in to develop an activity specific fitness program for 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 Identify the physical components of fitness c.2 Develop a fitness program for officials c.3 Identify monitoring and management techniques c.4 Liaise with 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 SRS OFF 001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk a.2 Relevant activity specific officiating units of competency regarding activity specific application of rules and regulations 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 OFF 004A Apply self - reflection techniques to evaluate and modify officiating performance c.2 SRS OFF 005A Resolve conflict while officiating c.3 Relevant activity specific officiating 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 Knowledge of the principles of fitness training a.2 Fundamental principles of group management a.3 Fundamental human anatomy and physiology a.4 National Activity Organisations policies and procedures a.5 Employer organisations policies and procedures a.6 Knowledge of the performance parameters to officiate in the specific activity a.7 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan a fitness program b.2 Ability to communicate effectively b.3 Ability to convey and interpret information b.4 Adequate numeracy and literacy skills b.5 Ability to analysis activity specific officiating performance parameters
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and officials qualified at an appropriate 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 a real/actual officiating situation

6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real/actual officiating situation 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	1	1

SRS OFF 007A EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF OFFICIATING TO IMPROVE PERFORMANCE

OFF Officiating general principles

DESCRIPTION: This unit covers the application of evaluation techniques to assist the official to evaluate, analyse and modify the conduct and outcomes of their performances in order to modify and, hopefully, improve future officiating performances. This unit is a higher order version of unit SRS OFF 004A Apply self reflection techniques to evaluate and modify officiating performance. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Engage in a self reflection process	a. Current self reflection processes and procedures are described and applied b. Key elements of the self reflection process are explained
2. Establish and apply personal development objectives	a. Self-evaluation is used to establish personal development objectives b. Own performance is reviewed against agreed program objectives and in response to officials' comments c. Self-reflection methods are used to assist the self-evaluation process d. Gaps regarding the range, timing and the use of various learning methods are identified e. Aspects of officiating styles to improve on are identified f. Advice is sought from other support personnel regarding personnel development objectives
3. Analyse and modify performance	a. Technology is used to evaluate performance b. An overall analysis of the officiating performance is conducted c. The results of the evaluation are used to guide future program planning d. Officiating actions or styles that were particularly effective are noted for future use e. Officiating actions or styles to be avoided in the future are recorded f. An implementation plan for improving officiating performance is developed and executed
4. Discuss outcomes of sessions with a mentor	a. Feedback regarding the evaluation of the session/s and recommended future modifications are shared and discussed with support personnel b. Changes to future performances based on the recommendations of the evaluation process are agreed with the support personnel c. Additional training is undertaken in deficient areas to improve performance d. Support, advice and assistance is provided by the mentor to assist in improving performance
5. Review the self reflection process	a. The results of the self reflection program are used to guide the planning of future self reflection sessions b. Activities, learning methods and/or self reflection processes that were particularly effective are noted for future use c. Activities, learning methods and/or self reflection processes that were not effective are noted so that they can be modified or avoided in

- the future
- d. Outcomes of the program are measured and compared with ***agreed program objectives***
- e. The content, structure, and processes of the self reflection program are evaluated
- f. Results of the ***evaluation*** process are discussed or shared with other ***support personnel***
- g. Peers are assisted with their own self reflection and evaluation processes

Range of Variables

EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF OFFICIATING TO IMPROVE PERFORMANCE

VARIABLE STATEMENT	CATEGORIES
1. Agreed program objectives	<ul style="list-style-type: none"> a. objectives agreed to by the official in consultation with the officials coach/mentor 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 a.3 competition/performance targets
2. Equipment	<ul style="list-style-type: none"> a. can include <ul style="list-style-type: none"> a.1 individual equipment required by each official in order to undertake the activity (eg, self reflection worksheet) a.2 technical a.3 audio-visual
3. 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 a.4 consultation with other support personnel or specialists
4. 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 officials' coach/mentor and official regarding 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
5. Officials	<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. officiating at state or national level of competition d. 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
6. Officials' personal development objectives	<ul style="list-style-type: none"> a. psychological b. technical c. tactical d. participation e. social f. performance
7. Officiating actions	<ul style="list-style-type: none"> a. competition/performance b. self-improvement c. lifestyle adjustments d. comfort/discomfort levels

8. Officiating styles	<ul style="list-style-type: none"> a. depending on the situation the official should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> a.1 friendly and approachable while maintaining a 'professional distance' a.2 clear, precise and, if appropriate, directive regarding non-negotiable issues (eg, safety factors) a.3 humorous when appropriate a.4 organised and efficient a.5 supportive and encouraging
9. Outcomes are measured	<ul style="list-style-type: none"> a. through <ul style="list-style-type: none"> a.1 demonstration and explanation a.2 performance in a competitive situation a.3 performance under pressure a.4 ability to cope with greater degree of difficulty a.5 ability to complete more complex tasks a.6 formative evaluation
10. Records	<ul style="list-style-type: none"> a. training diaries/logbooks/journals b. attendance and injury record forms
11. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. provisions for sessions e. supporting material
12. Self reflection to improve skills	<ul style="list-style-type: none"> a. designed to improve the performance of an official in a recreational activity and/or sporting competitions b. duration depending on: the activity; and/or the aims and priorities of the official c. is designed to assist the official improve their technical performance d. individualised to the official's requirements e. should be developed in accord with the scope of the officials current competencies f. should refer the official to an appropriate alternative coach/mentor in relation to areas/aspects in which the official is not currently competent
13. Self reflection methods	<ul style="list-style-type: none"> a. officiating diary b. mentoring c. video self-analysis
14. Self reflection processes and procedures	<ul style="list-style-type: none"> a. action b. planning for improvement c. identification of aspects for improvement d. analysis and evaluation
15. Sessions	<ul style="list-style-type: none"> a. time is dependent on the activity and/or the aims and priorities of the official b. aimed at developing skill and technical learning
16. Support personnel	<ul style="list-style-type: none"> a. officials administrators b. officials coaches c. other officials d. mentors e. parents/guardians f. other involved/appropriate personnel

Evidence Guide

EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF OFFICIATING TO IMPROVE PERFORMANCE

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 conduct and outcomes of their performances in order to modify and, hopefully, improve future officiating performances 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 officials environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Plan a self reflection session c.2 Create and apply personal development objectives c.3 Analyse and modify a self reflection program c.4 Evaluate the effectiveness of a self reflection session c.5 Measure program outcomes and compare them with agreed program objectives c.6 Identify and address deficiencies in aspects of officiating performances c.7 Use self-reflection tools
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 OFF 001A Operate in accord with accepted officiating practices, styles, legal and - ethical responsibilities to manage risk a.2 SRS OFF 004A Apply self reflection techniques to evaluate and modify officiating performance a.3 Relevant activity specific officiating 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 SRS OFF 008A Manage conflict related to officiating c.2 SRS OFF 009A Plan, implement and evaluate a fitness and recovery program for officials c.3 Relevant activity specific officiating 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 specific knowledge to engage in a self reflection session a.2 Principles of group management a.3 Sources of information a.4 National Activity Organisations policies and procedures a.5 Employer organisations policies and procedures a.6 Policies, procedures and requirements specific to the venue/facility a.7 Knowledge of the rules and regulations of the activity and, if applicable, knowledge of the relevant modified rules of the activity a.8 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan an individual self reflection session to improve skills b.2 Ability to conduct, monitor and adjust a self reflection program to improve skills b.3 Ability to communicate effectively b.4 Ability to convey and interpret information

	<p>b.5 Adequate numeracy and literacy skills</p> <p>b.6 Ability to analyse skills and break them into their component parts</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and participants competing or participating at an appropriate level (ie, not the peers of the learner)</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 activity environment (ie, an evaluation of at least 3 individual self reflection sessions should be assessed)</p> <p>b. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:</p> <p>b.1 officials' diary and/or coach/mentor records</p> <p>b.2 reports from other experienced personnel who are regularly involved with the official or coach/mentor</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real/actual officiating situation</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	1	1

SRS OFF 008A MANAGE CONFLICT RELATED TO OFFICIATING

OFF

Officiating general principles

DESCRIPTION: This unit covers the identification of causes of conflict and the implementation of strategies and procedures for managing conflict while officiating. This unit is a higher order version of unit *SRS OFF 005A Resolve conflict related to officiating*. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies to deal with conflict in sport events	a. Define conflict resolution in the context of sporting events b. Develop strategies for resolving conflict for specific sporting events/activities c. Evaluate the effectiveness of different strategies for resolving conflict for specific sporting events/activities d. Apply best practice principles of the activity for developing strategies
2. Develop and implement conflict resolution procedures	a. Processes relating to negotiation, mediation and arbitration are developed b. The role of these processes is explained in relation to activities c. Procedures developed and documented for implementing these processes comply with the identified laws relating to the rights of individuals d. Attempted conflict resolution complies with documented procedures e. Apply best practice principles of the activity for developing procedures
3. Implement judicial procedures for activities	a. Judicial panels are selected according to specified selection criteria for the activity organisation b. Hearing is conducted according to judicial rules of the activity organisation c. Decision-making process adheres to documented procedures of the activity organisation d. The ruling complies with the identified laws relating to the rights of individuals e. The decision is communicated according to documented notification procedures of the activity organisation
4. Evaluate the effectiveness of conflict resolution procedures	a. Evaluation methods are developed and implemented that are appropriate to the nature of information sought b. Research findings are presented in a written report according to the requirements of the activity organisation c. Recommendations are supported by research documented in the report d. Conflict resolution procedures are reviewed in light of documented recommendations

Range of Variables

MANAGE CONFLICT RELATED TO OFFICIATING

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the activity	a. refers to a.1 the activity's Officials <i>Code of Conduct</i> policy a.2 the National Officiating Programs <i>Officials Code of Conduct</i> policy a.3 the National Officiating Programs Legal Responsibilities and Risk Management Procedures a.4 national activity organisation regulations and guidelines a.5 employer organisations policies and procedures a.6 the culture of the activity a.7 accepted preventative practices adopted by the self or peers to minimise safety hazards and risks in the same or similar situations
2. Causes of conflict	a. refers to but is not restricted to a.1 personal needs a.2 lack of information a.3 ineffective communication a.4 frustration a.5 pressure/stress a.6 conflicting aims a.7 provocation a.8 sledging a.9 racial
3. Conflict	a. is described as the opposition of opinions or purposes and can cause mental strife b. for the activities official conflict can be defined as fight, struggle or contest between the participant/s and the official
4. Conflict resolution procedures	a. refers to procedures that may include the following approaches a.1 withdrawal a.2 avoidance a.3 smoothing a.4 compromising a.5 confronting a.6 collaboration a.7 accommodation a.8 task-centred a.9 people-centred
5. Equipment	a. can include a.1 individual equipment required by each official in order to undertake the activity (eg, conflict resolution role plays) a.2 technical a.3 audio-visual
6. Evaluation	a. is through a.1 questioning and discussion a.2 observations throughout the training program a.3 cross-referencing with session and/or agreed program objectives a.4 consultation with other support personnel or specialists
7. Judicial panels	a. should be set up as a properly constituted group of people based on

	<ul style="list-style-type: none"> the rules of the association they represent b. should not deal with rules that are unenforceable against public policy of restraint of trade c. aimed at hearing evidence and ruling on the evidence
8. Judicial procedures	<ul style="list-style-type: none"> a. refers to the procedures set down in common law for the conduct of judiciaries and tribunals b. should be appropriate to the actual circumstances
9. Laws and regulations	<ul style="list-style-type: none"> a. rules and regulations of the activity b. by-laws of the activity c. Human Rights Act d. Crimes Act e. Occupational Health and Safety Acts f. Privacy Acts g. Bill of Rights Act h. principles of natural justice
10. Officials	<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. officiating at state/national level competition d. 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
11. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. supporting materials
12. Signs of conflict	<ul style="list-style-type: none"> a. refers to but is not restricted to <ul style="list-style-type: none"> a.1 verbal a.2 non-verbal a.3 body language a.4 positioning
13. Strategies for conflict resolution	<ul style="list-style-type: none"> a. identify the stages of conflict resolution b. assist in implementing and evaluating the resolution for conflict c. aimed at addressing the problems not emotions d. should provide common ground for negotiation
14. Types of conflict	<ul style="list-style-type: none"> a. refers to but is not restricted to <ul style="list-style-type: none"> a.1 peer a.2 family a.3 classroom a.4 workplace a.5 sporting a.6 organisational a.7 emotional

Evidence Guide

MANAGE CONFLICT RELATED TO OFFICIATING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge to identify the causes of conflict and the ability to implement strategies and procedures for managing conflict while officiating</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 Identify the signs and causes of conflict c.2 Rights of officials c.3 Conflict resolution procedures c.4 Judicial procedures c.5 Conflict resolution strategies c.6 Evaluation of procedures
<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 SRS OFF 001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk a.2 SRS OFF 005A Resolve conflict related to officiating a.3 Relevant activity specific officiating units of competency <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> b.1 Nil <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 SRS OFF 007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance c.2 SRS OFF 009A Plan, implement and evaluate a fitness and recovery program for officials c.3 Relevant activity specific officiating units of competency
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <ul style="list-style-type: none"> a.1 Relevant procedures and practices for dealing with conflict resolution in the activity a.2 Principles of group management a.3 Sources of information a.4 National Activity Organisations policies and procedures a.5 Employer organisations policies and procedures a.6 Policies, procedures and requirements specific to the venue/facility a.7 Knowledge of the rules and regulations of the activity and, if applicable, knowledge of the relevant modified rules of the activity a.8 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) <p>b. Underpinning skills</p> <ul style="list-style-type: none"> b.1 Ability to convey and interpret rules and regulations b.2 Ability to counsel participants on illogical issues b.3 Ability to plan an individual self reflection session to improve skills b.4 Ability to conduct, monitor and adjust a self reflection program to improve skills b.5 Ability to communicate effectively b.6 Ability to analyse skills and break them into their component parts

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and participants 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
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 activity environment (ie, at least 3 sessions should be assessed)
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real/actual officiating situation 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	-	3	-

SRS OFF 009A PLAN, IMPLEMENT AND EVALUATE A FITNESS AND RECOVERY PROGRAM FOR OFFICIALS

OFF Officiating general principles

DESCRIPTION: This unit covers the application of the principles of training and recovery to plan, implement and evaluate a fitness and recovery program for sports officials. This unit is a higher order version of unit *SRS OFF 006A Develop a fitness program for officials*. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Apply <i>components of physical and mental fitness</i>	<ul style="list-style-type: none"> a. <i>Components of physical fitness</i> for the official specific to the activity are applied b. <i>Components of mental fitness</i> for the official specific to the activity are applied
2. Collect information to prepare a <i>fitness and recovery program</i>	<ul style="list-style-type: none"> a. The body's <i>physiological responses to injury</i> and the healing processes are identified b. Potential <i>psychological responses to injury</i> are identified c. Symptoms/causes of stress in officials are identified d. A training needs analysis is described e. The principles of recovery training for the specific activity is identified
3. Apply <i>monitoring and management techniques</i>	<ul style="list-style-type: none"> a. <i>Issues</i> are explained to official b. Counseling is provided and/or coordinated, where adjustments to the program cause difficulty c. <i>Recovery training techniques</i> are applied d. Appropriate <i>health and safety provisions</i> are identified
4. Liaise with other officials/ advisers of officials	<ul style="list-style-type: none"> a. On-going liaison between officials/advisers is established b. Roles and responsibilities of the individual official are identified c. <i>Potential conflicts</i> are identified and resolved d. The program conforms to <i>health and safety</i> requirements
5. Resource a <i>fitness and recovery program</i>	<ul style="list-style-type: none"> a. <i>Resources</i> required for the program are identified b. Consideration is given to individual and specific needs of officials c. Access to facilities and venues are organised d. Identified resources conform to nationally accepted <i>standards</i>
6. Evaluate a <i>fitness and recovery program</i>	<ul style="list-style-type: none"> a. Evaluation methods are developed and implemented that are appropriate to the officials specific requirements b. Program is reviewed in light of documented recommendations

Range of Variables

PLAN IMPLEMENT AND EVALUATE A FITNESS AND RECOVERY PROGRAM FOR OFFICIALS

VARIABLE STATEMENT	CATEGORIES
1. Assessment measures	<ul style="list-style-type: none"> a. field assessments of fitness components b. interviews with other officials c. observation of performance d. performance history
2. Components of physical and mental fitness	<ul style="list-style-type: none"> a. strength b. speed c. endurance d. power e. flexibility f. concentration g. arousal levels h. pressure control
3. Conflict resolution	<ul style="list-style-type: none"> a. discussion b. mediation c. negotiation
4. Fitness and recovery program	<ul style="list-style-type: none"> a. support provided b. options discussed c. goals identified d. achievement strategy identified
5. Identified standards	<ul style="list-style-type: none"> a. the National Officiating Program fitness and recovery resources b. employer organisations programs and procedures c. the culture of activity d. current or past good practice demonstrated by self or peers
6. Issues	<ul style="list-style-type: none"> a. reasons for retirement b. time availability c. financial resources d. interpersonal relationships e. anger and/or stress management f. detraining g. health h. loss of support i. transfer of knowledge of rules j. career structure k. self-discipline l. on-going involvement in the activity at a different level
7. Monitoring	<ul style="list-style-type: none"> a. physical appearance b. discussion with officials c. competition performance analysis d. training diaries e. results of fitness tests
8. Occupational Health and Safety	<ul style="list-style-type: none"> a. objectives b. structure

requirements	<ul style="list-style-type: none"> c. specific activities d. range of activities e. time f. equipment and safety
9. Physical responses to injury	<ul style="list-style-type: none"> a. first aid treatment for injuries common to the activity b. recovery and rehabilitation period and activities c. return to officiating
10. Potential conflicts	<ul style="list-style-type: none"> a. officiating styles b. training program c. competition appointments d. discipline procedures e. tribunals and hearings f. time commitments
11. Psychological responses to injury	<ul style="list-style-type: none"> a. denial b. despair c. anger and coping strategies
12. Recovery training techniques	<ul style="list-style-type: none"> a. hydrotherapy b. self-massage c. stretching d. physical relaxation e. emotional recovery
13. Resources	<ul style="list-style-type: none"> a. physical b. equipment c. materials d. indoor or outdoor facilities e. support materials
14. Support needs	<ul style="list-style-type: none"> a. training facilities b. equipment c. finance d. transport e. officials advisers f. management and/or specialist support
15. Testing and assessing	<ul style="list-style-type: none"> a. past performances b. discussion with trainees c. physical ability tests d. trial e. performances in familiar environment f. performances in unfamiliar environment g. where relevant to the activity h. positions trialled in i. subjective assessments

Evidence Guide

PLAN, IMPLEMENT AND EVALUATE A FITNESS AND RECOVERY PROGRAM FOR OFFICIALS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to apply the principles of training and recovery to plan, implement and evaluate a fitness and recovery program for 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 Apply the physical and mental components of fitness c.2 Develop a fitness and recovery program for officials c.3 Apply monitoring and management techniques c.4 Liaise with other officials c.5 Evaluate a fitness and recovery program c.6 Understand the resourcing 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 SRS OFF 001A Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk a.2 SRS OFF 006A Develop a fitness and recovery program for officials a.3 Relevant activity specific officiating 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 SRS OFF 007A Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance c.2 SRS OFF 008A Manage conflict related to officiating c.3 Relevant activity specific officiating 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 Knowledge of the principles of fitness training a.2 Knowledge of the principles of recovery training a.3 Fundamental principles of group management a.4 Fundamental human anatomy and physiology a.5 National Activity Organisations policies and procedures a.6 Employer organisations policies and procedures a.7 Knowledge of the performance parameters to officiate in the specific activity a.8 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some activities) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to plan a fitness and recovery program b.2 Ability to communicate effectively b.3 Ability to convey and interpret information b.4 Adequate numeracy and literacy skills b.5 Ability to analysis activity specific officiating performance parameters
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a relevant activity facility/ies, equipment and participants competing or participating at an

	<p>appropriate level (ie, not the peers of the learner)</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 activity specific environment (ie, at least 3 occasions)</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real/actual officiating situation</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	1	2	1	1	1	1

RUGBY LEAGUE

RLG

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SRS RLG 001A INTERPRET AND APPLY THE RULES OF RUGBY LEAGUE IN A COMPETITION GAME AT A LOCAL OR DISTRICT LEVEL

RLG

Rugby league

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a game</p>	<p>a. The condition of the players is assessed in terms of their suitability to participate in a game</p> <p>b. The environment, facilities and equipment are assessed to ensure they are in accordance with the requirements for the game</p> <p>c. Safety and other risks are assessed prior to commencement of the game to ensure they are within acceptable levels</p> <p>d. Action is taken based on the outcome of the assessment of the conditions</p>
<p>2. Observe a game and identify information on which to base decisions</p>	<p>a. Players and club officials are observed to see that the game is conducted in accordance with the rules and regulations of rugby league</p> <p>b. Observation is undertaken with minimal disruption to the conduct of the game</p> <p>c. Any breaches of rules and regulations by players and club officials are identified and appropriate action is selected</p>
<p>3. Interpret and apply rules and regulations in accord with the spirit of the game</p>	<p>a. Available information is interpreted using discretion and judgement to make decisions</p> <p>b. The interpretation of rules or regulations for the given situation is consistent with the International laws of rugby league and relevant local rules</p> <p>c. Decisions are made accurately and consistently, and are based on fairness and participant safety</p> <p>d. Decisions are made to ensure the orderly conduct of the game, instil confidence of the players and the flow of the game</p> <p>e. The advantage rule is applied using discretion and judgement</p> <p>f. Players/officials are reported for breaches of the laws</p>
<p>4. Communicate decisions and manage the outcomes of decision making while refereeing</p>	<p>a. Decisions are communicated in accordance with the prescribed procedures for rugby league at local or district competition level</p> <p>b. Participants reactions are managed in accordance with the rules and regulations of rugby league</p> <p>c. Players are treated with respect when discussing or explaining decisions</p>

Range of Variables

INTERPRET AND APPLY THE RULES OF RUGBY LEAGUE IN A COMPETITION GAME AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, pencil, notebook b. personal equipment - official uniform
2. Ethical considerations	<ul style="list-style-type: none"> a. effectively represents rugby league in a positive manner to the broader community
3. Ethos of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. junior sports policy
4. Environment	<ul style="list-style-type: none"> a. ground conditions b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 rain b.3 sun c. ball condition d. spectators e. coaches bench f. ground authorities
5. Given situation	<ul style="list-style-type: none"> a. general play b. set play c. advantage d. interaction with players e. relative player position in accord with the rules
6. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. scoring c. competitive positioning <ul style="list-style-type: none"> c.1 players back 10m at the play of the ball c.2 feeding the scrum c.3 forward passes c.4 offside d. signals e. participant reactions <ul style="list-style-type: none"> e.1 to referee e.2 to player e.3 verbal e.4 physical f. interaction with touch judges g. trainers h. first aid personnel <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. signals - hand, whistle

7. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 officiating experience in rugby league b. players at local or district competition level c. participants with appropriate levels of fitness <ul style="list-style-type: none"> c.1 cardio/respiratory c.2 strength c.3 endurance c.4 flexibility d. participants with motor performance factors <ul style="list-style-type: none"> d.1 agility d.2 speed d.3 coordination e. participants with compatibility between players/club officials and referees f. participants with stable and positive emotional approach to performance enhancement and enjoyment g. participants may have special needs <ul style="list-style-type: none"> g.1 gender g.2 social disadvantage g.3 minority ethnic and cultural groups g.4 disability g.5 medical condition
8. Other officials	<ul style="list-style-type: none"> a. timekeepers b. touch judges c. sports administrators d. coaches e. trainers
9. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the International laws of rugby league b. laws of modified games c. identify options if players condition is unsuitable d. procedure for reportable offences/sin bin e. relationship with club officials
10. Resources	<ul style="list-style-type: none"> a. touch judges b. first aid personnel c. marked ground d. stretcher e. padded posts

Evidence Guide

INTERPRET AND APPLY THE RULES OF RUGBY LEAGUE IN A COMPETITION GAME 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 interpreting and applying the rules of rugby league in a competitive game at a local or district level and applied 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 Evaluate whether conditions are suitable to commence the game c.2 Observe in a game situation and recognise when breaches of rules and regulations occur c.3 Make an appropriate decision in a game c.4 Communicate decisions to the players/coaches/spectators during a game c.5 Cooperate with touch judges to effectively apply the rules during a game
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 RLG 002A Use communication strategies to officiate rugby league at a local or district level b.2 SRS RLG 003A Demonstrate positioning skills relevant to referee rugby league 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 rugby league a.2 Knowledge of the relevant modified rules and regulations of rugby league a.3 Knowledge of the legal responsibilities of the referee a.4 Knowledge of relevant equipment and safety requirements as prescribed by the National Activity Organisation or local rugby league associations a.5 Reportable offences - form, language, distribution a.6 Medical conditions - response procedures to serious injury b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills of the game in order to interpret and apply the rules of rugby league b.2 Communication skills in order to ensure officiating decisions are understood b.3 Judgement skills in order to successfully assess and apply officiating situations b.4 Reporting skills in order to accurately report results of games b.5 Observation skills in order to successfully observe the game and make accurate officiating decisions b.6 Interpersonal skills in order to develop rapport with participants, coaches, other officials, spectators and other relevant persons to ensure a smooth game b.7 Conflict resolution skills in order to effectively deal with situations

	that may arise
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a rugby league facility, equipment and players competing at a local or district level competition game 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 in accordance with National Activity Organisation refereeing guidelines
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual refereeing situation b. 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 official in action at local or district level of competition demonstrating the skills required at the level 2 standard of performance, as well as a written/oral assessment on the underpinning knowledge component of rules and regulations in compliance with National Activity Organisation level 2 referee guidelines 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 RLG 002A USE COMMUNICATION STRATEGIES TO OFFICIATE RUGBY LEAGUE AT A LOCAL OR DISTRICT LEVEL

RLG Rugby league

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication strategies required to referee a rugby league game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained to players through clear verbal information b. The voice is used effectively to convey decisions c. Touch judges, players and other officials are listened to and responded to accordingly d. Players and other officials are interacted with in a friendly and professional manner
2. Use signals	<ul style="list-style-type: none"> a. Signals associated with rugby league are used to convey an explanation of decisions to players, coaches, timekeepers and spectators b. Signals are interpreted accurately from other officials
3. Use auditory devices	<ul style="list-style-type: none"> a. The complete range of whistle commands is 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 appropriate posture is utilised for specific situations when interacting with others b. Firm, confident signals and movements are used when officiating c. Eye contact is used when communicating with others
5. Receive feedback	<ul style="list-style-type: none"> a. Feedback provided by others is received in a rational and constructive manner b. Changes are implemented to improve the quality of refereeing based on formal feedback provided by appointed assessors and advisers c. Changes are implemented to improve the quality of refereeing based on informal discussions with players, other officials, administrators, coaches and team managers d. Feedback provided from other officials is responded to positively

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE RUGBY LEAGUE AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	<ul style="list-style-type: none"> a. whistles b. siren c. horns
2. Communication situations	<ul style="list-style-type: none"> a. pre match b. general play c. set play d. sixth tackle e. off side f. scrums g. interaction with players h. positioning i. post match debrief with observer, assessor, coach
3. Equipment	<ul style="list-style-type: none"> a. technical equipment b. personal equipment
4. Ethical considerations	<ul style="list-style-type: none"> a. effectively represents rugby league in a positive manner to the broader community
5. External influences	<ul style="list-style-type: none"> a. players change rooms b. weather conditions c. spectators d. coaches benches e. ground authorities
6. Information	<ul style="list-style-type: none"> a. penalties b. interaction with touch judges c. competitive positioning d. participant reactions e. first aid personnel f. signals <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. signals
7. Local or district level	<ul style="list-style-type: none"> a. referees with level 1 officiating experience in rugby league b. senior players at local or district level c. appropriate levels of fitness <ul style="list-style-type: none"> c.1 cardio/respiratory c.2 strength c.3 endurance c.4 flexibility d. motor performance factors <ul style="list-style-type: none"> d.1 agility d.2 speed d.3 coordination

	<ul style="list-style-type: none"> e. social and compatibility between referees and players f. psychological - level of arousal which will enhance performance g. emotional - stable and positive approach to performance and enjoyment h. participants may have special needs <ul style="list-style-type: none"> h.1 gender h.2 social disadvantage h.3 minority ethnic and cultural groups h.4 disability
8. Other officials	<ul style="list-style-type: none"> a. scorers b. timekeepers c. touch judges d. sports administrators e. coaches f. sport medicine personnel
9. Resources	<ul style="list-style-type: none"> a. touch judges b. marked ground c. padded posts d. stretcher e. first aid personnel
10. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the International laws of rugby league b. laws of modified games

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE RUGBY LEAGUE 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 referee rugby league at a local or district level and applied 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 signals during the game c.3 Use auditory devices c.4 Convey a confident and friendly manner through body language c.5 Receive feedback and take appropriate action
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 RLG 001A Interpret and apply the rules of rugby league in a competition game at a local or district level b.2 SRS RLG 003A Demonstrate positioning skills relevant to referee rugby league 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 rules and regulations of rugby league in order to successfully and accurately referee a.2 Knowledge of signals and equipment for officiating in rugby league a.3 Knowledge of format for post match debrief/review a.4 Knowledge of communication process used in refereeing rugby league b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to ensure refereeing decisions are understood b.2 Decision making skills in order to successfully referee game of rugby league b.3 Interpersonal skills in order to develop rapport with participants. coaches, other officials, spectators and other relevant persons to ensure a smooth game b.4 Conflict resolution skills in order to effectively deal with situations that may arise b.5 Negotiation skills in order to achieve agreed outcomes b.6 Empathy skills in order to develop rapport with relevant persons b.7 Positioning skills in order to successfully referee games of rugby league by being in the correct position to view play
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an rugby league 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	a. Competence in this unit must be assessed over a minimum of two (2) competitive games in order to ensure consistency of performance in accordance with National Activity Organisation guidelines
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing 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 involve observation of the official in action at local or district level of competition demonstrating the skills required at the level 2 standard of performance, as well as a written/oral assessment on the underpinning knowledge component of rules and regulations in compliance with National Activity Organisation level 2 referee guidelines</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 RLG 003A DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY LEAGUE AT A LOCAL OR DISTRICT LEVEL

RLG

Rugby league

DESCRIPTION: This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills required to referee a rugby league game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adopt appropriate position/s to observe plays</p>	<p>a. Set plays are identified and the correct position taken up b. General plays are identified and the correct position taken up c. Player movements are responded to accordingly d. Other officials are communicated with to ensure they are in their correct position</p>
<p>2. Move appropriately to maintain optimal position to view play throughout the game</p>	<p>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 or players c. Other officials are cooperated with in a friendly and professional manner</p>

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY LEAGUE AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment b. personal equipment
2. External influences	<ul style="list-style-type: none"> a. ground conditions b. weather conditions c. spectators d. coaches bench
3. General plays	<ul style="list-style-type: none"> a. "breakaway" b. scoring of a try c. backline movement d. off side play
4. Given situation	<ul style="list-style-type: none"> a. set play b. general play c. interaction with players d. team in possession
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. team tactics c. positioning guidelines d. competitive positioning - players back 10m at the play of the ball <ul style="list-style-type: none"> d.1 location of scrum d.2 team in possession relative to the play e. other officials is imparted <ul style="list-style-type: none"> a. in writing b. verbally c. signal
6. Intermediate level	<ul style="list-style-type: none"> a. participants with level 1 experience in refereeing rugby league b. players at local or district level c. appropriate levels of fitness <ul style="list-style-type: none"> c.1 cardio/respiratory c.2 strength c.3 endurance c.4 flexibility d. motor performance factors <ul style="list-style-type: none"> d.1 agility d.2 speed d.3 coordination e. social and compatibility between referees and players f. psychological - level of arousal which will enhance performance g. emotional - stable and positive approach to performance and enjoyment h. participants may have special needs <ul style="list-style-type: none"> h.1 gender h.2 social disadvantage h.3 minority ethnic and cultural groups h.4 disability

7. Other officials	<ul style="list-style-type: none">a. timekeepersb. touch judgesc. sports administratorsd. coachese. sport medicine personnel
8. Resources	<ul style="list-style-type: none">a. touch judgesb. marked groundsc. interchange aread. stretchere. first aid personnelf. stretcherg. padded posts
9. Rules and regulations	<ul style="list-style-type: none">a. current edition of the International laws of rugby leagueb. modified rules of the game
10. Set plays	<ul style="list-style-type: none">a. starting the gameb. line drop outc. restart from the quarterd. kick at goale. play the ballf. scrumg. restart from a penaltyh. injury in back play

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY LEAGUE 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 the positioning skills relevant to referee rugby league at a local or district level and applied 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 effectively see the situation at hand c.2 Position at set plays c.3 Position during general play c.4 Cooperate with touch judges
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 RLG 001A Interpret and apply the rules of rugby league in a competition game at a local or district level b.2 SRS RLG 002A Use communication strategies to officiate rugby league 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 rules and regulations of rugby league in order to referee effectively and accurately a.2 Knowledge of tactics and strategies of local, district or regional level rugby league in order to referee effectively and accurately a.3 Knowledge of rugby league refereeing positioning guidelines in order to officiate effectively and accurately a.4 Knowledge of spacial relationships in order to position correctly to view game action while refereeing a game of rugby league b. Underpinning skills: <ul style="list-style-type: none"> b.1 Motor skills - agility, coordination, speed, endurance, backward running in order to position effectively to referee rugby league b.2 Communication skills in order to ensure refereeing decisions are understood b.3 Ability to give instructions at speed while refereeing a game of rugby league b.4 Interpersonal skills in order to develop rapport with participants. coaches, other officials, spectators and other relevant persons to ensure a smooth game b.5 Conflict resolution skills in order to effectively deal with situations that may arise b.6 Observation skills in order to view the action of the game and make decisions based on that observation
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to an rugby league facility, equipment and players competing at local or district level b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a minimum two (2) local or district games in order to ensure consistency of performance in accordance with National Activity Organisation refereeing guidelines.</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual refereeing 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 involve observation of the official in action at local or district level of competition demonstrating the skills required at the level 2 standard of performance, as well as a written/oral assessment on the underpinning knowledge component of rules and regulations in compliance with National Activity Organisation level 2 referee guidelines</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 RLG 004A TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RUGBY LEAGUE

RLG

Rugby league

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse an <i>intermediate skill</i> of rugby league</p>	<p>a. Basic bio-mechanical principles are explained in the context of rugby league skills</p> <p>b. An <i>intermediate skill</i> and its purposes are identified and the skill is broken into components</p> <p>c. Observable body movements are identified for each stage of the skill in priority of importance to performance of the skill</p>
<p>2. Identify appropriate teaching methods and coaching styles to develop the intermediate skills of rugby league</p>	<p>a. Teaching methods are identified and explained in the context of specific skills</p> <p>b. Explanation establishes the types and use of feedback during coaching</p> <p>c. Explanation establishes the use of demonstrations when coaching</p> <p>d. Explanation establishes the types and use of questions in the coaching process</p> <p>e. Explanation establishes the types and use of coaching styles in relation to a range of coaching situations</p>
<p>3. Assess players <i>readiness</i> to acquire and perform the <i>intermediate skill/s</i> of rugby league</p>	<p>a. The skill or skills to be developed are identified</p> <p>b. Factors which affect the acquisition of the intermediate skills of rugby league are identified and described in relation to skill acquisition of players</p> <p>c. Players are assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>4. Conduct drills, activities and/or games to teach or develop the <i>intermediate skills</i> of rugby league</p>	<p>a. Teaching methods and coaching styles are selected to match the players readiness, the <i>environment</i>, the advanced skill/s and the <i>equipment</i> available</p> <p>b. Sufficient space and <i>resources</i> are allocated for the drill, activity and/or game</p> <p>c. Space and training <i>equipment</i> is used effectively to conduct the training session.</p> <p>d. Relevant information, explanations and demonstrations to conduct <i>drills, activities and/or games</i> are delivered concisely and precisely for rugby league</p> <p>e. Where appropriate, technological aids are used to supplement presentations.</p> <p>f. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>g. Players are observed to see that the drills, activities and/or games are conducted to enhance the <i>rules, regulations and policies</i> of rugby league</p> <p>h. Players skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>i. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>j. The skill is taught and the teaching method and coaching/instructing styles are monitored during the instruction and assessed following the instruction</p>

	k. 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. Relevant points of emphasis are made before, during and/or after coaching sessions b. Coaching methods and procedures are adapted to the current needs of players c. Players are given the opportunity to have input to the coaching sessions d. Planned program is modified to accommodate players actual progress

Range of Variables

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RUGBY LEAGUE

VARIABLE STATEMENT	CATEGORIES
1. Communicate	<ul style="list-style-type: none"> a. in a style appropriate to the rugby league 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>rugby league 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
2. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to teach or develop the Intermediate skills of rugby league b. such as those described in <i>rugby league Level 2 handbook</i> c. should include <ul style="list-style-type: none"> c.1 basic skill drills c.2 grid work c.3 relevant modified games
3. Endorsed standards promoted by rugby league	<ul style="list-style-type: none"> a. the rugby league coaches code of conduct policy b. the Australian Coaching Council's coaches code of conduct policy c. the culture of the sport d. rugby league policies (eg, anti doping, blood policy) e. accreditation of coaches through National Coaching Accreditation Scheme f. Australian Sports Commission harassment free sport policy
4. Environment	<ul style="list-style-type: none"> a. weather conditions b. playing surfaces c. facilities d. spectators must behave in a manner which reflects the intention of the spectators code of conduct as prescribed by the National Activity Organisation e. environment is appropriate and safe for competition and/or training
5. Equipment	<ul style="list-style-type: none"> a. all personal equipment in competition conforms to laws of rugby league 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 d. should provide maximum time on task e. should be utilised in a safe and effective manner which maximises participation
6. Ethical considerations	<ul style="list-style-type: none"> a. effectively represents rugby league in a positive manner to the broader community
7. Intermediate skills	<ul style="list-style-type: none"> a. running b. passing and catching c. kicking d. scrummaging

	<ul style="list-style-type: none"> e. positional play f. tackling g. play the ball
8. Readiness	<ul style="list-style-type: none"> a. appropriate levels of fitness <ul style="list-style-type: none"> a.1 cardio respiratory capacity a.2 endurance a.3 strength b. motor performance factors <ul style="list-style-type: none"> b.1 agility b.2 speed b.3 coordination c. social, compatibility between players in the match situations d. psychological, level of arousal which will enhance performance e. emotional, stable and positive approach to enjoyment and performance
9. Resources	<ul style="list-style-type: none"> a. human resources should be sufficient to provide a safe and meaningful experience for participants b. equipment c. facilities both indoor and outdoor
10. Rules and regulations	<ul style="list-style-type: none"> a. mini, mod and International rules of rugby league b. best practice codes of ethics such as <ul style="list-style-type: none"> b.1 rugby league 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 rugby league anti doping policy c.2 Australian Sports Commission harassment free sport d. age restrictions

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF RUGBY LEAGUE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge teach or develop the intermediate skills of rugby league 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 Provide a safe teaching environment</p> <p>c.2 Consider an individual player in the context of a total lifestyle</p> <p>c.3 Analyse an intermediate skill of rugby league</p> <p>c.4 Identify appropriate teaching methods and coaching styles to develop the intermediate skills of rugby league</p> <p>c.5 Assess players readiness to acquire and perform the intermediate skill/s of rugby league</p> <p>c.6 Conduct drills, activities and/or games to teach or develop the intermediate skills of rugby league</p> <p>c.7 Review and adapt the teaching of an intermediate skill in response to feedback</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 SRX CAI 008A Plan and prepare an individualised long-term training program</p> <p>b.2 SRX CAI 009A Conduct, monitor and adjust individualised long-term training programs</p> <p>b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs</p> <p>b.4 SRS RLG 005A Teach or develop the intermediate tactics of rugby league</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 Provide information regarding drugs in sport issues</p> <p>c.3 SRS COA 013A Support clients to adopt the principles of sports psychology</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 delivery skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of the Intermediate skills of rugby league</p> <p>a.2 Knowledge of drills, activities and games to teach the Intermediate skills of rugby league</p> <p>a.3 Knowledge of the rules and regulations of rugby league in order to teach these to participants</p> <p>a.4 Knowledge of the relevant modified rules and regulations of rugby league in order to teach these to participants</p> <p>a.5 Knowledge of relevant equipment and safety requirements</p> <p>b. Underpinning skills:</p> <p>b.1 Organise effective and appropriate coaching practices</p>

	<p>b.2 Apply the rules of rugby league (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 Organise self directed activities for players</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a rugby league 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 six (6) sessions in order to ensure consistency of performance. These assessments must occur at various stages of training culminating in a final assessment following an extended period of coaching, but within 3 months of completing the residential component of the course.</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

SRS RLG 005A TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE

RLG

Rugby league

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess intermediate level players readiness to implement <i>tactics and strategies</i> of rugby league	a. The <i>tactics and/or strategies</i> to be developed for intermediate level players are identified b. The <i>readiness</i> of intermediate level players is assessed in tactics and strategies being taught or developed c. Factors which affect the acquisition of the tactics and strategies by intermediate level rugby league players are identified
2. Develop attacking and defensive tactics of rugby league for Intermediate level players and the interactive processes associated with their application	a. <i>Appropriate methods</i> are used to develop the ability of intermediate level players to utilise attacking and defensive tactics and strategies b. <i>Appropriate methods</i> are used to develop the ability of intermediate level players to appreciate and understand the interactive processes involved in tactical aspects of the game c. <i>Appropriate methods</i> are used to develop the ability of intermediate level players to implement counteractive strategies encountered during competition
3. Prepare for competition	a. Players of intermediate standard are prepared at an appropriate motivational and psychological level for rugby league competition b. Players of intermediate level in rugby league are coached to maximise their potential in terms of their individual and team responsibilities c. Individual and team tactics appropriate to opponents are planned and developed
4. Conduct in game analysis	a. Appropriate levels of motivation are maintained for maximum performance b. Strengths and weaknesses of own players and opposition players in relation to field positioning and likely match-ups are analysed and decisions regarding substitutions and positional changes are made accordingly c. Strengths and weaknesses of own players and opposition players are analysed and advice is provided on how to approach opponents and/or situations d. The game is monitored and substitutions made and appropriate tactics are developed to suit the game situation that exists e. Game performances are analysed and relevant coaching strategies are developed to enhance performance
5. Conduct post game analysis and follow-up	a. Players are debriefed appropriately following the game b. Game performance of individual players and the team are reviewed and appropriate on going coaching strategies are implemented to enhance performance

Range of Variables

TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE

VARIABLE STATEMENT	CATEGORIES
1. Activities and games	<ul style="list-style-type: none"> a. that are designed to teach or develop the intermediate tactics and strategies of rugby league b. such as those described in <i>rugby league level 2 handbook</i> c. should include: <ul style="list-style-type: none"> c.1 simulated game conditions c.2 small group practices c.3 team practices c.4 offensive/defensive situations c.5 coordinated positional plays
2. Appropriate methods	<ul style="list-style-type: none"> a. making verbal instructions relevant b. placing an emphasis on practical involvement c. providing feedback on an individualised basis d. providing group feedback on organisational issues not individual issues e. selecting methods of teaching instructions to suit the tactical strategies being developed f. monitoring and adjusting instruction to players responses during and/or between sessions
3. Endorsed standards promoted by rugby league	<ul style="list-style-type: none"> a. the rugby league coaches code of conduct policy b. the Australian Coaching Council's coaches code of conduct policy c. the culture of the sport d. rugby league policies (eg, anti doping, blood policy) e. accreditation of coaches through National Coaching Accreditation Scheme f. Australian Sports Commission harassment free sport policy
4. Ethical considerations	<ul style="list-style-type: none"> a. effectively represents rugby league in a positive manner to the broader community
5. Readiness	<ul style="list-style-type: none"> a. appropriate levels of fitness, cardio respiratory capacity, endurance strength, b. motor performance factors, agility, speed, coordination c. social, compatibility between players in the match situations d. psychological, level of arousal which will enhance performance, and/or e. emotional, stable and positive approach to enjoyment and performance
6. Resources	<ul style="list-style-type: none"> a. all personal equipment in competition conforms to laws of rugby league 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 d. should provide maximum time on task e. should be utilised in a safe and effective manner which maximises participation
7. Rules and regulations	<ul style="list-style-type: none"> a. mini, mod and International rules of rugby league b. best practice codes of ethics such as <ul style="list-style-type: none"> b.1 rugby league code of ethics

	<ul style="list-style-type: none"> b.2 Australian Coaching Council code of ethics c. policies of the employer organisation such as <ul style="list-style-type: none"> c.1 rugby league anti doping policy c.2 Australian Sports Commission harassment free sport d. age restrictions
8. Tactics and/or strategies	<ul style="list-style-type: none"> a. principles of attack <ul style="list-style-type: none"> a.1 possession a.2 depth a.3 thrust a.4 support b. orthodox and unorthodox moves/set plays c. impulse v structured plays d. attacking in - 20's, centre field e. working the opposition f. beating the defence g. percentage football h. kicking games i. use of mental skills <ul style="list-style-type: none"> i.1 concentration i.2 awareness i.3 reading play j. various tackling types/styles k. use of single/multiple tackles l. safety, tackler, tacklee m. defensive patterns n. positional play in defensive line o. marker defence at the play the ball p. cover defence, use of sweepers q. drifting to reduce gaps r. loose ball possession s. speed to position/moving forward t. emphasis on <ul style="list-style-type: none"> t.1 communication t.2 commitment t.3 condition t.4 attitude

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge to teach or develop the intermediate tactics and/or strategies of rugby league 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 playing environment c.2 Assess intermediate level players readiness to implement tactics and strategies of rugby league c.3 Develop attacking and defensive tactics of rugby league for Intermediate level players and the interactive processes associated with their application c.4 Prepare players for competition c.5 Implement in game analysis c.6 Implement post game analysis and follow-up
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 training programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS RLG 004A Teach or develop the intermediate skills of rugby league 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 Knowledge of the tactics and strategies of rugby league at an intermediate level a.2 Knowledge of activities and games to teach tactics and strategies of rugby league at the intermediate level a.3 Knowledge of the rules and regulations of rugby league and their relevance for developing tactics a.4 Knowledge of relevant equipment and safety requirements b. Underpinning delivery skills: <ul style="list-style-type: none"> b.1 Organise effective and appropriate coaching practices b.2 Apply the rules of rugby league (eg, movement, voice, use of

	<p>technical aids, judgement, reporting)</p> <p>b.3 Provide demonstrations (ie, self, other athletes as models, videos)</p> <p>b.4 Organise self directed activities for players</p> <p>b.5 Provide simulated game situations for the development of attacking and defending tactical plays</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a rugby league 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 six (6) sessions in order to ensure consistency of performance. These assessments will be made at various stages of the course culminating in a final assessment following an extended period of coaching (within 3 months of completing the residential component of the course)</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

SRS RLG 006A DEVELOP INTERMEDIATE SKILLS OF RUGBY LEAGUE

RLG

Rugby league

DESCRIPTION: This unit covers the knowledge and skills to undertake drills, activities and games to develop intermediate skills of rugby league.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an intermediate skill of rugby league	a. Basic <i>bio-mechanical</i> principles are explained as they apply to rugby league 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 intermediate skills of rugby league	a. <i>Drills, activities and/or games</i> are undertaken in accordance with the <i>rules, regulations and policies of rugby league</i> b. <i>Technological aids and equipment</i> are used to enhance acquisition of skills
3. Perform the intermediate skills of rugby league under match conditions	a. The <i>intermediate rugby league skills</i> and their purpose are identified b. <i>Intermediate rugby league skills</i> are linked to perform a sequence of movements
4. Review and adapt the intermediate 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 INTERMEDIATE SKILLS OF RUGBY LEAGUE

VARIABLE STATEMENT	CATEGORIES
1. Basic biomechanical principles	<ul style="list-style-type: none"> a. balance b. motion c. force d. momentum e. power
2. Drills, activities and games	<ul style="list-style-type: none"> a. show a sequential progression to an "on field" situation, or starts with the "on field" situation and then breaks down skills b. are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session c. are designed to develop the intermediate skills of rugby league d. should include <ul style="list-style-type: none"> d.1 intermediate skill drills d.2 grid work d.3 relevant modified games e. manual
3. Intermediate skills	<ul style="list-style-type: none"> a. skill level for the relevant position, or skill of the game, under match conditions is between 60% - 70% effectiveness/accuracy
4. Intermediate skills of rugby league players (as applicable to each position/player) and their purpose	<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 positioning a.6 tactical - individual and team a.7 purpose - field advantage b. defensive pattern <ul style="list-style-type: none"> b.1 individual and team tactics b.2 field position b.3 decision making b.4 marker play/patterns b.5 positioning b.6 individual and team b.7 style (slide, umbrella, man on man or equivalent) b.8 purpose - to control field position of the attacking team c. tackling skills <ul style="list-style-type: none"> c.1 body positioning, footwork/left and right c.2 placement of head for safety c.3 contact point in relation style of tackle c.4 head/shoulder/body/arm/leg/feet c.5 biomechanical principles c.6 purpose - to put the ball carrier on the ground d. scrum <ul style="list-style-type: none"> d.1 binding/feet position/ biomechanical principles d.2 front row d.3 hooker d.4 second row d.5 lock

	<ul style="list-style-type: none"> d.6 feed d.7 correct feed d.8 purpose - to gain possession of the ball e. positional skills <ul style="list-style-type: none"> e.1 forward e.2 front row e.3 back row e.4 dummy half e.5 halves/dummy halves e.6 backs e.7 halves e.8 three quarters e.9 wings e.10 fullbacks e.11 purpose - to out manoeuvre the opposition f. kicking <ul style="list-style-type: none"> f.1 place, orthodox, around the corner f.2 drop kick f.3 punt -torpedo, drop punt f.4 grubber f.5 chip f.6 weather/match/ground conditions f.7 accuracy/effectiveness - goal 60 -70%, line 100% f.8 catching g. passing <ul style="list-style-type: none"> g.1 orthodox left and right g.2 spiral left and right g.3 pop left and right g.4 reverse left and right g.5 weather/match/ground conditions g.6 catching h. ball_handling <ul style="list-style-type: none"> h.1 loose ball pick up h.2 dive on the ball h.3 ball security h.4 weather/match/ground conditions h.5 catching i. evasion <ul style="list-style-type: none"> i.1 side step/left and right i.2 in and away/swerve/change of pace i.3 hit and spin i.4 bump and turn i.5 dummy pass i.6 offend/left and right i.7 catching – high/low
<p>5. Review</p>	<ul style="list-style-type: none"> a. individual b. as a member of the team
<p>6. Rules, policies and regulations</p>	<ul style="list-style-type: none"> a. the National Activity Organisation laws of the game and notes on the laws b. best practice codes of conducts such as National Activity Organisation code of conduct c. policies of the employer organisation, eg, Anti doping policy, Australian Sports Commission harassment free sport policy d. the National Activity Organisation racial vilification policy
<p>7. Technological aids and equipment</p>	<ul style="list-style-type: none"> a. rugby league balls b. witches hats c. tackle bags d. bump pads e. videos

8. Work environment

- a. organisational health and safety requirements; and equipment include
 - a.1 safety requirements as listed in the National Activity Organisation rules of the game and notes on the laws
- b. other recommended safety guidelines are
 - b.1 mouthguards/protection to be worn
 - b.2 no jewellery to be worn
 - b.3 training aids should be inspected before use
 - b.4 sun safety guidelines should be followed
 - b.5 hydration guidelines should be followed
 - b.6 access to first aid facilities/equipment
 - b.7 blood borne infectious disease policy
 - b.8 hygiene policy
- c. conditions and external influences include
 - c.1 environmental/weather conditions
 - c.2 other facility users
 - c.3 spectators
 - c.4 parents
 - c.5 referees and administrators
 - c.6 other coaches

Evidence Guide

DEVELOP INTERMEDIATE SKILLS OF RUGBY LEAGUE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the intermediate skills of rugby league 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 intermediate skills of rugby league under match conditions</p> <p>c.2 Apply the rules, regulations and policies of rugby league</p> <p>c.3 Review own and team performance and identify modifications for future training sessions</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 RLG 007A Perform the intermediate tactics and strategies of rugby league 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 RLG 008A Participate in conditioning for rugby league</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the basic skills of rugby league</p> <p>a.2 Basic knowledge of the rules and regulations of rugby league</p> <p>a.3 Knowledge of relevant equipment and safety requirements</p> <p>a.4 Knowledge of appropriate nutrition for athletes</p> <p>a.5 Basic knowledge of energy systems</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play rugby league</p> <p>b.2 Communication skills</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby league facility and equipment, rugby league rule book, National Activity Organisation code of conduct, 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 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 underpinning knowledge and skills and consideration of required</p>

- 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	-

SRS RLG 007A PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE IN A COMPETITIVE SITUATION

RLG

Rugby league

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 rugby league.

ELEMENT	PERFORMANCE CRITERIA
1. Develop intermediate tactics and strategies of rugby league	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 <i>intermediate tactics and strategies</i>
2. Participate in a pre-match analysis and preparation session	a. Demonstrate techniques used to prepare psychologically, using <i>strategies</i> commonly used at intermediate level within rugby league b. <i>Strengths and weaknesses</i> of individual opposition player/s are analysed and counter strategies identified c. Participate in the development of <i>game plans</i> d. The <i>role of the coach</i> and <i>support staff</i> 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	a. Agreed strategies to counter <i>strengths and weaknesses of own player/s and opposition player/s</i> are applied b. Identified <i>game plans</i> are implemented c. <i>Statistics</i> are identified and relevant adjustments (if any) are implemented d. Team mates are communicated with in order to develop own and team performance
4. Participate in a post-match analysis and follow-up	a. Participate in post-match de-briefing, highlighting pre and in-match performance. b. <i>Strengths and weaknesses</i> of own player/s and opposition player/s in relation to field positioning and match-ups are identified for future referral c. <i>Statistics</i> are documented for future referral

Range of Variables

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Game plans	<ul style="list-style-type: none"> a. individual/team b. set plays c. targeting opposition players d. style of play e. situational plays
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 between 60% - 70% effectiveness/accuracy
3. Intermediate tactics and strategies of rugby league	<ul style="list-style-type: none"> a. set plays b. scrums c. penalty/free kicks d. patterns of play in attack e. patterns of play in defence f. decision making g. analysing the match <ul style="list-style-type: none"> g.1 own g.2 team g.3 opposition g.4 referee h. statistics and decision making i. game plans for team and individuals j. weather/ground condition k. preparation time l. communication
4. Role of the coach	<ul style="list-style-type: none"> a. individual/team preparation b. identify strengths and weaknesses c. develop strategies to improve weaknesses/strengths d. developing and implementing tactics and strategies e. performance assessment of team/opposition f. administer
5. Statistics	<ul style="list-style-type: none"> a. penalties b. errors/turnovers c. team plays d. number of tries scored e. number of goals scored f. scrums won g. meters gained h. hit ups i. set completion j. missed tackles k. off loads l. support play
6. Strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation c. relaxation techniques

	<ul style="list-style-type: none"> d. motivation techniques e. focusing
7. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses (height, weight, speed, passing accuracy) b. tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)
8. Support staff	<ul style="list-style-type: none"> a. operations/manager <ul style="list-style-type: none"> a.1 equipment a.2 gear a.3 busses a.4 meals a.5 accommodation a.6 coordinate time/training schedules a.7 physical well being b. physiotherapist/strappers <ul style="list-style-type: none"> b.1 prevention of injuries b.2 treatment of injuries c. sports trainer <ul style="list-style-type: none"> c.1 on field assessment of injuries c.2 initiate first aid (where appropriate) c.3 strapping d. doctor e. skills coach f. sports conditioner g. weight coach h. sprint coach i. statistician
9. 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 requirements as listed in the National Activity Organisation laws of the game and notes on the laws b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 mouthguards to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 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 referees and administrators c.6 other coaches

Evidence Guide

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY LEAGUE IN A COMPETITIVE SITUATION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of intermediate level tactics and strategies of rugby league 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 participate in the process of identifying appropriate methods of implementing tactics and strategies for the up coming game</p> <p>c.2 psychologically prepare for the game</p> <p>c.3 use strategies to counter strengths and weaknesses of opposition player/s</p> <p>c.4 understand the role of the coach and support staff</p> <p>c.5 develop future strategies for identified areas of concern</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 RLG 006A Develop intermediate skills of rugby league</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 RLG 008A Participate in conditioning for rugby league</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the basic tactics and strategies of rugby league</p> <p>a.2 Knowledge of drills, activities and games</p> <p>a.3 Knowledge of the rules and regulations of rugby league</p> <p>a.4 Knowledge of relevant equipment and safety requirements</p> <p>a. Underpinning skills</p> <p>b.1 Play rugby league</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby league facility, equipment, rugby league rule book, National Activity Organisation code of conduct, 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 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</p>

- 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	-

SRS RLG 008A PARTICIPATE IN CONDITIONING FOR RUGBY LEAGUE

RLG

Rugby league

DESCRIPTION: This unit covers the knowledge and skills required to develop a basic understanding of fitness and conditioning programs to play rugby league at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1. Identify physiology elements of rugby league	<ul style="list-style-type: none"> a. The basic energy systems required for rugby league 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 rugby league 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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training

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 identifiedb. Identified training techniques for the improvement of speed are implementedc. Frequency/quantity of training sessions as identified by specialist are implementedd. Over training symptoms are identifiede. Participate with a specialist/s in the development of a recovery plan for over training
7. Identify basic techniques to improve flexibility	<ul style="list-style-type: none">a. Specialists to seek advice on correctly implementing training techniques for the improvement of flexibility are identifiedb. Identified training techniques for the improvement of speed are implementedc. Frequency/quantity of training sessions as identified by specialist are implementedd. Over training symptoms are identifiede. Participate with a specialist/s in the development of a recovery plan for over training

Range of Variables

PARTICIPATE IN CONDITIONING FOR RUGBY LEAGUE

VARIABLE STATEMENT	CATEGORIES
1. Basic	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
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
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
7. Basic training techniques for the improvement of strength	a. weight training b. flexibility
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
10. Specialists	a. doctor b. physiotherapist c. coach d. strength and conditioning coach e. skill coach
11. Work environment	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
 - 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
 - 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
 - e.1 environmental/weather conditions
 - e.2 other facility users
 - e.3 other coaches

Evidence Guide

PARTICIPATE IN CONDITIONING FOR RUGBY LEAGUE

<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 rugby league 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 rugby league at the intermediate level</p> <p>c.3 Identify over training symptoms and seek advice from a specialist coach 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 RLG 006A Develop intermediate skills of rugby league</p> <p>c.2. SRS RLG 007A Perform the intermediate tactics and strategies of rugby league in a competitive situation</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of an appropriate diet for a rugby league player</p> <p>a.2 Basic knowledge of injury prevention and management</p> <p>a.3 Basic understanding of strength and conditioning training</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play rugby league</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 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>

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

SRS RLG 009A DEVELOP ADVANCED SKILLS OF RUGBY LEAGUE

RLG

Rugby league

DESCRIPTION: This unit covers the knowledge and skills required to undertake drills, activities and games to develop advanced skills of rugby league.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an advanced skill of rugby league	a. Intermediate biomechanical principles are explained as they apply to rugby league 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 rugby league	a. Drills, activities and/or games are undertaken in accordance with the rules, regulations and policies of rugby league b. Technological aids and equipment are used to enhance acquisition of skills
3. Perform the advanced skills of rugby league under match conditions	a. The advanced rugby league skills and their purpose are identified b. Advanced rugby league skills are linked to perform a sequence of movements
4. Review and adapt the advanced skills in response to feedback	a. Participate in a review 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 ADVANCED SKILLS OF RUGBY LEAGUE

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 skills of rugby league players (as applicable to each position/player) and their purpose	<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 positioning a.6 tactical - individual and team a.7 purpose - field advantage b. defensive pattern <ul style="list-style-type: none"> b.1 individual and team tactics b.2 field position b.3 decision making b.4 marker play/patterns/ b.5 positioning b.6 individual and team b.7 style (slide, umbrella, man on man or equivalent) b.8 purpose - to control field position of the attacking team c. tackling Skills <ul style="list-style-type: none"> c.1 body positioning, footwork/left and right c.2 placement of head for safety c.3 contact point in relation style of tackle c.4 head/shoulder/body/arm/leg/feet c.5 biomechanical principles c.6 purpose - to put the ball carrier on the ground d. scrum <ul style="list-style-type: none"> d.1 binding/feet position/biomechanical principles d.2 front row d.3 hooker d.4 second row d.5 lock d.6 feed d.7 correct feed d.8 purpose - to gain possession of the ball e. positional skills <ul style="list-style-type: none"> e.1 forward e.2 front row e.3 back row e.4 dummy half e.5 halves/dummy halves e.6 backs e.7 halves e.8 three quarters e.9 wings e.10 fullbacks e.11 purpose - to out manoeuvre the opposition e.12 body movement f. kicking <ul style="list-style-type: none"> f.1 place, orthodox, around the corner

	<ul style="list-style-type: none"> f.2 drop kick f.3 punt, torpedo, drop punt f.4 grubber f.5 chip f.6 weather/match/ground conditions f.7 accuracy/effectiveness - goal 60 -70%, line 100% f.8 catching g. passing <ul style="list-style-type: none"> g.1 orthodox left and right g.2 spiral left and right g.3 pop left and right g.4 reverse left and right g.5 weather/match/ground conditions g.6 catching h. ball_handling <ul style="list-style-type: none"> h.1 loose ball pick up h.2 dive on the ball h.3 ball security h.4 weather/match/ground conditions h.5 catching i. evasion <ul style="list-style-type: none"> i.1 side step/left and right i.2 in and away/swerve/change of pace i.3 hit and spin i.4 bump and turn i.5 dummy pass i.6 offend/left and right
3. Drills, activities and games	<ul style="list-style-type: none"> a. show a sequential progression to an "on field" situation, or starts with the "on field" situation and then breaks down skills b. are prescribed by the coach at each training session based on the needs of the players/game, assessment of opposition, stage of the season, objectives of the session c. are designed to develop the advanced skills of rugby league d. should include <ul style="list-style-type: none"> d.1 advanced skill drills d.2 grid work d.3 relevant modified games e. there are many good manuals that describe these activities
4. Intermediate biomechanical principles	<ul style="list-style-type: none"> a. balance b. motion c. force d. momentum e. power
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. the National Activity Organisation laws of the game and notes on the laws b. best practice codes of conducts such as National Activity Organisation code of conduct c. policies of the employer organisation, eg, Anti doping policy, Australian Sports Commission harassment free sport policy d. the National Activity Organisation racial vilification policy
7. Technological aids and equipment	<ul style="list-style-type: none"> a. rugby league balls b. witches hats c. tackle bags d. bump pads e. videos
8. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; and equipment include

- a.1 safety requirements as listed in the National Activity Organisation rules of the game and notes on the laws
- b. other recommended safety guidelines are
 - b.1 mouthguards/protection to be worn
 - b.2 no jewellery to be worn
 - b.3 training aids should be inspected before use
 - b.4 sun safety guidelines should be followed
 - b.5 hydration guidelines should be followed
 - b.6 access to first aid facilities/equipment
 - b.7 blood borne infectious disease policy
 - b.8 hygiene policy
- 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 ADVANCED SKILLS OF RUGBY LEAGUE

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the advanced skills of rugby league 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 rugby league under match conditions</p> <p>c.2 Apply the rules, regulations and policies of rugby league</p> <p>c.3 Review own and team performance and identify modifications for future training sessions</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 RLG 006A Develop intermediate skills of rugby league</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS RLG 010 Perform the advanced tactics and strategies of rugby league 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 RLG 008A Participate in conditioning for rugby league</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the intermediate skills of rugby league</p> <p>a.2 Sound knowledge of the rules and regulations of rugby league</p> <p>a.3 Knowledge of relevant equipment and safety requirements</p> <p>a.4 Knowledge of appropriate nutrition for athletes</p> <p>a.5 Intermediate knowledge of energy systems</p> <p>a.6 Knowledge of safety issues when undergoing conditioning training</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play rugby league at the intermediate level</p> <p>b.2 Communication skills</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby league facility and equipment, rugby league rule book, National Activity Organisation code of conduct, 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 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
1	1	1	1	-	1	-

SRS RLG 010A PERFORM THE ADVANCED TACTICS AND STRATEGIES OF RUGBY LEAGUE IN A COMPETITIVE SITUATION

RLG

Rugby league

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 rugby league.

ELEMENT	PERFORMANCE CRITERIA
1. Develop advanced tactics and strategies of rugby league	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	a. Demonstrate techniques used to prepare psychologically, using strategies commonly used at advanced level within rugby league 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	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. Statistics are identified and relevant adjustments (if any) are implemented d. Team mates are communicated with in order to develop own and team performance
4. Participate in a 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 identified for future referral c. Statistics are documented for future referral

Range of Variables

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF RUGBY LEAGUE 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 rugby league	<ul style="list-style-type: none"> a. set plays b. scrums c. penalty/free kicks d. patterns of play in attack e. patterns of play in defence f. decision making g. analysing the match <ul style="list-style-type: none"> g.1 own g.2 team g.3 opposition g.4 referee h. statistics and decision making i. game plans for team and individuals j. weather/ground condition k. preparation time l. communication
3. Game plans	<ul style="list-style-type: none"> a. individual/team b. set plays c. targeting opposition players d. style of play e. situational plays
4. Role of the coach	<ul style="list-style-type: none"> a. individual/team preparation b. identify strengths and weaknesses c. develop strategies to improve weaknesses/strengths d. developing and implementing tactics and strategies e. performance assessment of team/opposition f. administer
5. Statistics	<ul style="list-style-type: none"> a. penalties b. errors/turnovers c. team plays d. number of tries scored e. number of goals scored f. scrums won g. meters gained h. hit ups i. set completion j. missed tackles k. off loads l. support play
6. Strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation c. relaxation techniques d. motivation techniques e. focusing

7. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses (height, weight, speed, passing accuracy) b. tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)
8. Support staff	<ul style="list-style-type: none"> a. operations/manager <ul style="list-style-type: none"> a.1 equipment a.2 gear a.3 buses a.4 meals a.5 accommodation a.6 coordinate time/training schedules a.7 physical well being b. physiotherapist/strappers <ul style="list-style-type: none"> b.1 prevention of injuries b.2 treatment of injuries c. sports trainer <ul style="list-style-type: none"> c.1 on field assessment of injuries c.2 initiate first aid (where appropriate) c.3 strapping d. doctor e. skills coach f. sports conditioner g. weight coach h. sprint coach i. statistician
9. 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 requirements as listed in the National Activity Organisation laws of the game and notes on the laws b. other recommended safety guidelines are <ul style="list-style-type: none"> b.1 mouthguards to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 access to first aid facilities/equipment b.7 blood borne infectious disease policy b.8 hygiene policy 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 referees and administrators c.6 other coaches

Evidence Guide

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF RUGBY LEAGUE 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 rugby league as applied in the rugby league 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 SRS RLG 007A Perform the intermediate tactics and strategies of rugby league in a competitive situation b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS RLG 009A Develop advanced skills of rugby league 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 RLG 008A Participate in conditioning for rugby league
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 rugby league a.2 Knowledge of drills, activities and games a.3 Knowledge of the rules and regulations of rugby league a.4 Knowledge of relevant equipment and safety requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Play rugby league at intermediate level
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a rugby league facility, equipment, rugby league rule book, National Activity Organisation code of conduct, 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 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	-	1	-

RUGBY UNION

RUN

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SRS RUN 001A INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF RUGBY UNION AT A JUNIOR LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skill required to successfully interpret and apply the fundamental laws that are required to manage a rugby union match at a junior level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a match</p>	<p>a. The condition of the players/other officials are assessed in terms of their suitability to participate in the match</p> <p>b. The environment, facilities and equipment are assessed to ensure they are in accordance with the requirements for the match</p> <p>c. Safety and other risks are assessed and confirmed that they are within acceptable levels prior to the commencement of the match</p> <p>d. Appropriate actions are taken based on an assessment of the conditions</p>
<p>2. Observe a match and identify information on which to base fundamental decisions</p>	<p>a. Players and club officials are observed to see that the match is conducted in accordance with the laws and regulations of rugby union including local laws</p> <p>b. Observation is undertaken with minimal disruption to the conduct of the match</p> <p>c. Breaches of laws and regulations by players and club officials are identified and noted</p>
<p>3. Interpret and apply laws and regulations in accord with the spirit of the game</p>	<p>a. Decisions are made using relevant information</p> <p>b. The interpretation of laws or regulations for the given situation is consistent with spirit of the laws of rugby union</p> <p>c. Decisions are made accurately and consistently, and are based on impartiality, participant safety and 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 refereeing rugby union at junior level of competition</p> <p>b. The reactions of players and club officials is managed in accordance with the fundamental laws and regulations of rugby union, including the umpiring guidelines</p>

Range of Variables

INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF RUGBY UNION AT A JUNIOR LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets b. red and yellow cards c. personal equipment - uniform
2. 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 referees and players
3. Fundamental laws and regulations	<ul style="list-style-type: none"> a. tackling b. modified laws c. appropriate to age group and skill level of players
4. Information	<ul style="list-style-type: none"> a. laws and interpretations b. control of the match c. infringements d. scoring e. competitive positioning f. kick off g. drop out h. lineout formation i. scrum engagement j. in goal area k. ruck/maul l. offside/onside m. advantage/continuity n. forward pass o. knock on player/on field club official reactions/refereeing colleague - verbal, non verbal p. other officials touch judges, trainers q. positioning of referee <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. indications d. signals
5. Junior level	<ul style="list-style-type: none"> a. participants with limited or no referring experience in rugby union b. participants with adequate health status c. players range from under age to open competition d. 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. touch judges c. team managers

	<ul style="list-style-type: none"> d. coaches e. sport medicine personnel f. controlling body official g. coaches h. trainers i. water carriers
7. Resources	<ul style="list-style-type: none"> a. marked ground b. padded goal posts c. materials - controlling body paperwork d. health and safety provisions - stretcher, trainer e. players f. competing team officials
8. Laws and regulations	<ul style="list-style-type: none"> a. laws of rugby union b. laws of modified rugby union c. National Activity Organisation code of conduct d. National Activity Organisation policy for junior rugby e. International Activity Organisation regulations
9. Spirit of the law	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. spirit of the laws e. junior sports policy f. enjoyment

Evidence Guide

INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF RUGBY UNION AT A JUNIOR LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the fundamental laws of rugby union at a junior level and the ability to apply them 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 Evaluate whether conditions are suitable to commence the match c.2 Observe a match and recognise when breaches of laws and regulations occur c.3 Make a correct decision c.4 Communicate that decision to the players, coaches, spectators
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 RUN 002A Use basic communication strategies to referee rugby union at a junior level b.2 SRS RUN 004A Demonstrate fundamental positioning skills relevant to refereeing rugby union at junior 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 SRS RUN 003A Provide reports and receive feedback relevant to refereeing rugby union at junior level
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 laws and regulations of rugby union in order to referee effectively a.2 Knowledge of the relevant modified laws and regulations of rugby union in order to referee effectively a.3 Knowledge of relevant equipment and safety requirements of rugby union in order to conduct a safe game a.4 Basic knowledge of the Australian Coaching Council's National Accreditation Scheme for referees in rugby union a.5 Basic knowledge of the career path for referees in order to develop your own career path in officiating a.6 Knowledge or presentation requirements for referees in order to present clearly and effectively a.7 Working in a team environment in order to develop rapport with other team members and achieve set goals a.8 Basic knowledge of the role of the touch judges in order to referee effectively in a touch game 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 referee efficiently and effectively b.3 Whistle, running, indications in order to referee effectively b.4 Positioning skills in order to place yourself in the correct position to referee in accordance with the flow of the game b.5 Basic planning and organising skills to ensure the management of

	<p>the game is effective</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.7 Basic administrative skills in order to complete necessary paperwork correctly</p>
4. Resource Implications	<p>a. Assessment of this unit of competency requires access to a rugby union facility, equipment and participants competing at a junior 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 under match conditions on at least three (3) occasions to ensure consistency of performance is in accordance with the guidelines of refereeing rugby union</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixtured match</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 referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with rugby union refereeing guidelines</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>e. Participants must be a member of a formal refereeing organisation within the State Refereeing structure</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 RUN 002A USE BASIC COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A JUNIOR LEVEL

RUN

Rugby union

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

ELEMENT	PERFORMANCE CRITERIA
1. Use basic oral communication skills	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	a. Fundamental indications associated with rugby union 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	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	a. An open body stance and posture is used when interacting with others b. Firm, confident indications and movements are used while refereeing c. Eye contact is made when communicating with others

Range of Variables

USE BASIC COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A JUNIOR LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	a. personal equipment - uniform, whistle, notebook, pen, report sheets, touch judges flags
2. External influences	a. ground conditions b. weather conditions c. spectators/parents d. coaches e. comments to referees and players
3. Fundamental auditory devices	a. whistle b. siren c. horn d. bell
4. Fundamental indications/signals	a. referee a.1 start of match/half a.2 end of match a.3 blood bin a.4 send off / replacement b. touch Judges b.1 in touch b.2 offside b.3 foul play
5. Given situation	a. infringement b. interaction with players - verbal c. scoring d. general play e. set play f. in touch g. blood rule h. order off
6. Information	a. relevant laws and regulations b. infringements c. scoring d. general play e. set play f. commencement of game/end of game g. blood bin h. send off i. participant reactions j. Other officials- time keeper's interaction is imparted a. in writing b. verbally c. indications d. signals

7. Junior level	<ul style="list-style-type: none"> a. participants with limited or no refereeing experience in rugby union b. participants with adequate health status c. players range from under age to open competition d. participants may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
8. Other officials	<ul style="list-style-type: none"> a. scorers b. timekeepers c. sports administrators d. coaches e. referees escort f. match official
9. Resources	<ul style="list-style-type: none"> a. marked ground b. padded goal posts c. 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 i. referees room j. timekeepers/official scorers
10. Laws and regulations	<ul style="list-style-type: none"> a. current Laws of rugby union b. junior policy booklet c. laws of modified rugby union d. National Activity Organisation code of conduct

Evidence Guide

USE BASIC COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A JUNIOR LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of basic communication strategies to referee rugby union at a junior 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 Communicate orally with players and other officials in an effective manner</p> <p>c.2 Use and interpret fundamental indications/signals</p> <p>c.3 Use the whistle in a strong manner</p> <p>c.4 Convey a confident and friendly manner through body and posture while performing the role of the referee on match day</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 Knowledge of laws and regulations of rugby union in order to effectively referee a game</p> <p>a.2 Knowledge of the fundamental laws and regulations of rugby union in order to effectively referee a game</p> <p>a.3 Knowledge of the relevant modified laws and regulations of rugby union in order to effectively referee a game</p> <p>a.4 Knowledge of relevant equipment and safety requirements to ensure the game is conducted in a safe manner and environment</p> <p>a.5 Basic knowledge of the career path for referees in order to develop your own career path in refereeing</p> <p>a.6 Knowledge or presentation requirements for referees in order to present clearly and effectively</p> <p>a.7 Working in a team environment in order to develop rapport with other team members and achieve set goals</p> <p>a.8 Basic knowledge of the role of the judges in order to referee effectively in a game</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 referee efficiently and effectively</p> <p>b.3 Whistle, running, indications in order to referee effectively</p> <p>b.4 Positioning skills in order to place yourself in the correct position to referee in accordance with the flow of the game</p> <p>b.5 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.7 Basic administrative skills in order to complete necessary</p>

	<p>paperwork correctly</p> <p>b.8 Conflict resolution skills in order to manage any situation that arises while refereeing a game of rugby union</p> <p>b.9 Negotiation skills in order to achieve set goals</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a rugby union facility, equipment and participants competing at a junior 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 two (2) occasions to ensure consistency of performance is in accordance with the guidelines of refereeing rugby union</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixtured match on at least two (2) occasions to ensure consistency of performance is in accordance with the guidelines of refereeing rugby union</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 referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with rugby union guidelines</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>e. Participants must be a member of a formal refereeing organisation within the state refereeing structure</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 RUN 003A PROVIDE REPORTS AND RECEIVE FEEDBACK
RELEVANT TO REFEREEING RUGBY UNION AT A
JUNIOR LEVEL**

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills required to complete written reports and/or provide oral reports that are relevant to refereeing rugby union at a junior level and implement changes to improve the quality of refereeing 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 Associations or controlling body b. Written reports are forwarded to the association or controlling body as per the local guidelines
2. Provide oral /written reports	a. Formal oral reports are provided to controlling body, mentor, adviser, or other relevant person b. Informal oral reports are provided to controlling body, mentor, adviser, or other relevant person
3. Attend to the send off procedures	a. Procedures for reporting on players sent off are followed
4. Receive feedback and implement changes	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 or other relevant persons c. Changes to improve the quality of officiating are implemented based on informal discussions with players, other officials, parents or other relevant persons

Range of Variables

PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREEING RUGBY UNION AT A JUNIOR LEVEL

VARIABLE STATEMENT	CATEGORIES
1. External influences	a. environmental a.1 tribunal room layout a.2 tribunal hearing format b. ground conditions c. comments to referees d. spectators/parents
2. Junior level	a. participants with limited or no refereeing experience in rugby union b. participants with adequate health status c. players range from under age to open competition d. participants may have special needs (eg, gender, social disadvantage, minority ethnic and cultural groups, disability, medical)
3. Other officials	a. scorers b. timekeepers c. sports administrators d. coaches e. referees escort f. trainers g. team managers
4. Procedures for reporting on players sent off	a. on ground 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 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 referee keeps a copy for his reference c. at tribunal c.1 arrive at hearing in plenty of time, well presented c.2 present evidence/answers to questions in a positive, clear, forthright and honest manner
5. Relevant paperwork	a. best and fairest votes b. report of player forms c. timekeepers cards d. team sheets e. controlling body match report
6. Reportable offences	a. towards/on a referee

Evidence Guide

PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREEING RUGBY UNION AT A JUNIOR LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of receiving feedback and reporting relevant to refereeing rugby union at junior 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 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 RUN 001A Interpret and apply the fundamental laws of rugby union at a junior level c.2 SRS RUN 002A Use basic communication strategies to referee rugby union at a junior level c.3 SRS RUN 004A Demonstrate fundamental positioning skills relevant to refereeing rugby union at junior level
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of laws and regulations of rugby union in order to effectively referee a game a.2 Knowledge of the fundamental laws and regulations of rugby union in order to effectively referee a game a.3 Knowledge of the relevant modified laws and regulations of rugby union in order to effectively referee a game a.4 Knowledge of relevant equipment and safety requirements to ensure the game is conducted in a safe manner and environment a.5 Basic knowledge of the career path for referees in order to develop your own career path in refereeing a.6 Knowledge or presentation requirements for referees in order to present clearly and effectively a.7 Working in a team environment in order to develop rapport with other team members and achieve set goals a.8 Basic knowledge of the role of the touch judges in order to referee effectively in a touch game 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 referee efficiently and effectively b.3 Whistle, running, indications in order to referee effectively b.4 Positioning skills in order to place yourself in the correct position to referee in accordance with the flow of the game

	<p>b.5 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.7 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.8 Conflict resolution skills in order to manage any situation that arises while refereeing a game of rugby union</p> <p>b.9 Negotiation skills in order to achieve set goals</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an rugby union ground, equipment and participants competing at a junior level</p> <p>b. Assessment of this unit of competency requires access to a convened judiciary hearing or a mock judiciary hearing</p> <p>c. 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 under match conditions over a minimum of three (3) matches in order to ensure consistency of performance is in accordance with the guidelines of refereeing rugby union</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixtured match and at a mock judiciary hearing</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 referee during a formal feedback session provided after a refereeing performance, as well as during simulated formal feedback sessions during training situations and at judiciary hearings as well as a written/oral assessment on the underpinning knowledge component (laws/regulations) in compliance with rugby union guidelines</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>e. Participants must be a member of a formal refereeing organisation within the state refereeing structure</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	-	-	1

SRS RUN 004A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREEING RUGBY UNION AT A JUNIOR LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to successfully demonstrate the fundamental positioning skills of the one referee system required to referee a rugby union game at a junior level.

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s to start or recommence play	a. <i>Start/recommencement of play situations</i> are identified and <i>appropriate position</i> adopted
2. Adopt appropriate position/s for set plays	a. Set play situations are identified and noted b. <i>Environmental conditions</i> are identified and noted c. <i>Appropriate position</i> is adopted
3. Adopt appropriate position/s for general play	a. <i>General play situations</i> are identified and noted b. <i>Environmental conditions</i> are identified and noted c. <i>Appropriate position</i> is 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 co-operated with in a friendly and professional manner

Range of Variables

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREEING RUGBY UNION AT A JUNIOR LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Appropriate position	<ul style="list-style-type: none"> a. distance from set play b. distance from likely contest
2. Environmental conditions	<ul style="list-style-type: none"> a. sun b. wind c. location on the ground
3. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets, touch referee 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 c. coaches
5. General play situations	<ul style="list-style-type: none"> a. referee level with, or behind the player who has kicked the ball
6. Information	<ul style="list-style-type: none"> a. relevant laws and regulations as applicable 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 <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
7. Junior level	<ul style="list-style-type: none"> a. participants with limited or no refereeing experience in rugby union b. participants with adequate health status c. players range from under age to open competition d. participants may have special needs eg. gender, social disadvantage, minority ethnic and cultural groups, disability, medical
8. Other officials	<ul style="list-style-type: none"> a. sports administrators b. coaches c. trainers d. water carriers e. team managers

9. Resources	a. marked ground b. padded goal posts c. materials d.1 scorecards d.2 match report forms d.3 timekeepers cards e. health and safety provisions e.1 trainers e.2 stretcher f. competing team officials g. referees room
10. Laws and regulations	a. laws of rugby union b. junior policy booklet c. laws of modified rugby union d. National Activity Organisation code of conduct
11. Start/re-commencement of play situations	a. start of match/half b. scrum c. following a goal d. line drop out

Evidence Guide

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREEING RUGBY UNION AT A JUNIOR LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of fundamental positioning skills to referee rugby union at junior 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 Position to 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 in goal 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 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 RUN 001A Interpret and apply the fundamental laws of rugby union at a junior level</p> <p>c.2 SRS RUN 002A Use basic communication strategies to referee rugby union at a junior level</p> <p>c.3 SRS RUN 003A Provide reports and receive feedback relevant to refereeing rugby union at junior level</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge:</p> <p>a.1 Knowledge of laws and regulations of rugby union in order to effectively referee a game</p> <p>a.2 Knowledge of the fundamental laws and regulations of rugby union in order to effectively referee a game</p> <p>a.3 Knowledge of the relevant modified laws and regulations of rugby union in order to effectively referee a game</p> <p>a.4 Knowledge of relevant equipment and safety requirements to ensure the game is conducted in a safe manner and environment</p> <p>a.5 Basic knowledge of the career path for referees in order to develop your own career path in officiating</p> <p>a.6 Knowledge or presentation requirements for referees in order to present clearly and effectively</p> <p>a.7 Working in a team environment in order to develop rapport with other team members and achieve set goals</p> <p>a.8 Basic knowledge of the role of the touch judges in order to referee effectively in a game</p> <p>a.9 Basic understanding of relevant positioning principles as they apply to rugby union</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 referee efficiently and effectively</p> <p>b.3 Whistle, running, indications in order to referee effectively</p> <p>b.4 Positioning skills in order to place yourself in the correct position to</p>

	<p>referee in accordance with the flow of the game</p> <p>b.5 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.7 Basic administrative skills in order to complete necessary paperwork correctly</p> <p>b.8 Conflict resolution skills in order to manage any situation that arises while refereeing a game of rugby union</p> <p>b.9 Negotiation skills in order to achieve set goals</p> <p>b.10 Basic numeracy skills in order to accurately keep score of game</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a rugby union facility, equipment and participants competing at a junior 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 of competency must be assessed under match conditions on at least two (2) occasions in order to ensure consistency of performance in accordance with the guidelines of refereeing rugby union</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixtured match on at least two (2) 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 competency will involve observation of the referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with rugby union guidelines</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>e. Participants must be a member of a formal refereeing organisation within the state refereeing structure</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	1	2	-

SRS RUN 005A

INTERPRET AND APPLY THE LAWS AND REGULATIONS OF RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to successfully interpret and apply the laws that are required to manage a rugby union game at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a game	a. Condition of the players/other officials is assessed as suitable for the match b. Environment, facilities and equipment are in accordance with requirements for the game c. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the game d. Appropriate action is taken based on an assessment of the conditions
2. Observe a game and identify information on which to base decisions	a. Players and club officials are observed to see that the game is conducted in accordance with the laws and regulations of rugby union at local or district level b. Observation is undertaken with minimal disruption to the conduct of the game c. Breaches of laws and regulations are recognised and noted
3. Interpret and apply laws and regulations in accord with the spirit of the game	a. Relevant information is used to make decisions b. The interpretation of laws or regulations for the given situation is consistent with the spirit of the laws of rugby union c. Decisions are made accurately and consistently, and are based on fairness and participant safety
4. Communicate decisions and manage the outcomes of decision making while umpiring the match	a. Decisions are communicated in accordance with the prescribed procedures for rugby union b. Reactions of participants are managed in accordance with the laws and regulations of rugby union

Range of Variables

INTERPRET AND APPLY THE LAWS AND REGULATIONS OF RUGBY UNION 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 c. equipment for visual aids
2. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. coaches benches d. spectators
3. Given situation	<ul style="list-style-type: none"> a. infringements b. contests between players c. interaction with and between players d. positioning of players and referees e. scoring f. out of bounds g. blood rule
4. Information	<ul style="list-style-type: none"> a. relevant laws and regulations <ul style="list-style-type: none"> a.1 player injury b. laws and interpretations c. scoring d. competitive positioning of players e. positioning of referee f. participant reactions - verbal g. other officials <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. indications
5. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 experience in refereeing rugby union b. up to senior local or district players c. participants may have special needs eg. gender, social disadvantage, minority ethnic and cultural groups, disability
6. 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. runners h. trainers i. water carriers
7. Resources	<ul style="list-style-type: none"> a. referees b. controlling body paperwork c. materials

	<ul style="list-style-type: none">d. stretchere. change roomsf. playing ground - padded postsg. sponsorship
8. Laws and regulations	<ul style="list-style-type: none">a. current edition of the laws of rugby unionb. National Activity Organisation code of conductc. National Activity Organisation policiesd. International Activity Organisation regulations
9. Spirit of the game	<ul style="list-style-type: none">a. player safety paramountb. notion of fair playc. sportsmanshipd. advantage rulee. creating a flowing gamef. enjoyment

Evidence Guide

INTERPRET AND APPLY THE LAWS AND REGULATIONS OF RUGBY UNION 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 the laws of rugby union in order to interpret and apply them 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 Evaluate whether conditions are suitable to commence the match c.2 Observe a game and recognise when breaches of laws and regulations occur c.3 Make a correct decision for a particular situation c.4 Communicate that decision to the players, coaches, spectators
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 RUN 006A Use communication strategies to referee rugby union at a local or district level b.2 SRS RUN 007A Demonstrate two referee positioning skills relevant to refereeing rugby union 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 laws and regulations of rugby union in order to effectively referee a game a.2 Knowledge of the fundamental laws and regulations of rugby union in order to effectively referee a game a.3 Knowledge of the relevant modified laws and regulations of rugby union in order to effectively referee a game a.4 Knowledge of relevant equipment and safety requirements to ensure the game is conducted in a safe manner and environment, including bleeding and blood borne diseases and risk management a.5 Knowledge of a refereeing game plan in rugby union at local or district level a.6 Knowledge of the principles of controlling general play and set play situations a.7 Knowledge of reportable offences and reporting procedures a.8 Knowledge of racial vilification procedures a.9 Knowledge of the legal responsibilities of a referee a.10 Knowledge of the order off procedures in order to effectively manage the game and conduct on the field 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 referee efficiently and effectively b.3 Whistle, running, indications signals in order to referee effectively b.4 Positioning skills in order to place yourself in the correct position to

	<p>referee in accordance with the flow of the game</p> <p>b.5 Basic planning and organising skills to ensure the management of the game is effective</p> <p>b.6 Interpersonal and coping skills in order to develop rapport with players, coaches, spectators and to deflect criticism</p> <p>b.7 Basic administrative skills in order to complete necessary paperwork correctly and report accurately</p> <p>b.8 Conflict resolution skills in order to manage any situation that arises while refereeing a game of rugby union</p> <p>b.9 Negotiation skills in order to achieve set goals</p> <p>b.10 Basic numeracy skills in order to accurately keep score of game</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a rugby union ground, equipment and players competing at a local or district 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) matches in order to ensure consistency of performance in accordance with the guidelines of umpiring rugby union</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing 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 involve observation of the referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with rugby union refereeing guidelines</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	-

SRS RUN 006A USE COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to successfully utilise communication strategies required to referee a rugby union match at a local or district level.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Verbal information and instruction is provided to explain decisions to players, coaches, club officials, other referees 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	<ul style="list-style-type: none"> a. Indications associated with rugby union are used to convey an explanation of decisions to players, spectators, scorers, or timekeepers b. Signals are interpreted from other officials
3. Use auditory devices	<ul style="list-style-type: none"> a. A whistle is used to effectively influence outcomes
4. Employ interpersonal skills	<ul style="list-style-type: none"> a. Interpersonal skills are used in on ground situations b. Interpersonal skills are used in off ground situations
5. 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 signals and movements are used c. Eye contact is maintained

Range of Variables

USE COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	a. whistles
2. External influences	a. environmental b. weather conditions c. other facility users d. spectators
3. Equipment	a. technical equipment b. personal equipment
4. Given situation	a. infringement b. interaction with players c. positioning
5. Information	a. relevant laws and regulations b. Infringements c. scoring d. start/end match e. delay in play f. participant reactions - verbal and physical g. other officials is imparted a. verbally b. indications
6. Local or district level	a. participants with level 1 umpiring experience in rugby union b. up to local or district level players c. participants may have special needs eg. gender, social disadvantage, minority ethnic and cultural groups, disability
7. Other officials	a. linespeople b. sports administrators c. coaches d. sport medicine personnel e. sport scientists
8. Laws and regulations	a. laws of rugby union
9. Resources	a. human/physical b. equipment c. materials d. health and safety provisions e. outdoor facilities

Evidence Guide

USE COMMUNICATION STRATEGIES TO REFEREE RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of communication strategies used to officiate rugby union at 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 Employ interpersonal skills to communicate orally with players and other officials in an effective manner</p> <p>c.2 Use and interpret signals</p> <p>c.3 Use auditory devices</p> <p>c.4 Convey a confident and friendly manner through body and posture</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 RUN 005A interpret and apply the laws and regulations of rugby union at local or district level</p> <p>b.2 SRS RUN 007A Demonstrate two referee positioning skills relevant to referee rugby union 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 laws and regulations of rugby union (including signals and equipment for officiating in rugby union)</p> <p>b. Underpinning skills:</p> <p>b.1 Skills used to apply the laws of rugby union (eg, voice, signals, use of technical aids, etc)</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby union 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>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a minimum of four (4) matches in order to ensure consistency of performance in accordance with rugby union guidelines</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual officiating 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 involve observation of the referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with rugby union guidelines</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
2	2	-	2	-	2	-

SRS RUN 007A DEMONSTRATE TWO REFEREE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to successfully demonstrate the use of the two referee positioning skills required to referee a rugby union game at an local or district level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adopt appropriate position/s to start play</p>	<p>a. The appropriate position is adopted to start the game b. The appropriate position is adopted for scoring c. The appropriate position is adopted to observe game and note any penalties d. The appropriate position is adopted when working as a team with other officials</p>
<p>2. Adopt appropriate position/s for set plays</p>	<p>a. The appropriate position is adopted to observe contests b. The appropriate position is adopted to observe loose balls c. The appropriate position is adopted when ball is in possession and attack is about to begin d. The appropriate position is adopted when working as a team with other officials</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 b. Work as a team with other officials</p>

Range of Variables

DEMONSTRATE TWO REFEREE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY UNION AT AN LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle b. personal equipment - uniform, note book, pen c. red/yellow cards
2. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. spectators
3. Given situation	<ul style="list-style-type: none"> a. infringement b. interaction with players positioning
4. Information	<ul style="list-style-type: none"> a. relevant laws and regulations b. infringements c. scoring d. ball in contest e. ball heading toward touch line f. throw ins g. relinquishing control h. short kicks and ball kicked across the ground i. player running with the ball j. long passage of play with ball in contest k. kick at goal unlikely to score l. the awarding of free kicks and penalty kicks <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications
5. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 umpiring experience in rugby union b. up to local or district level players c. participants may have special needs eg. gender, social disadvantage, minority ethnic and cultural groups, disability
6. Other officials	<ul style="list-style-type: none"> a. timekeepers b. sports administrators c. coaches d. trainers e. water carriers
7. Positioning considerations	<ul style="list-style-type: none"> a. starting play b. retaining control c. second referee d. end of quarters e. pre determined areas of control f. position of other referee g. player being reported by referee
8. Resources	<ul style="list-style-type: none"> a. referees b. players

	<ul style="list-style-type: none">c. groundd. equipmente. materialsf. health and safety provisions
9. Laws and regulations	<ul style="list-style-type: none">a. laws of rugby unionb. level 2 field referee coaching manual and workbook

Evidence Guide

DEMONSTRATE TWO REFEREE POSITIONING SKILLS RELEVANT TO REFEREE RUGBY UNION AT A LOCAL OR DISTRICT LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of two refereeing positions relevant to officiate rugby union 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 Position to effectively see the situation at hand</p> <p>c.2 Position appropriately for set plays</p> <p>c.3 Position appropriately in general play</p> <p>c.4 Co-operate with other officials</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 RUN 005A Interpret and apply the laws and regulations of rugby union at local or district level</p> <p>b.2 SRS RUN 006A Use communication strategies to referee rugby union 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 laws and regulations of rugby union as they apply to local or district level</p> <p>a.2 Knowledge of referee positioning guidelines in order to understand requirements for correct positioning</p> <p>b. Underpinning skills:</p> <p>b.1 Movement and positioning skills used to apply the laws of rugby union</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an rugby union facility, equipment and participants competing at a local or district level</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) matches in order to ensure consistency of performance in accordance with rugby union umpiring guidelines</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual umpiring 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 involve observation of the referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in</p>

- d. compliance with rugby union guidelines
- 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 RUN 008A DEVELOP INTERMEDIATE SKILLS OF RUGBY UNION

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to undertake drills, activities and games to develop intermediate skills of rugby union.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse an intermediate skill of rugby union	a. Basic <i>bio-mechanical</i> principles are explained as they apply to rugby union 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 intermediate skills of rugby union	a. <i>Drills, activities and/or games</i> are undertaken in accordance with the <i>laws, regulations and policies of rugby union</i> b. <i>Technological aids and equipment</i> are used to enhance acquisition of skills
3. Perform the intermediate skills of rugby union under match conditions	a. The <i>intermediate rugby union skills and their purpose</i> are identified b. <i>Intermediate rugby union skills</i> are linked to perform a sequence of movements
4. Review and adapt the intermediate 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 INTERMEDIATE SKILLS OF RUGBY UNION

VARIABLE STATEMENT	CATEGORIES
1. Basic biomechanical principles	<ul style="list-style-type: none"> a. balance and stability b. motion c. force d. momentum
2. Drills, activities and games	<ul style="list-style-type: none"> a. show a sequential progression to an "on field" situation, or starts with the "on field" situation and then breaks down skills. b. are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session etc c. are designed to develop the intermediate skills of rugby union d. should include <ul style="list-style-type: none"> d.1 intermediate skill drills d.2 grid work d.3 relevant modified games d.4 relevant techniques practices
3. Intermediate skills	<ul style="list-style-type: none"> a. skill/execution level for the relevant position, or skill of the game, under match conditions is a minimum of 70% effectiveness/accuracy as appropriate to the conditions of the day and the impact of other players <ul style="list-style-type: none"> a.1 the nature of rugby union determines compliance with appropriate physical/age matching of players a.2 relevant to the level of competition the learner is employed. At intermediate level this would be a sub-provincial/restricted competition
4. Intermediate skills of rugby union players (as applicable to each position/player)	<ul style="list-style-type: none"> a. attacking skills <ul style="list-style-type: none"> a.1 alignment a.2 angle a.3 speed a.4 penetration a.5 support a.6 law 24A b. defensive skills <ul style="list-style-type: none"> b.1 contest b.2 force/position b.3 tackle b.4 cover b.5 laws 24 and 25 c. re-start skills <ul style="list-style-type: none"> c.1 kicking -communication, the recommended kick, chase and contest, variety, use of the ball after securing possession c.2 receiving- field coverage, communication, approach, execution/support, use of ball c.3 laws 10 and 15 d. scrum skills <ul style="list-style-type: none"> d.1 foot positioning d.2 binding/grips d.3 push/resist d.4 mechanics d.5 law 20

- e. line out skills
 - e.1 throw
 - e.2 jump and support
 - e.3 catch and support
 - e.4 variety
 - e.5 surprise
 - e.6 law 23
- f. continuity skills
 - f.1 attitude
 - f.2 foot positioning
 - f.3 stability
 - f.4 body positioning
 - f.5 support awareness
 - f.6 options
 - f.7 ball availability/transfer
 - f.8 laws 8, 18,21 and 22
- g. Individual skills:
 - g.1 tackling
 - g.1.1.head position
 - g.1.2.shoulder contact
 - g.1.3.leg drive
 - g.1.4.arm grip
 - g.2 kicking
 - g.2.1.hand hold/set-up
 - g.2.2.release
 - g.2.3.follow through
 - g.2.4.law 23
 - g.3 catching
 - g.3.1.vision
 - g.3.2.position
 - g.3.3.hands
 - g.3.4.capture
 - g.4 passing
 - g.4.1.law 24A
 - g.5 ball handling
 - g.5.1.pressure
 - g.5.2.force
 - g.5.3.timing/reaction
 - g.5.4.law 17
 - g.6 ground skills
 - g.6.1.picking up the ball
 - g.6.2.going down on the ball
 - g.6.3.law 18
 - g.7 running skills
 - g.7.1.speed
 - g.7.2.balance
 - g.7.3.pace
 - g.7.4.change of direction
- h. positional skills
 - h.1 loose head
 - h.2 hooker
 - h.3 tight head
 - h.4 left lock
 - h.5 right lock
 - h.6 left flanker
 - h.7 right flanker
 - h.8 number eight
 - h.9 half back
 - h.10 fly half
 - h.11 left wing
 - h.12 inside/left centre
 - h.13 outside/right centre
 - h.14 right wing
 - h.15 full back

5. Review	<ul style="list-style-type: none"> a. individual b. as a member of the team
6. Laws, policies and regulations	<ul style="list-style-type: none"> a. International Activity Organisation laws b. best practice codes of conducts such as National Activity Organisation code of conduct 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. notational analysis b. video analysis c. CD-ROM d. training aids and equipment e. statistics
8. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; and equipment include: <ul style="list-style-type: none"> a.1 safety requirements as listed in the National Activity Organisation safety guidelines b. other recommended safety guidelines are <ul style="list-style-type: none"> b.1 protection to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 access to first aid facilities/equipment b.7 goal post protectors 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 referees and administrators c.6 other coaches c.7 other players

Evidence Guide

DEVELOP INTERMEDIATE SKILLS OF RUGBY UNION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the intermediate skills of rugby union as applied in the rugby union 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 intermediate skills of rugby union under match conditions</p> <p>c.2 Perform the intermediate skills of rugby union during training sessions in un-opposed and semi-opposed scenarios</p> <p>c.3 Apply the laws, regulations and policies of rugby union</p> <p>c.4 Review own and team performance and identify modifications for future training sessions</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 RUN 009A Perform the intermediate tactics and strategies of rugby union 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 RUN 010A Participate in conditioning for rugby union at an intermediate level</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic skills of rugby union in order to progress to the intermediate level of skill acquisition</p> <p>a.2 Basic knowledge of the laws and regulations of rugby union in order to progress to the intermediate level of knowledge</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>b. Underpinning skills</p> <p>b.1 Ability to play rugby union in order to progress to the intermediate level of skill acquisition</p> <p>b.2 Communication skills in order to effectively understand instructions given</p> <p>b.3 Basic coaching skills in order to relate to junior players skills learnt, thereby internalising and articulating own knowledge</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby union facility and competition, rugby union equipment International Activity Organisation law book, National Activity Organisation code of conduct, 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 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

- 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
1	1	1	1	-	1	-

SRS RUN 009A PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY UNION IN A COMPETITIVE SITUATION

RUN

Rugby union

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 rugby union.

ELEMENT	PERFORMANCE CRITERIA
1. Develop intermediate basic tactics and strategies of rugby union	<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 <i>intermediate tactics and strategies</i>
2. Participate in a pre-match analysis and preparation session	<ul style="list-style-type: none"> a. Demonstrate techniques used to prepare psychologically, using <i>strategies</i> commonly used at advanced level within rugby union football b. <i>Strengths and weaknesses</i> of individual opposition player/s/teams are analysed and counter strategies identified c. Participate in the development of <i>game plans</i> d. The <i>role of the coach</i> and <i>support staff</i> 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 <i>strengths and weaknesses of own player/s and opposition player/s</i> are applied b. Identified <i>game plans</i> are implemented c. <i>Statistics</i> are identified and relevant adjustments (if any) are implemented d. 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. <i>Strengths and weaknesses</i> of own player/s/team and opposition player/s/team in relation to field positioning and match-ups are identified for future referral c. <i>Statistics</i> are documented for future referral

Range of Variables

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY UNION IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Game plans	<ul style="list-style-type: none"> a. go forward b. support c. continuity d. defence
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 70% effectiveness/accuracy
3. Intermediate tactics and strategies of rugby union	<ul style="list-style-type: none"> a. line outs b. scrums c. re-starts d. starter moves e. penalties f. free kicks g. patterns of play in attack h. patterns of play in defense i. decision making j. analysing the match <ul style="list-style-type: none"> j.1 own j.2 team j.3 opposition j.4 referee k. statistics and decision making l. game plans for teams and individuals m. weather/ground
4. Role of the coach	<ul style="list-style-type: none"> a. individual/team preparation b. identify strengths and weaknesses of the opposition and your own team c. develop strategies to improve weaknesses/strengths d. developing and implementing tactics and strategies e. performance assessment of team/opposition f. administer
5. Statistics	variables of: <ul style="list-style-type: none"> a. penalties b. errors/turnovers c. line-outs d. scrums e. turnovers f. tackles g. missed tackles h. penalties i. metres gained or not gained j. defense/missed tackles k. off loads l. number of rucks m. number of mauls n. number of phases

6. Strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation c. relaxation and recovery techniques d. motivational techniques e. focusing
7. Strengths and weaknesses of own player/s/team and opposition player/s/team	<ul style="list-style-type: none"> a. physical strengths and weaknesses (height, weight, speed, passing, accuracy) b. tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)
8. Support staff	<ul style="list-style-type: none"> a. operations/manager <ul style="list-style-type: none"> a.1 equipment a.2 gear a.3 busses a.4 meals a.5 accommodation a.6 co-ordinate time/training schedules a.7 physical well being b. physiotherapist/strappers <ul style="list-style-type: none"> b.1 prevention of injuries b.2 treatment of injuries c. sports trainer <ul style="list-style-type: none"> c.1 on field assessment of injuries c.2 initiate first aid (where appropriate) d. doctor e. sports conditioner f. weight coach g. sprint coach
9. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; and equipment include: <ul style="list-style-type: none"> a.1 safety requirements as listed in the National Activity Organisation safety guidelines b. other recommended safety guidelines are <ul style="list-style-type: none"> b.1 protection to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 access to first aid facilities/equipment b.7 goal post protectors 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 referees and administrators c.6 other coaches c.7 other players

Evidence Guide

PERFORM THE INTERMEDIATE TACTICS AND STRATEGIES OF RUGBY UNION 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 intermediate level tactics and strategies of rugby union as applied in the rugby union 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 team and player/s c.4 Ensure the role of the coach and support staff is identified and documented c.5 Develop future strategies for identified areas of concerns
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following units(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 RUN 008A Develop intermediate skills of rugby union 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 RUN 010A Participate in conditioning for rugby union at an intermediate level
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Basic tactics and strategies of rugby union in order to progress to the intermediate level of skill acquisition a.2 Activities and games used to teach the basic tactics and strategies of rugby union in order to understand how these are enhanced to progress to an intermediate level a.3 Knowledge of the fundamental laws and regulations of rugby union in order to progress to the intermediate level of knowledge 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 b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to demonstrate the skills used to apply the laws of rugby union in order to understand the process of progression to an intermediate level b.2 Ability to provide demonstrations in order to analyse and improve on skills b.3 Basic coaching skills in order to relate to junior players skills learnt, thereby internalising and articulating own knowledge
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a rugby union football facility, equipment, International Activity Organisation law book, National Activity Organisation code of conduct and anti doping policy, Australian Sports Commission harassment free sport policy b. Assessment of this competency will require human resources

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</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 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	-	1	-

SRS RUN 010A PARTICIPATE IN CONDITIONING FOR RUGBY UNION AT AN INTERMEDIATE LEVEL

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skill required to develop a basic understanding of fitness and conditioning programs to play rugby union at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1. Identify physiology elements of rugby union football	<ul style="list-style-type: none"> a. The basic energy systems required for rugby union football 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 rugby union football are identified
2. 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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
3. 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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
4. 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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training
5. 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. Over training symptoms are identified e. Participate with a specialist/s in the development of a recovery plan for over training

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 identifiedb. Identified training techniques for the improvement of speed are implementedc. Frequency/quantity of training sessions as identified by specialist are implementedd. Over training symptoms are identifiede. Participate with a specialist/s in the development of a recovery plan for over training
7. Identify basic techniques to improve flexibility	<ul style="list-style-type: none">a. Specialists to seek advice on correctly implementing training techniques for the improvement of flexibility are identifiedb. Identified training techniques for the improvement of speed are implementedc. Frequency/quantity of training sessions as identified by specialist are implementedd. Over training symptoms are identifiede. Participate with a specialist/s in the development of a recovery plan for over training

Range of Variables

PARTICIPATE IN CONDITIONING FOR RUGBY UNION FOOTBALL AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Basic	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
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
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
7. Basic training techniques for the improvement of strength	a. weight training b. flexibility
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. sleep patterns h. nutrition i. periodisation of training
10. Specialists	a. doctor b. physiotherapist

	<ul style="list-style-type: none">c. coachd. strength and conditioning coache. skill coach
11. Work environment	<ul style="list-style-type: none">a. organisational health and safety requirements; safe and appropriate dress; and equipmentb. safety requirements as listed in the International Activity Organisation law bookc. other recommended safety guidelines<ul style="list-style-type: none">c.1 no jewellery to be wornc.2 sun safety guidelines should be followedc.3 hydration guidelines should be followedc.4 playing/training surface should be inspected before usec.5 access to first aid facilities/equipmentd. 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 environmentd.2 equipment - a ratio of equipment to players that allows for maximum participation in a safe environmentd.3 access to first aid facilities/equipmentd.4 appropriate facilities to conduct training/competition in a safe environmente. conditions and external influences include<ul style="list-style-type: none">e.1 environmental/weather conditionse.2 other facility userse.3 other coaches

Evidence Guide

PARTICIPATE IN CONDITIONING FOR RUGBY UNION FOOTBALL AT AN INTERMEDIATE LEVEL

<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 rugby union 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 rugby union at the intermediate level</p> <p>c.3 Identify over training symptoms and seek advice from a specialist coach 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 RUN 008A Develop intermediate skills of rugby union</p> <p>c.2 SRS RUN 009A Perform the intermediate tactics and strategies of rugby union in a competitive situation</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Appropriate diet for a rugby union player in order to achieve maximum performance</p> <p>a.2 Basic knowledge of injury prevention and management in order to attempt to prevent injuries and to manage sustained injuries in the best possible way to encourage full recovery</p> <p>a.3 Basic understanding of strength and conditioning training in order to progress to an intermediate level</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play rugby union in order participate in a conditioning program at intermediate level that has been designed for rugby players</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</p>

- 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	2

SRS RUN 011A DEVELOP ADVANCED SKILLS OF RUGBY UNION

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills required to undertake drills, activities and games to develop advanced skills of rugby union.

ELEMENT	PERFORMANCE CRITERIA
1. Undertake drills, activities and/or games to develop the advanced skills of rugby union	a. <i>Drills, activities and/or games</i> are undertaken in accordance with the <i>laws, regulations and policies of rugby union</i> b. <i>Technological aids and equipment</i> are used to enhance acquisition of skills
2. Perform the advanced skills of rugby union under match conditions	a. The <i>advanced rugby union skills and their purpose</i> are identified b. <i>Advanced rugby union skills</i> are linked to perform a sequence of movements
3. 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 ADVANCED SKILLS OF RUGBY UNION

VARIABLE STATEMENT	CATEGORIES
1. Drills, activities and games	<ul style="list-style-type: none"> a. show a sequential progression to an “on field” situation, or starts with the “on field” situation and then breaks down skills b. are prescribed by the coach at each training session based on the needs of the players/game/assessment of opposition, stage of the season, objectives of the session c. are designed to develop the advanced skills of rugby union d. should include <ul style="list-style-type: none"> d.1 advanced skill drills d.2 grid work d.3 relevant modified games d.4 relevant techniques practices
2. Advanced skills	<ul style="list-style-type: none"> a. skill/execution level for the relevant position, or skill of the game, under match conditions is a minimum of 80% effectiveness/accuracy as appropriate to the conditions of the day and the impact of other players <ul style="list-style-type: none"> a.1 the nature of rugby union determines compliance with appropriate physical/age matching of players a.2 relevant to the level of competition the learner is employed. At advanced level this would be an open competition
4. Advanced skills of rugby union players(as applicable to each position/player)	<ul style="list-style-type: none"> a. attacking skills <ul style="list-style-type: none"> a.1 alignment a.2 angle a.3 speed a.4 penetration a.5 support a.6 law 24A b. defensive skills <ul style="list-style-type: none"> b.1 contest b.2 force/position b.3 tackle b.4 cover b.5 laws 24 and 25 c. re-start skills <ul style="list-style-type: none"> c.1 kicking -communication, the recommended kick, chase and contest, variety, use of the ball after securing possession c.2 receiving- field coverage, communication, approach, execution/support, use of ball c.3 laws 10 and 15 d. scrum skills <ul style="list-style-type: none"> d.1 foot positioning d.2 binding/grips d.3 push/resist d.4 mechanics d.5 law 20 e. line out skills <ul style="list-style-type: none"> e.1 throw e.2 jump and support e.3 catch and support e.4 variety e.5 surprise

	<ul style="list-style-type: none"> e.6 law 23 f. continuity skills <ul style="list-style-type: none"> f.1 attitude f.2 foot positioning f.3 stability f.4 body positioning f.5 support awareness f.6 options f.7 ball availability/transfer f.8 laws 8, 18, 21 and 22 g. Individual skills <ul style="list-style-type: none"> g.1 tackling <ul style="list-style-type: none"> g.1.1 head position g.1.2 shoulder contact g.1.3 leg drive g.1.4 arm grip g.2 kicking <ul style="list-style-type: none"> g.2.1 hand hold/set-up g.2.2 release g.2.3 follow through g.2.4 law 23 g.3 catching <ul style="list-style-type: none"> g.3.1 vision g.3.2 position g.3.3 hands g.3.4 capture g.4 passing <ul style="list-style-type: none"> g.4.1 law 24A g.5 ball handling <ul style="list-style-type: none"> g.5.1 pressure g.5.2 force g.5.3 timing/reaction g.5.4 law 17 g.6 ground skills <ul style="list-style-type: none"> g.6.1 picking up the ball g.6.2 going down on the ball g.6.3 law 18 g.7 running skills <ul style="list-style-type: none"> g.7.1 speed g.7.2 balance g.7.3 pace g.7.4 change of direction h. positional skills <ul style="list-style-type: none"> h.1 loose head h.2 hooker h.3 tight head h.4 left lock h.5 right lock h.6 left flanker h.7 right flanker h.8 number eight h.9 half back h.10 fly half h.11 left wing h.12 inside/left centre h.13 outside/right centre h.14 right wing h.15 fullback
<p>5. Review</p>	<ul style="list-style-type: none"> a. individual b. as a member of the team
<p>6. Laws, policies and regulations</p>	<ul style="list-style-type: none"> a. International Activity Organisation laws b. best practice codes of conducts such as National Activity Organisation

	<ul style="list-style-type: none"> code of conduct 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. notational analysis b. video analysis c. CD-ROM d. training aids and equipment e. statistics
8. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; and equipment include: <ul style="list-style-type: none"> a.1 safety requirements as listed in the National Activity Organisation safety guidelines b. other recommended safety guidelines are <ul style="list-style-type: none"> b.1 protection to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 access to first aid facilities/equipment b.7 goal post protectors 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 referees and administrators c.6 other coaches c.7 other players

Evidence Guide

DEVELOP ADVANCED SKILLS OF RUGBY UNION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the advanced skills of rugby union as applied in the rugby union 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 rugby union under match conditions</p> <p>c.2 Perform the advanced skills of rugby union during training sessions in opposed scenarios with high demands of time and space restrictions</p> <p>c.3 Apply the laws, regulations and policies of rugby union</p> <p>c.4 Review own and team performance and identify modifications for future training sessions</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 RUN 012A Perform the advanced tactics and strategies of rugby union 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 rugby union in order to progress to the advanced level of skill acquisition</p> <p>a.2 Intermediate knowledge of the laws and regulations of rugby union in order to progress to the advanced level of knowledge</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 Basic biomechanical principles as applies to the game of rugby union football</p> <p>b. Underpinning skills</p> <p>b.1 Ability to play rugby union in order to understand the process of progression of skill acquisition to an advanced level</p> <p>b.2 Ability to communicate effectively in order to ensure aspects of a training program are understood</p> <p>b.3 Basic coaching skills in order to relate to junior players skills learnt, thereby internalising and articulating own knowledge</p> <p>b.4 Basic officiating skills in order to understand officiating decisions</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a rugby union facility and competition, rugby union equipment, International Activity Organisation law book, National Activity Organisation code of conduct, 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>

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 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	-

SRS RUN 012A PERFORM THE ADVANCED TACTICS AND STRATEGIES OF RUGBY UNION IN A COMPETITIVE SITUATION

RUN

Rugby union

DESCRIPTION: This unit covers the knowledge and skills to participate in activities, games, discussions and other strategies to develop the advanced tactics and strategies of rugby union.

ELEMENT	PERFORMANCE CRITERIA
1. Develop advanced basic tactics and strategies of rugby union	<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 rugby union football b. Strengths and weaknesses of individual opposition player/s/teams 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. Statistics are identified and relevant adjustments (if any) are implemented d. 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/team and opposition player/s/team 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 RUGBY UNION IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Game plans	<ul style="list-style-type: none"> a. go forward b. support c. continuity d. defence
2. Advanced 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 80% effectiveness/accuracy
3. Advanced tactics and strategies of rugby union	<ul style="list-style-type: none"> a. line outs b. scrums c. re-starts d. penalties e. free kicks f. patterns of play in attack g. patterns of play in defence h. decision making i. analysing the match <ul style="list-style-type: none"> i.1 own i.2 team i.3 opposition i.4 referee j. statistics and decision making k. game plans for teams and individuals l. weather/ground
4. Role of the coach	<ul style="list-style-type: none"> a. individual/team preparation b. identify strengths and weaknesses c. develop strategies to improve weaknesses/strengths d. developing and implementing tactics and strategies e. performance assessment of team/opposition f. administer
5. Statistics	<ul style="list-style-type: none"> a. penalties b. errors/turnovers c. line-outs d. scrums e. turnovers f. tackles g. missed tackles h. penalties i. metres gained or not gained j. defense/missed tackles k. off loads l. number of rucks m. number of mauls n. number of phases
6. Strategies	<ul style="list-style-type: none"> a. goal setting b. visualisation

	<ul style="list-style-type: none"> c. relaxation and recovery techniques d. motivational techniques e. focusing
7. Strengths and weaknesses of own player/s and opposition player/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses (height, weight, speed, passing, accuracy) b. tactical strengths and weaknesses (ability to successfully implement team plays, ability to use deception)
8. Support staff	<ul style="list-style-type: none"> a. operations/manager <ul style="list-style-type: none"> a.1 equipment a.2 gear a.3 busses a.4 meals a.5 accommodation a.6 co-ordinate time/training schedules a.7 physical well being a.8 goal post protectors b. physiotherapist/strappers <ul style="list-style-type: none"> b.1 prevention of injuries b.2 treatment of injuries c. sports trainer <ul style="list-style-type: none"> c.1 on field assessment of injuries c.2 initiate first aid (where appropriate) d. doctor e. sports conditioner f. weight coach g. sprint coach
9. Work environment	<ul style="list-style-type: none"> a. organisational health and safety requirements; and equipment include: <ul style="list-style-type: none"> a.1 safety requirements as listed in the National Activity Organisation safety guidelines b. other recommended safety guidelines are <ul style="list-style-type: none"> b.1 protection to be worn b.2 no jewellery to be worn b.3 training aids should be inspected before use b.4 sun safety guidelines should be followed b.5 hydration guidelines should be followed b.6 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 referees and administrators c.6 other coaches c.7 other players

Evidence Guide

PERFORM THE ADVANCED TACTICS AND STRATEGIES OF RUGBY UNION 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 rugby union as applied in the rugby union 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 team and player/s c.4 Ensure the role of the coach and support staff is identified and documented c.5 Develop future strategies for identified areas of concerns
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following units(s): <ul style="list-style-type: none"> a.1 SRS RUN 008A Develop intermediate skills of rugby union b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS RUN 011A Develop advanced skills of rugby union 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 Tactics and strategies of rugby union at an intermediate level in order to progress to the advanced level of skill acquisition a.2 Activities and games used to teach the intermediate tactics and strategies of rugby union in order to understand how these are enhanced to progress to an advanced level a.3 Intermediate laws and regulations of rugby union in order to progress to the advanced level of knowledge 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 b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to demonstrate the skills used to apply the laws of rugby union in order to understand the process of progression to an advanced level b.2 Ability to provide demonstrations in order to analyse and improve on skills b.3 Basic coaching skills in order to relate to junior players skills learnt, thereby internalising and articulating own knowledge
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a rugby union football facility, equipment, International Activity Organisation law book, National Activity Organisation code of conduct and 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
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	-

SAILING

SAI

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SRO YSB 003A SAIL A SMALL BOAT IN MODERATE AND/OR VARIABLE CONDITIONS

YSB

Yachting (Small boat)

DESCRIPTION: This unit deals with the knowledge and skills to use a variety of different techniques to sail in moderate and variable conditions to best advantage.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Apply knowledge of wind, tides and currents to sailing</p>	<p>a. Probable water conditions are determined, based on current information on weather conditions, wind directions and tide times and water depth</p> <p>b. The effect of local water conditions on small boats (eg, dinghies) and sailing conditions is determined</p> <p>c. Wind indicators and signs are used to anticipate gusts, lulls, lifts and knocks</p> <p>d. Ways in which variations in wind strength and direction may be used are described and applied to sailing practice</p>
<p>2. Handle a small boat in moderate and/or variable conditions</p>	<p>a. Factors to consider when sailing a small boat in moderate and/or variable winds are identified</p> <p>b. The ability to control the speed of the small boat in moderate and/or variable conditions, by using the techniques of heaving to and by backing the mainsail, is demonstrated</p> <p>c. Situations requiring the reduction of sail whilst afloat are identified and the sail is lowered/raised efficiently on the water, when applicable</p> <p>d. Situations favouring the use and benefits of roll tacking and roll gybing are identified and the techniques are correctly demonstrated in the appropriate conditions</p> <p>e. The primary boat controls, balance, sail trim and steering are used effectively to sail the boat efficiently in variable conditions</p> <p>f. Wind shifts are identified and utilised effectively when sailing upwind and downwind</p> <p>g. Gusts and lulls are identified and anticipated</p> <p>h. Effective boat handling skills and communication are implemented when hit by gusts to maintain or enhance speed at all times</p>
<p>3. Handle a spinnaker in moderate and/or variable conditions</p>	<p>a. A spinnaker is launched effectively and efficiently from both the leeward and windward positions</p> <p>b. Spinnaker is trimmed effectively to cater for changes in wind strength and direction to maintain or enhance speed</p> <p>c. The boat is steered effectively to maintain or enhance balance and speed according to the fluctuations in the conditions</p>

Range of Variables

SAIL A SMALL BOAT IN MODERATE AND/OR VARIABLE CONDITIONS

VARIABLE STATEMENT	CATEGORIES
1. Factors to consider when sailing a small boat in moderate and/or variable conditions	<ul style="list-style-type: none"> a. depowering the rig b. sails c. centreboard d. crew communication e. gust anticipation f. sailing flat
2. Moderate and variable conditions	<ul style="list-style-type: none"> a. winds 10-20 knots, variable in strength and direction b. waves up to 1.5m
3. Stopping techniques	<ul style="list-style-type: none"> a. backing the mainsail b. heave-to
4. Variable conditions	<ul style="list-style-type: none"> a. winds 5-20 knots, variable in strength and direction b. wave conditions - flat to choppy, swell to 1.5m
5. Wind indicators	<p>may be environmental or man made and include:</p> <ul style="list-style-type: none"> a. flags b. smoke c. ripples on the water d. moored boats e. wind on the face

Evidence Guide

SAIL A SMALL BOAT IN MODERATE AND/OR VARIABLE CONDITIONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the interaction between the weather, wind, tides and currents to determine local sailing conditions</p> <p>b. Assessment of performance should be over a period of time covering one category of small boat and all categories of each range of variables statements that are applicable to the type of boat sailed and the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Apply knowledge of a variety of different techniques to sail a marked course in moderate and/or variable conditions to best advantage</p> <p>c.2 Sail in moderate and/or variable conditions using enhanced sail trim and boat handling techniques</p> <p>c.3 Roll tack and roll gybe</p> <p>c.4 Use a trapeze</p> <p>c.5 Sail with a spinnaker</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 YSB 002A Sail a small boat in controlled conditions using enhanced skills</p> <p>b. This unit must be assessed in conjunction with (or after) the following unit(s):</p> <p>b.1 SRO OPS 003A Apply weather information</p> <p>b.2 SRO ORE 005A Prepare to participate in outdoor activities in a broad range of situations and circumstances</p> <p>b.3 SRO ORE 006A Participate in outdoor activities in a broad range of situations and circumstances</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 NAV 001A Navigate in tracked or easy untracked</p> <p>c.2 SRO NAV 001A Navigate in difficult or trackless</p> <p>c.3 SRO OPS 003A Interpret weather conditions in the field</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 IALA Buoyage system 'A' (navigation markers, port/starboard beacons, hazardous area markers)</p> <p>a.2 Sources of weather information</p> <p>a.3 Principles underpinning interpretation of weather maps (use of isobars, wind direction, etc)</p> <p>a.4 Interrelationship between wind, tides and currents</p> <p>a.5 Use of spinnaker and trapeze</p> <p>b. Underpinning skills</p> <p>b.1 Application of weather information to interpret local conditions</p> <p>b.2 Sailing with a spinnaker</p> <p>b.3 Sailing using a trapeze</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to weather and tide information, an appropriate craft, specified additional sailing equipment (eg, spinnaker, trapeze) and a location offering moderate and variable sailing conditions</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 sailing in moderate and variable conditions
6. Context for assessment	<p>a. Competency must be demonstrated whilst sailing in moderate and variable conditions, as specified</p> <p>b. In cases where the learner does not have the opportunity to one category of small boat and all categories of each range of variables statements that are applicable to the type of boat sailed and the learners 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 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	3	2	2	3	2

SRS SAI 001A DEVELOP AND/OR IMPLEMENT THE BASIC TACTICS AND STRATEGIES OF SAILING

SAI

Sailing

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions and prepare competitors for training</p>	<p>a. Competitors are met punctually and are made to feel welcome and at ease</p> <p>b. Competitors' dress and equipment is safe and appropriate to participate in training</p> <p>c. Competitors status and condition is assessed as suitable for training</p> <p>d. Organisational health and safety requirements (eg. environment, facilities and equipment) are in accordance with requirements of sailing</p> <p>e. Local knowledge is collected regarding tides and reefs</p> <p>f. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of training</p> <p>g. Appropriate action is taken based on an assessment of the conditions and external influences</p> <p>h. Competitors are made aware of aims and objectives of each session</p> <p>i. Competitors are made aware of rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment</p> <p>j. Competitors are 'warmed up' and mentally prepared to participate through safe and appropriate exercises</p>
<p>2. Assess competitor/s readiness to implement basic tactics and strategies of sailing</p>	<p>a. The basic tactics and/or strategies to be developed are identified</p> <p>b. Competitor/s are assessed regarding their readiness to acquire the basic tactics and strategies being taught or developed</p> <p>c. Factors which affect the acquisition of the basic tactics and strategies of sailing are identified</p>
<p>3. Select equipment and prepare for competition</p>	<p>a. Equipment is selected that will maximise the competitive potential of the competitor in accord with their level of expertise and their financial situation</p> <p>b. Equipment is selected in accord with current National trends</p>
<p>4. Apply bio-mechanical principles of sailing in a coaching setting</p>	<p>a. Competitors are advised on adjustment of sails to maximise speed</p> <p>b. Competitors are advised on issues regarding optimising angles of attack to reach turning marks as quickly as possible</p> <p>c. Competitors are advised on the risks of maximising boat speed at the expense of reduced angles of attack</p>
<p>5. Conduct drills, activities and/or games to teach or develop the fundamental tactics and strategies of sailing</p>	<p>a. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>b. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered precisely and in accord with accepted best practice of sailing</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>

6. Evaluate fundamental tactics and strategies of sailing	<ul style="list-style-type: none"> e. Competitor/s are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations and accepted best practice of sailing f. Observation is undertaken with minimal disruption to the flow of the drill, activity or game g. Corrections and feedback regarding skill acquisition are provided on an individualised basis h. Group feedback is provided regarding organisational issues
	<ul style="list-style-type: none"> a. Advantages and disadvantages of tactics used are assessed and recorded for future referral b. Statistics are analysed for future referral

Range of Variables

DEVELOP AND/OR IMPLEMENT THE BASIC TACTICS AND STRATEGIES OF SAILING

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in sailing coaching	<ul style="list-style-type: none"> a. the culture of sailing b. accepted preventative practice is adopted by those within sailing to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation
2. Basic attacking tactics and strategies of sailing	<ul style="list-style-type: none"> a. starting techniques (biased starting lines, picking the correct end to start, controlling boat speed, slowing down and speeding up, timekeeping) b. climatic influences (tidal flows, geographic influences, choppy seas, prevailing winds) c. basic upwind tactics (clear wind, loose cover, direction to the next mark, windshifts and bends) d. basic downwind tactics e. basic racing strategies (tactics appropriate to the particular course, boat speed, crew as tacticians) f. basic regatta strategies
3. Communication aids and safety instructions	<ul style="list-style-type: none"> a. use of microphones, flags, whistles, bells, flares, walkie talkies, phones and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
4. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to develop the fundamental tactics and strategies of sailing such as those described in "Sailing Level 1 Coaching Manual" b. should include <ul style="list-style-type: none"> b.1 fundamental tactical drills b.2 relevant modified games c. show a sequential progression to a "race" situation, or starts with the "race" situation and then breaks down skills and tactics
5. Factors which affect 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. National trends	<ul style="list-style-type: none"> a. technology b. equipment
7. Organisational health and safety requirements, and work environment	<ul style="list-style-type: none"> a. safety requirements as listed in the international rules of sailing b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 equipment should be inspected before use b.2 sun safety guidelines should be followed b.3 hydration guidelines should be followed b.4 water conditions should be clarified b.5 access to first aid facilities/equipment

	<ul style="list-style-type: none"> 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 officials and administrators c.6 other coaches
8. Participant readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological, and/or d. emotional
9. Rules, policies and regulations	<ul style="list-style-type: none"> a. International rules of sailing b. best practice codes of ethics such as National Activity Organisation, 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
10. 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
11. Technological aids and equipment	<ul style="list-style-type: none"> a. boats (including rig and sails) b. walkie talkies c. microphones d. flags e. whistles f. bells, flares g. phones h. video cameras i. videos of other individuals/ teams j. personal protective gear

Evidence Guide

DEVELOP AND/OR IMPLEMENT THE BASIC TACTICS AND STRATEGIES OF SAILING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the fundamental tactics and strategies of sailing to teach these 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 Observe a competitor/s and recognise when and how intervention should take place to improve individual tactics and strategies c.2 Observe a competitor/s and recognise when and how intervention should take place to improve team tactics and strategies
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 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients b.3 SRS SAI 002A Interpret and apply the rules of sailing at a basic 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 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
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 basic tactics and strategies of sailing a.2 Knowledge of activities and games to teach the basic tactics and strategies of sailing a.3 Knowledge of the fundamental rules and regulations of sailing a.4 Knowledge of relevant equipment and safety requirements (this may include state and national Occupational Health and Safety and legislative requirements) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to conduct drills, activities and/or games in accordance with the accepted best practice in sailing for the participants to acquire fundamental sailing 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 sailing facility and equipment a.2 participants

	<ul style="list-style-type: none"> a.3 sailing rule book a.4 National Activity Organisation or Australian Coaching Council's 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 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 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	-

SRS SAI 002A INTERPRET AND APPLY THE RULES OF SAILING AT A BASIC LEVEL

SAI

Sailing

DESCRIPTION: This unit covers the knowledge and skills to successfully interpret and apply the rules that are required to manage a sailing race at a basic level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a race</p>	<p>a. Participant status and condition is assessed as suitable for a race</p> <p>b. Environment, facilities and equipment are in accordance with requirements for the race</p> <p>c. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the race</p> <p>d. Appropriate action is taken based on an assessment of the conditions</p> <p>e. Starting procedures are administered within the rules and regulations of the specific race</p>
<p>2. Observe a race and identify information on which to base decisions</p>	<p>a. Participants are observed to see that the race is conducted in accordance with the rules and regulations of sailing</p> <p>b. Observation is undertaken with minimal disruption to the performance of the race</p> <p>c. Breaches of rules and regulations are recognised</p>
<p>3. Interpret and apply rules and regulations in accord with the spirit of the race</p>	<p>a. Relevant information is used to make decisions</p> <p>b. The interpretation of rules or regulations for the given situation is consistent with national trends of sailing</p> <p>c. Decisions are made accurately and consistently, and are based on fairness and participant safety</p>
<p>4. Communicate decisions and manage the outcomes of decision making</p>	<p>a. Decisions are communicated in accordance with the rules and regulations of the specific race</p> <p>b. Reactions of participants are managed in accordance with the rules and regulations of sailing</p> <p>c. Protests are dealt with in accord with accepted rules and regulations of sailing</p>

Range of Variables

INTERPRET AND APPLY THE RULES OF SAILING AT A BASIC LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in sailing	<ul style="list-style-type: none"> a. the culture of sailing b. accepted preventative practice is adopted by those within sailing to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. best practice codes of ethics such as National Activity Organisation or Australian Coaching Council coach's code of ethics e. policies of the employer organisation such as <ul style="list-style-type: none"> e.1 National Activity Organisation policies (eg, anti doping policy) e.2 Australian Sports Commission harassment-free sport policy
2. Basic level	<ul style="list-style-type: none"> a. participants with a limited level of experience in sailing b. participants may have special needs <ul style="list-style-type: none"> b.1 gender b.2 social disadvantage b.3 minority ethnic and cultural groups b.4 disability
3. Communication aids and Safety instructions	<ul style="list-style-type: none"> a. use of microphones, flags, whistles, bells, flares, walkie talkies, phones and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
4. Equipment	<ul style="list-style-type: none"> a. boats (including rig and sails) b. walkie talkies c. microphones d. flags e. whistles f. bells, flares g. phones h. video cameras i. personal protective gear j. technical equipment
5. Given situation	<ul style="list-style-type: none"> a. infringements b. interaction with participants c. positioning of boats
6. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements of the rules and regulations c. legal competitive positioning of boats d. participant reactions e. other officials
7. National trends	<ul style="list-style-type: none"> a. participant safety paramount b. notion of fair play c. sportsmanship d. junior sports policy
8. Other officials	<ul style="list-style-type: none"> a. others officiating at the same race

	<ul style="list-style-type: none"> b. sports administrators c. coaches
9. 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
10. Rules and regulations of sailing	<ul style="list-style-type: none"> a. rules of the sea b. racing rules c. protest procedures d. notice of race e. sailing instructions f. International Activity Organisation rules g. International Activity Organisation cases
11. Starting procedures	<ul style="list-style-type: none"> a. flags and sound signals b. recalls (individual and general) c. the course d. the starting line
12. 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

Evidence Guide

INTERPRET AND APPLY THE RULES OF SAILING AT A BASIC LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the rules of sailing at a basic level 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 Evaluate whether conditions are suitable to commence the race c.2 Observe a race and recognise when breaches of rules and regulations occur c.3 Interpret and apply rules to make a correct decision c.4 Communicate that decision to the /participants
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.4 SRX CAI 004A Plan a sport and recreation session for clients b.5 SRX CAI 005A Conduct a sport and recreation session for clients b.6 SRS SAI 001A Develop and/or implement the basic tactics and strategies of sailing 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
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 sailing a.2 Knowledge of 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 Sailing (eg, positioning, communication devices, use of technical aids, judgement, reporting, etc)
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 sailing facility and equipment a.2 Participants in a competitive situation a.3 Sailing rule book a.4 Policies of the employer organisation such as National Activity Organisation policies (eg, anti doping policy), Australian Sports Commission harassment free sport policy

	<ul style="list-style-type: none"> 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 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	2	2	1

SRS SAI 003A DEVELOP AND/OR IMPLEMENT THE ADVANCED TACTICS AND STRATEGIES OF SAILING

SAI

Sailing

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess competitor/s readiness to implement advanced tactics and strategies of sailing	<ul style="list-style-type: none"> a. The advanced tactics and/or strategies to be developed are identified b. Competitor/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 sailing are identified
2. Conduct activities and set courses to teach or develop the advanced tactics and strategies of sailing	<ul style="list-style-type: none"> a. Sufficient space and resources are allocated for the activity or course b. Relevant information, explanations, discussions and demonstrations to conduct activities and set courses are delivered in accord with accepted best practice of sailing c. Competitors are given the opportunity to discuss issues and ask questions d. Competitor/s are observed to see that the activities and courses are undertaken in accord with the rules, regulations and accepted best practice of sailing e. Corrections and feedback regarding skill acquisition are provided on an individualised basis
3. Assess conditions and prepare for competition	<ul style="list-style-type: none"> a. Organisational health and safety requirements (eg, weather conditions, facilities and equipment) are in accordance with requirements of sailing b. Local knowledge is collected regarding tides and geographical information (including charts) c. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement d. Appropriate action is taken based on an assessment of the conditions and external influences e. Equipment is selected that will maximise the competitive potential of the competitor in accord with their level of expertise and their financial situation f. Equipment is selected in accord with current national trends
4. Undertake pre-race analysis and preparation of race plans	<ul style="list-style-type: none"> a. Competitor/s are prepared in accord with psychological approaches commonly used in sailing b. Strengths and weaknesses of own competitor/s are assessed and analysed in relation to prevailing conditions, and advice is provided regarding race plans c. Strengths and weaknesses of opposition competitor/s are analysed and incorporated into race plans
5. Undertake in-race analysis and decision making	<ul style="list-style-type: none"> a. Positioning and tactics of opposition competitor/s are analysed and advise is communicated on how to counteract opponents b. Stage and situation of the race is monitored and counter tactics are communicated in accord with best practice associated with

	advanced levels of sailing
	c. Statistics are analysed and relevant adjustments are made
6. Undertake post-race and regatta analysis and follow-up	a. Psychological approaches commonly used at advanced levels in sailing are adopted to debrief competitors
	b. Strengths and weaknesses of own competitor/s and opposition competitor/s are analysed and recorded for future referral
	c. Statistics are analysed for future referral

Range of Variables

DEVELOP AND/OR IMPLEMENT THE ADVANCED TACTICS AND STRATEGIES OF SAILING

VARIABLE STATEMENT	CATEGORIES
1. Advanced attacking tactics and strategies of sailing	<ul style="list-style-type: none"> a. starting techniques <ul style="list-style-type: none"> a.1 biased starting lines a.2 picking the correct end to start a.3 different methods a.4 gate starting procedures a.5 controlling boat speed a.6 slowing down and speeding up a.7 starting on time b. observation of climatic influences <ul style="list-style-type: none"> b.1 tidal flows b.2 geographic influences b.3 choppy seas b.4 prevailing winds c. advanced upwind tactics <ul style="list-style-type: none"> c.1 creating and going for gaps c.2 clear wind c.3 leebowing c.4 direction of next mark c.5 windshifts c.6 bends and characteristics of their use c.7 beating c.8 reaching and running tactics d. advanced downwind tactics e. advanced racing strategies <ul style="list-style-type: none"> e.1 tactics appropriate to the particular course e.2 compass e.3 sail and boat tuning controls while afloat e.4 boat handling and sail trim for smooth and rough water e.5 boat speed e.6 crew as tacticians f. finishing techniques g. advanced regatta strategies
2. Counter tactics	<ul style="list-style-type: none"> a. tactics as listed above, but used in direct relation to the tactics of the opposition
3. Activities and courses	<ul style="list-style-type: none"> a. that are designed to develop the advanced tactics and strategies of sailing such as those described in "Sailing Level 2 Coaching Manual" b. should include <ul style="list-style-type: none"> b.1 advanced tactical drills b.2 relevant modified games b.3 simulated race courses c. show a sequential progression to a "race" situation, or starts with the "race" situation and then breaks down skills and tactics
4. National trends	<ul style="list-style-type: none"> a. technology b. equipment

5. Psychological approaches	<ul style="list-style-type: none"> a. goal setting b. focusing c. visualisation d. relaxation techniques e. motivation techniques
6. Strengths and weaknesses of own competitor/s and opposition competitor/s	<ul style="list-style-type: none"> a. physical strengths and weaknesses (eg, strength, speed) b. tactical strengths and weaknesses (eg, ability to successfully implement strategies, ability to use deception)
7. Race plans	<ul style="list-style-type: none"> a. can be for individuals and/or teams b. an overall plan for a particular race incorporating various advanced tactics and strategies, usually comprising: <ul style="list-style-type: none"> b.1 tactics/strategies to counter opposition b.2 a selected race 'style' b.3 situational plans
8. Participant readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological d. emotional
9. Factors which affect 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
10. Communication aids and safety instructions	<ul style="list-style-type: none"> a. use of microphones, flags, whistles, bells, flares, walkie talkies, phones and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
11. Statistics	<ul style="list-style-type: none"> a. positioning/timing at start line
12. Rules, policies and regulations	<ul style="list-style-type: none"> a. international rules of sailing 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
13. Organisational health and safety requirements, and work environment	<ul style="list-style-type: none"> a. safety requirements as listed in the international rules of sailing b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 equipment should be inspected before use b.2 sun safety guidelines should be followed b.3 hydration guidelines should be followed b.4 water conditions should be clarified b.5 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 officials and administrators c.6 other coaches
14. 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
15. Technological aids; and Equipment	<ul style="list-style-type: none"> a. boats (including rig and sails) b. walkie talkies c. microphones d. flags e. whistles f. bells, flares g. phones h. video cameras i. videos of other individuals/ teams j. personal protective gear
16. Accepted best practice in sailing coaching	<ul style="list-style-type: none"> a. the culture of sailing b. accepted preventative practice is adopted by those within sailing to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation

Evidence Guide

DEVELOP AND/OR IMPLEMENT THE ADVANCED TACTICS AND STRATEGIES OF SAILING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the advanced tactics and strategies of sailing to teach these 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 Conduct activities and set courses to develop the advanced tactics and strategies of sailing c.2 Observe a competitor/s and recognise when and how intervention should take place to improve advanced tactics and strategies c.3 Assess conditions, competitors and context to develop a race plan c.4 Brief and de-brief competitors appropriately
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 SAI 001A Develop and/or implement the basic tactics and strategies of sailing a.2 SRS SAI 002A Interpret and apply the rules of sailing at a basic level 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 training programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS SAI 004A Interpret and apply the rules of sailing 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 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 advanced tactics and strategies of sailing a.2 Knowledge of activities and course setting to teach the advanced tactics and strategies of sailing a.3 Knowledge of the advanced rules and regulations of sailing a.4 Knowledge of relevant equipment and safety requirements (this may include state and national Occupational Health and Safety and legislative requirements) b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to conduct drills, activities and/or games in accordance with the accepted best practice in sailing for the player/s to acquire advanced sailing 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 sailing facility and equipment a.2 participants a.3 sailing rule book a.4 National Activity Organisation or Australian Coaching Council 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 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 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	3	3	1	3	2

SRS SAI 004A INTERPRET AND APPLY THE RULES OF SAILING AT AN ADVANCED LEVEL

SAI

Sailing

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage a Sailing race at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a race</p>	<p>a. Participant status and condition is assessed as suitable for a race</p> <p>b. Environment, facilities and equipment are in accordance with requirements for the race</p> <p>c. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the race</p> <p>d. Appropriate action is taken based on an assessment of the conditions</p> <p>e. Starting procedures are administered within the rules and regulations of the specific race</p>
<p>2. Observe a race and identify information on which to base decisions</p>	<p>a. Participants are observed to see that the race is conducted in accordance with the rules and regulations of sailing</p> <p>b. Observation is undertaken with minimal disruption to the performance of the race</p> <p>c. Breaches of rules and regulations are recognised</p>
<p>3. Interpret and apply rules and regulations in accord with the spirit of the race</p>	<p>a. Relevant information is used to make decisions</p> <p>b. The interpretation of rules or regulations for the given situation is consistent with national trends of sailing</p> <p>c. Decisions are made accurately and consistently, and are based on fairness and participant safety</p>
<p>4. Communicate decisions and manage the outcomes of decision making</p>	<p>a. Decisions are communicated in accordance with the rules and regulations of the specific race</p> <p>b. Reactions of participants are managed in accordance with the rules and regulations of sailing</p> <p>c. Protests are dealt with in accord with accepted rules and regulations of sailing</p>

Range of Variables

INTERPRET AND APPLY THE RULES OF SAILING AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in sailing	<ul style="list-style-type: none"> a. the culture of sailing b. accepted preventative practice is adopted by those within sailing to minimise safety hazards or risks c. current and past good practice demonstrated by self or peers in the same or similar situation d. best practice codes of ethics such as National Activity Organisation or Australian Coaching council coach's code of ethics e. policies of the employer organisation such as <ul style="list-style-type: none"> e.1 National Activity Organisation policies (eg, anti doping policy) e.2 Australian Sports Commission harassment-free sport policy
2. Advanced level	<ul style="list-style-type: none"> a. participants with an extensive level of experience in sailing b. participants may have special needs <ul style="list-style-type: none"> b.1 gender b.2 social disadvantage b.3 minority ethnic and cultural groups b.4 disability
3. Communication aids and safety instructions	<ul style="list-style-type: none"> a. use of microphones, flags, whistles, bells, flares, walkie talkies, phones and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
4. Equipment	<ul style="list-style-type: none"> a. boats (including rig and sails) b. walkie talkies c. microphones d. flags e. whistles f. bells, flares g. phones h. video cameras i. personal protective gear j. technical equipment
5. Given situation	<ul style="list-style-type: none"> a. infringements b. interaction with participants c. positioning of boats
6. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements of the rules and regulations c. legal competitive positioning of boats d. participant reactions e. other officials
7. National trends	<ul style="list-style-type: none"> a. participant safety paramount b. notion of fair play c. sportsmanship d. junior sports policy

8. Organisational health and safety requirements, and work environment	<ul style="list-style-type: none"> a. safety requirements as listed in the international rules of sailing b. other recommended safety guidelines are: <ul style="list-style-type: none"> b.1 equipment should be inspected before use b.2 sun safety guidelines should be followed b.3 hydration guidelines should be followed b.4 water conditions should be clarified b.5 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 officials and administrators c.6 other coaches
9. Other officials	<ul style="list-style-type: none"> a. others officiating at the same race b. sports administrators c. coaches d. sport medicine personnel e. sport scientists
10. 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
11. Rules and regulations of sailing	<ul style="list-style-type: none"> a. rules of the sea b. racing rules c. protest procedures d. notice of race e. sailing instructions f. International Activity Organisation rules g. International Activity Organisation cases
12. Starting procedures	<ul style="list-style-type: none"> a. flags and sound signals b. recalls (individual and general) c. committee boat starts d. Olympic course e. intentions of various shapes of courses f. port/starboard side roundings g. buoy/marks of the course h. rules applying to the course i. obstructions as defined by the rules j. the starting line

Evidence Guide

INTERPRET AND APPLY THE RULES OF SAILING 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 the rules of sailing at an advanced level 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 Evaluate whether conditions are suitable to commence the race c.2 Observe a race and recognise when breaches of rules and regulations occur c.3 Interpret and apply rules to make a correct decision c.4 Communicate that decision to the participants
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 SAI 001A Develop and/or implement the basic tactics and strategies of sailing a.2 SRS SAI 002A Interpret and apply the rules of sailing at a basic level 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 training programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS SAI 003A Develop and/or implement the advanced tactics and strategies of sailing 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 Knowledge of the rules and regulations of sailing a.2 Knowledge of 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 Sailing (eg, positioning, communication devices, use of technical aids, judgement, reporting)
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 sailing facility and equipment a.2 participants in a competitive situation

	<ul style="list-style-type: none"> a.3 sailing rule book a.4 Policies of the employer organisation such as National Activity Organisation policies (eg, 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 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	3	3	1	3	2

SOCCER

SOC

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SRS SOC 001A INTERPRET AND APPLY THE FUNDAMENTAL LAWS OF SOCCER AT A JUNIOR OR BEGINNER LEVEL

SOC Soccer

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a game</p>	<p>a. The environment, facilities and equipment of the field of play is assessed to ensure they are in accordance with the requirements for the game</p> <p>b. Safety and other risks are assessed and confirmed that they are within acceptable levels prior to the commencement of the game</p> <p>c. The condition of the players equipment is assess in terms of its suitability to participate in the game</p> <p>d. Action is taken based on an assessment of the conditions</p>
<p>2. Observe a game and identify information on which to base fundamental decisions</p>	<p>a. Players and team officials are observed to see that the game is conducted in accordance with the laws of soccer including local laws</p> <p>b. Observation is undertaken with minimal disruption to the conduct of the game</p> <p>c. Any breaches of laws and regulations by players and officials are identified and documented</p>
<p>3. Interpret and apply the laws and regulations in accord with the spirit of the game</p>	<p>a. Decisions are made using relevant information</p> <p>b. The interpretation of laws or regulations is consistent with spirit of the laws of soccer</p> <p>c. Decisions are made impartially, accurately and consistently, and are based on participant safety and the spirit of the laws</p>
<p>4. Communicate decisions and manage the outcomes of decision making while refereeing the game</p>	<p>a. Decisions are communicated in accordance with the prescribed procedures for refereeing soccer at junior or beginner level of competition</p> <p>b. The reactions of players and club officials are managed in accordance with the fundamental laws and regulations of soccer, including the refereeing guidelines</p>

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. personal equipment b. uniform c. whistle d. notebook e. pen f. red and yellow cards g. assistant referees flags h. watch
2. External influences	<ul style="list-style-type: none"> a. ground conditions b. weather conditions c. spectators/parents d. the technical area e. comments to referees, assistant referees and players
3. Fundamental laws and regulations	<ul style="list-style-type: none"> a. spirit of the laws b. safety requirements <ul style="list-style-type: none"> b.1 ground surface b.2 goal b.3 corner posts b.4 players equipment c. modified laws <ul style="list-style-type: none"> c.1 appropriate to age group and skill level of players c.2 tackling, free kicks, no off side
4. Information	<ul style="list-style-type: none"> a. laws and interpretations b. control of the game c. fouls and misconduct d. scoring e. ball out of play f. judging challenges g. offside h. free kicks i. dealing with verbal and non verbal aggression by players and team officials/spectators j. other officials - assistant referee k. positioning of referee <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. aurally d. signals
5. Junior or beginner or level	<ul style="list-style-type: none"> a. participants with limited or no refereeing experience in soccer b. players range from under age to open competition c. participants with adequate health status d. participants may have special needs <ul style="list-style-type: none"> d.1. gender

	<ul style="list-style-type: none"> d.2. social disadvantage d.3. minority ethnic and cultural groups d.4. disability d.5. medical condition
6. Laws and regulations	<ul style="list-style-type: none"> a. the official laws of the game b. draft introductory course for referees c. the rules of Rooball d. draft codes of conduct
7. Other officials	<ul style="list-style-type: none"> a. team managers/coaches b. controlling body official c. assistant referees
8. Resources	<ul style="list-style-type: none"> a. the field of play b. materials - controlling body paperwork - team sheets/match cards and ID cards, caution and send off reports c. health and safety provisions - stretcher, trainer, medical kit d. competing team officials
9. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sporting behaviour d. spirit of the laws e. junior sports policy f. enjoyment

Evidence Guide

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

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the fundamental laws of soccer as they apply at junior or beginner level and applied 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 laws 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 SOC 002A Use basic communication strategies to referee soccer at a junior or beginner level</p> <p>b.2 SRS SOC 004A Demonstrate fundamental positioning skills relevant to referee soccer 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 laws of the game</p> <p>a.2 Knowledge of the relevant modified laws of soccer</p> <p>a.3 Knowledge of relevant equipment and safety requirements</p> <p>a.4 Basic knowledge of the National Officiating Accreditation Scheme for referees in soccer</p> <p>a.5 Basic knowledge of the career path for referees</p> <p>a.6 Knowledge of presentation requirements for referees</p> <p>a.7 Working in a team environment</p> <p>a.8 Basic knowledge of the game and game environment</p> <p>a.9 Basic knowledge of the role of the assistant referee</p> <p>a.10 Aggressive/assertive behaviour styles in order to manage the various types of behaviour of participants</p> <p>b. Underpinning skills:</p> <p>b.1 Basic communication skills in order to ensure the officiating message is understood by participants</p> <p>b.2 Basic concentration skills in order to effectively referee soccer</p> <p>b.3 Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer</p> <p>b.4 Negotiation skills to achieve agreed outcomes</p> <p>b.5 Basic motor skills in order to effectively referee soccer</p> <p>b.6 Whistle, running, signals and arm use as they apply to refereeing soccer</p> <p>b.7 Basic positioning skills as they apply to officiating soccer</p> <p>b.8 Basic planning and organising skills in order to effectively organise officiating activities</p> <p>b.9 Interpersonal and coping skills in order to effectively manage</p>

	<p>reactions to your officiating duties by participants, spectators and others</p> <p>b.10 Basic administrative skills in order to effectively manage game paperwork</p> <p>b.11 Recording skills in order to accurately records results</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a soccer match with appropriate level of 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 under game conditions on at least three (3) occasions to gauge basic consistency of refereeing performance in accordance with soccer guidelines</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixtured game</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 referee in action, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with National Activity Organisation refereeing guidelines</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 SOC 002A USE BASIC COMMUNICATION STRATEGIES TO
REFEREE SOCCER AT A JUNIOR OR BEGINNER
LEVEL**

SOC Soccer

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

ELEMENT	PERFORMANCE CRITERIA
1. Use basic oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained to players and other officials through simple verbal information b. Effective use of the voice is demonstrated c. Players and other officials are listened to and responded to accordingly 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 soccer are applied to clearly convey the decisions to players and spectators b. Signals from other officials are interpreted c. Indications to work as a team with other officials are used
3. Use fundamental auditory devices	<ul style="list-style-type: none"> a. The whistle is applied in an appropriate manner b. A strong whistle is demonstrated to convey decisions in an authoritative manner
4. Make effective use of body language	<ul style="list-style-type: none"> a. The arm is applied in an appropriate manner to "sell" decisions b. Appropriate body language is utilised when interacting with others c. Firm, confident indications and movements are demonstrated while refereeing d. Eye contact is engaged when communicating with others

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Equipment	<ul style="list-style-type: none"> a. personal equipment <ul style="list-style-type: none"> a.1 uniform a.2 whistle a.3 notebook a.4 pen a.5 linesman's flags a.6 scorecards a.7 watch a.8 red/yellow cards
2. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. spectators/parents
3. Fundamental signals	<ul style="list-style-type: none"> a. referee <ul style="list-style-type: none"> a.1 advantage a.2 penalty-kick a.3 indirect free kick a.4 free kick a.5 goal kick a.6 corner-kick a.7 caution a.8 send-off for second cautional offence b. assistant referee <ul style="list-style-type: none"> b.1 off-side b.2 off-side, far side of field b.3 off-side, middle of the field b.4 off-side, near the assistant referee b.5 direction signal b.6 free-kick to the attack b.7 free-kick to the defence b.8 goal-kick b.9 substitution b.10 the assistant referee wishes to talk to the referee b.11 time signal, three minutes to go
4. Information	<ul style="list-style-type: none"> a. relevant laws and regulations <ul style="list-style-type: none"> a.1 control of the game a.2 fouls and misconducts a.3 advantages b. scoring c. general play d. set play e. commencement of game/end of game f. stoppages g. blood rule h. cautions and send off i. public and private warnings j. participant reactions

	<ul style="list-style-type: none"> k. Other officials - referees/assistant referees is imparted <ul style="list-style-type: none"> a. in writing b. verbally c. signals d. red and yellow cards
5. Junior or beginner or level	<ul style="list-style-type: none"> a. participants with limited or no refereeing experience in soccer b. players range from under age to open competition c. participants with adequate health status d. participants may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
6. Laws and regulations	<ul style="list-style-type: none"> a. current laws of soccer b. laws of modified soccer c. draft codes of conduct
7. Other officials	<ul style="list-style-type: none"> a. trainers b. sports administrators c. coaches/managers
8. Resources	<ul style="list-style-type: none"> a. marked ground b. interchange area c. materials <ul style="list-style-type: none"> c.1 scorecards c.2 game report form c.3 timekeepers card c.4 other controlling body paperwork d. health and safety provisions <ul style="list-style-type: none"> d.1 trainers d.2 stretcher e. siren f. competing team officials g. referees room h. timekeepers/official scorers

Evidence Guide

USE BASIC COMMUNICATION STRATEGIES TO REFEREE SOCCER 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 the basic communication strategies used to referee soccer at junior or beginner level and applied 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/flag/cards in a strong and authoritative manner c.4 to convey a confident and friendly manner through body movements and posture while performing the role of the referee on game 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 SOC 001A Interpret and apply the fundamental laws of soccer at a junior or beginner level b.2 SRS SOC 004A Demonstrate fundamental positioning skills relevant to referee soccer 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 laws and regulations of soccer a.2 Knowledge of the fundamental laws and regulations of soccer a.3 Knowledge of the relevant modified laws and regulations of soccer a.4 Knowledge of relevant equipment and safety requirements a.5 Basic knowledge of the National Officiating Accreditation Scheme for referees in soccer a.6 Basic knowledge of the career path for referees a.7 Knowledge of presentation requirements for referees a.8 Working in a team environment a.9 Basic knowledge of the game and game environment a.10 Basic knowledge of the role of the assistant referee b. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills in order to ensure the officiating message is understood by participants b.2 Basic concentration skills in order to effectively referee soccer b.3 Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer b.4 Negotiation skills to achieve agreed outcomes b.5 Basic motor skills in order to effectively referee soccer b.6 Whistle, running, signals and arm use as they apply to refereeing soccer b.7 Basic positioning skills as they apply to officiating soccer b.8 Basic planning and organising skills in order to effectively organise officiating activities

	<p>b.9 Interpersonal and coping skills in order to effectively manage reactions to your officiating duties by participants, spectators and others</p> <p>b.10 Basic administrative skills in order to effectively manage game paperwork</p> <p>b.11 Recording skills in order to accurately records results</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a soccer game with appropriate level of equipment, officials 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 under game conditions on at least three (3) occasions to gauge, the basic consistency of refereeing is in accordance with the guidelines issued by National Activity Organisation</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixture game 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 involve observation of the referee in action demonstrating the skills required at this level, as well as a written/oral assessment on the underpinning knowledge and skills component in compliance with National Activity Organisation refereeing guidelines</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 SOC 003A PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREE SOCCER AT JUNIOR OR BEGINNER LEVEL

SOC

Soccer

DESCRIPTION: This unit covers the knowledge and skill required to complete written reports and/or provide oral reports that are relevant to refereeing soccer at a junior or beginner level and implement changes to improve the quality of refereeing based on formal and/or informal feedback provided by colleagues, inspectors and referees coaches.

ELEMENT	PERFORMANCE CRITERIA
1. Perform the administrative duties and responsibilities which have to be carried out on match day	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. The information required by the controlling body is identified and documented b. Oral/written reports to meet the requirements of the controlling body are provided
3. Attend to the reporting and tribunal procedures	<ul style="list-style-type: none"> a. The local <i>procedures for the reporting of players</i>, coaches, team officials and spectators are followed
4. Receive feedback	<ul style="list-style-type: none"> a. Feedback provided by others is received in a rational and constructive way b. Changes to improve the quality of officiating based on formal feedback are implemented c. Changes to improve the quality of officiating based on informal discussions with colleagues, players, other officials, parents, are implemented

Range of Variables

PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREE SOCCER AT JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. 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
2. Junior or beginner or level	<ul style="list-style-type: none"> a. participants with little or no experience in refereeing soccer b. players range from under age to open competition c. participants with 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
3. Other officials	<ul style="list-style-type: none"> a. assistant referees b. inspectors/referees coaches c. sports administrators d. coaches/team managers e. trainers
4. Procedures for the reporting of players	<ul style="list-style-type: none"> a. during a game <ul style="list-style-type: none"> a.1 identify reportable offences a.2 stop the match a.3 caution or end off the offender a.4 record the details of the offence a.5 recommence the match b. post match paperwork <ul style="list-style-type: none"> b.1 complete the appropriate form accurately b.2 submit the report to the appropriate body/personnel b.3 referee keeps a copy for his reference c. at the tribunal hearing <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
5. Relevant paperwork	<ul style="list-style-type: none"> a. misconduct forms b. team sheets
6. Reportable offences	<ul style="list-style-type: none"> a. cautions b. send offs c. other incidents

Evidence Guide

PROVIDE REPORTS AND RECEIVE FEEDBACK RELEVANT TO REFEREE SOCCER AT 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 soccer at junior or beginner level and applied 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 Referee to receive feedback and react positively c.2 Referee to identify reportable offences c.3 Accurately complete misconduct forms c.4 To present at a hearing c.5 To 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 SOC 001A Interpret and apply the fundamental laws of soccer at a junior or beginner level b.2 SRS SOC 002A Use basic communication strategies to referee soccer 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 rules and regulations of soccer a.2 Knowledge of the fundamental rules and regulations of soccer a.3 Knowledge of the relevant modified rules and regulations of soccer a.4 Knowledge of relevant equipment and safety requirements a.5 Basic knowledge of the National Officiating Accreditation Scheme for referees in soccer a.6 Basic knowledge of the career path for referees a.7 Knowledge of presentation requirements for referees a.8 Working in a team environment a.9 Basic knowledge of the game and match environment a.10 Basic knowledge of the role of the assistant referee b. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills in order to ensure the refereeing message is understood by participants b.2 Basic concentration skills in order to effectively referee soccer b.3 Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer b.4 Negotiation skills to achieve agreed outcomes b.5 Basic motor skills in order to effectively referee soccer b.6 Whistle, running, signals and arm use as they apply to refereeing soccer b.7 Basic positioning skills as they apply to refereeing soccer b.8 Basic planning and organising skills in order to effectively organise officiating activities b.9 Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and

	<p>others</p> <p>b.10 Basic administrative skills in order to effectively manage game paperwork</p> <p>b.11 Recording skills in order to accurately records results</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a soccer game, equipment and participants competing at a junior or beginner level</p> <p>b. Assessment of this unit of competency requires access to a convened tribunal hearing or a simulated tribunal hearing</p>
5. Consistency in performance	<p>a. Competence in this unit of competency must be assessed under match conditions over a minimum of two (2) matches in order to ensure consistency of performance is in accordance with the guidelines of refereeing soccer</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixture match and at a tribunal or simulated tribunal hearing</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 referee during a feedback session provided after a refereeing 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 refereeing guidelines</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

SRS SOC 004A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREE SOCCER AT JUNIOR OR BEGINNER LEVEL

SOC

Soccer

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s to start or recommence play	a. Start/recommencement situations in a game are identified and documented b. Correct position for start and recommencement of play situations is demonstrated c. Appropriate position according to ball/player movement is adopted
2. Adopt appropriate position/ in general play	a. General play situations in a game are identified and documented b. Correct positioning in general play situations in a game is demonstrated c. Environmental conditions are identified and position adjusted accordingly d. Appropriate position according to ball/player movement is adopted
3. 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 in response to changes in play c. Other officials are cooperated with in a friendly and professional manner

Range of Variables

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREE SOCCER AT JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Ball/player movement	<ul style="list-style-type: none"> a. angle b. ball c. close
2. Equipment	<ul style="list-style-type: none"> a. personal equipment b. uniform c. notebook d. pen e. report sheets f. referee flags g. watch h. red/yellow cards
3. 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
4. Fundamental positioning considerations	<ul style="list-style-type: none"> a. kick off <ul style="list-style-type: none"> a.1 ensure ball goes forward a.2 teams in own half a.3 opponents 9.15 metres away b. corner kicks <ul style="list-style-type: none"> b.1 ball placement b.2 ball destination b.3 scoring b.4 quick break c. goal kicks <ul style="list-style-type: none"> c.1 ball placement c.2 ball destination c.3 side view d. throw ins <ul style="list-style-type: none"> d.1 likely destination of throw d.2 attacking team d.3 defending team e. penalty/free kicks f. general Play <ul style="list-style-type: none"> f.1 long ball from defence f.2 loose ball f.3 ball across the field f.4 play forward f.5 play backwards g. side on to landing point h. external angle
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. verbal control c. distance from play

	<ul style="list-style-type: none"> d. wind e. sun f. centre of the ground g. player in possession h. forward of play i. anticipated destination of the kick j. angle on play <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
7. Junior or beginner or level	<ul style="list-style-type: none"> a. participants without experience in soccer b. mainly children and young people c. participants may have special needs <ul style="list-style-type: none"> c.1 gender c.2 social disadvantage c.3 minority ethnic and cultural groups c.4 disability c.5 medical condition
8. Other officials	<ul style="list-style-type: none"> a. assistant referee
9. Resources	<ul style="list-style-type: none"> a. marked ground b. interchange area c. materials <ul style="list-style-type: none"> c.1 scorecards c.2 game report forms c.3 timekeepers cards d. health and safety provisions <ul style="list-style-type: none"> d.1 trainers d.2 stretcher e. competing team officials f. referees room
10. Rules and regulations	<ul style="list-style-type: none"> a. laws of soccer b. National Activity Organisation junior policy booklet c. rules of modified soccer d. draft codes of conduct

Evidence Guide

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO REFEREE SOCCER AT JUNIOR OR BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the fundamental positioning skills relevant to referee soccer at junior or beginner level and applied 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 Position to 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 SOC 001A Interpret and apply the fundamental laws of soccer at a junior or beginner level</p> <p>b.2 SRS SOC 002A Use basic communication strategies to referee soccer 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 rules and regulations of soccer</p> <p>a.2 Basic understanding of the positioning definitions</p> <p>a.3 Knowledge of the relevant modified rules and regulations of soccer</p> <p>a.4 Knowledge of relevant equipment and safety requirements</p> <p>a.5 Basic knowledge of the National Officiating Accreditation Scheme for referees in soccer</p> <p>a.6 Basic knowledge of the career path for referees</p> <p>a.7 Knowledge of presentation requirements for referees</p> <p>a.8 Working in a team environment</p> <p>a.9 Basic knowledge of the game and game environment</p> <p>a.10 Basic knowledge of the role of the assistant referee</p> <p>b. Underpinning skills:</p> <p>b.1 Basic communication skills in order to ensure the refereeing message is understood by participants</p> <p>b.2 Basic concentration skills in order to effectively referee soccer</p> <p>b.3 Conflict resolution skills in order to effectively manage any disputes that arise while refereeing soccer</p> <p>b.4 Negotiation skills to achieve agreed outcomes</p> <p>b.5 Basic motor skills in order to effectively referee soccer</p> <p>b.6 Whistle, running, signals and arm use as they apply to refereeing soccer</p> <p>b.7 Basic positioning skills as they apply to officiating soccer</p> <p>b.8 Basic planning and organising skills in order to effectively organise refereeing activities</p> <p>b.9 Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others</p>

	<p>b.10 Basic administrative skills in order to effectively manage game paperwork</p> <p>b.11 Recording skills in order to accurately records results</p> <p>b.12 Basic numeracy skills in order to accurately record results</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a soccer game with appropriate level of 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 under game conditions on at least two (2) occasions to gauge basic consistency of refereeing is in accordance with the guidelines issued by National Activity Organisation</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixture game</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 referee in action demonstrating the skills required at this level as well as a written/oral assessment on the underpinning knowledge and skills component in compliance with National Activity Organisation refereeing guidelines</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 SOC 005A INTERPRET AND APPLY THE FUNDAMENTAL
LAWS OF SOCCER AT A LOCAL OR DISTRICT
LEVEL**

SOC

Soccer

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a game</p>	<p>a. The environment, facilities and equipment of the field of play are assessed to ensure they are in accordance with the requirements for the game</p> <p>b. Safety and other risks are assessed and confirmed that they are within acceptable levels prior to the commencement of the game</p> <p>c. The condition of the players equipment is assessed in terms of its suitability to participate in the game</p> <p>d. Action is taken based on an assessment of the conditions</p>
<p>2. Observe a game and identify information on which to base fundamental decisions</p>	<p>a. Players and team officials are observed to see that the game is conducted in accordance with the laws of soccer including local laws</p> <p>b. Observation is undertaken with minimal disruption to the conduct of the game</p> <p>c. Any breaches of laws and regulations by players and officials are identified and documented</p>
<p>3. Interpret and apply the laws and regulations in accord with the spirit of the game</p>	<p>a. Decisions are made using relevant information</p> <p>b. The interpretation of laws or regulations is consistent with spirit of the laws of soccer</p> <p>c. Decisions are made impartially, accurately and consistently, and are based on participant safety and the spirit of the laws</p>
<p>4. Communicate decisions and manage the outcomes of decision making while refereeing the game</p>	<p>a. The decisions are communicated in accordance with the prescribed procedures for refereeing soccer at local or district level of competition</p> <p>b. The reactions of players and club officials is managed in accordance with the fundamental laws and regulations of soccer, including the refereeing guidelines</p>

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Equipment	a. personal equipment a.1 uniform a.2 whistle a.3 notebook a.4 pen a.5 red and yellow cards a.6 flags a.7 watch
2. External influences	a. ground conditions b. weather conditions c. spectators/parents d. the technical area e. comments to referees, assistant referees and players
3. Information	a. laws and interpretations a.1 serious foul play and violent conduct a.2 tackling a.3 offences against goalkeepers a.4 obstruction a.5 scissors or bicycle kick a.6 jumping at an opponent a.7 prohibited use of the body a.8 caution for handling the ball or holding an opponent a.9 free kicks a.10 player in off side position a.11 goalkeepers a.12 persistent infringements a.13 player sent off after receiving two cautions a.14 substitution a.15 injury of a player a.16 attitude towards referee a.17 throw in a.18 wasting time a.19 celebration of goal a.20 liquid refreshments during the match a.21 inspection of studs a.22 players' outfits b. control of the game c. scoring d. dealing with verbal and non verbal aggression by players and team officials/spectators e. other officials - assistant referee f. positioning of referee is imparted a. in writing b. verbally c. aurally

4. Local or district or level	<ul style="list-style-type: none"> d. signals <hr/> <ul style="list-style-type: none"> a. participants with level 1 refereeing experience in soccer b. senior players at local or district level of competition c. participants with 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
5. Laws and regulations	<ul style="list-style-type: none"> a. soccer rules - the official laws of the game b. draft introductory course for referees c. draft codes of conduct
6. Other officials	<ul style="list-style-type: none"> a. team managers/coaches b. controlling body official c. assistant referees
7. Resources	<ul style="list-style-type: none"> a. the field of play b. materials - controlling body paperwork - team sheets/match cards and ID cards, caution and send off reports c. health and safety provisions - stretcher, trainer, medical kit d. players e. competing team officials
8. Spirit of the game	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sporting behaviour d. spirit of the laws e. enjoyment

Evidence Guide

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

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the fundamental laws of soccer and interpreted and applied at local or district 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 Evaluate whether conditions are suitable to commence the game</p> <p>c.2 Observe a game and recognise when breaches of laws 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 SOC 006A Use communication strategies to referee at a local or district level</p> <p>b.2 SRS SCO 007A Demonstrate positioning skills relevant to referee soccer 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 fundamental laws of the game</p> <p>a.2 Knowledge of the relevant modified laws of soccer</p> <p>a.3 Knowledge of relevant equipment and safety requirements</p> <p>a.4 Knowledge of the National Officiating Accreditation Scheme for referees in soccer</p> <p>a.5 Knowledge of the career path for referees</p> <p>a.6 Knowledge of presentation requirements for referees</p> <p>a.7 Working in a team environment</p> <p>a.8 Knowledge of the game and game environment</p> <p>a.9 Knowledge of the role of the assistant referee</p> <p>b. Underpinning skills:</p> <p>b.1 Basic communication skills in order to ensure the refereeing message is understood by participants</p> <p>b.2 Basic motor skills in order to effectively referee soccer</p> <p>b.3 Whistle, running, signals and arm use as they apply to refereeing soccer</p> <p>b.4 Basic planning and organising skills in order to effectively organise refereeing activities</p> <p>b.5 Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others</p> <p>b.6 Basic administrative skills in order to effectively manage game paperwork</p> <p>b.7 Recording skills in order to accurately records results</p> <p>b.8 Basic numeracy skills in order to accurately record results</p>

4. Resource implications	a. Assessment of this unit of competency requires access to a soccer match with appropriate level of equipment and players competing at a local or district level
5. Consistency in performance	a. Competence in this unit must be assessed under game conditions on at least four (4) occasions to gauge basic consistency of refereeing performance in accordance with the guidelines of soccer
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixture game</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 referee in action demonstrating the skills required at level 2, as well as a written/oral assessment on the underpinning knowledge component (laws and regulations) in compliance with National Activity Organisation refereeing guidelines</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 SOC 006A USE COMMUNICATION STRATEGIES TO REFEREE SOCCER AT A LOCAL OR DISTRICT LEVEL

SOC

Soccer

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

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Verbal information and instruction is provided to explain decisions to players, coaches, club officials, other referees b. The voice is used effectively when communicating with players, coaches, other officials and other relevant persons c. Players and other officials are listened to and responded to accordingly d. Other officials and players are interacted with in a friendly and professional manner
2. Use indications	<ul style="list-style-type: none"> a. Indications associated with soccer are used to convey an explanation of decisions to players, spectators, scorers or timekeepers b. Signals from other officials are interpreted correctly
3. Use auditory devices	<ul style="list-style-type: none"> a. A whistle is used effectively to influence outcomes of play
4. Employ interpersonal skills	<ul style="list-style-type: none"> a. Interpersonal skills are employed in on ground situations b. Interpersonal skills are employed in off ground situations
5. Make effective use of body language	<ul style="list-style-type: none"> a. An open body stance and posture is utilised when interacting with others b. Firm, confident signals and movements are used c. Effective use of eye contact is demonstrated

Range of Variables

USE COMMUNICATION STRATEGIES TO REFEREE SOCCER 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. technical equipment b. personal equipment c. equipment for visual aids
3. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. other facility users d. spectators
4. Given situation	<ul style="list-style-type: none"> a. Infringement b. interaction with players c. positioning
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring - all clears d. start/end match or quarter e. delay in play f. participant reactions - verbal and physical g. other officials <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications
6. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 refereeing experience in soccer b. up to local or district level players c. participants may have special needs <ul style="list-style-type: none"> c.1 gender c.2 social disadvantage c.3 minority ethnic and cultural groups c.4 disability
7. Other officials	<ul style="list-style-type: none"> a. others officiating at the same game <ul style="list-style-type: none"> a.1 scorers a.2 timekeepers a.3 linespeople b. sports administrators c. coaches d. sport medicine personnel e. sport scientists
8. Resources	<ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. outdoor facilities
9. Rules and	<ul style="list-style-type: none"> a. laws of soccer

regulations

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Evidence Guide

USE COMMUNICATION STRATEGIES TO REFEREE SOCCER 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 officiate soccer at a local or district level and applied 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 SOC 005A Interpret and apply the rules of soccer in a competitive game at a local or district level b.2 SRS SOC 007A Demonstrate positioning skills relevant to referee soccer at 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 fundamental laws of the game a.2 Knowledge of the relevant modified laws of soccer a.3 Knowledge of relevant equipment and safety requirements a.4 Knowledge of the National Officiating Accreditation Scheme for referees in soccer a.5 Knowledge of the career path for referees a.6 Knowledge of presentation requirements for referees a.7 Working in a team environment a.8 Knowledge of the game and game environment a.9 Knowledge of the role of the assistant referee b. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills in order to ensure the refereeing message is understood by participants b.2 Basic motor skills in order to effectively referee soccer b.3 Whistle, running, signals and arm use as they apply to refereeing soccer b.4 Basic planning and organising skills in order to effectively organise refereeing activities b.5 Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others b.6 Basic administrative skills in order to effectively manage game paperwork b.7 Recording skills in order to accurately records results b.8 Basic numeracy skills in order to accurately record results

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an soccer facility, equipment and participants competing at an appropriate level 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 4 matches in order to ensure consistency of performance in accordance with soccer guidelines</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual officiating situation 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 referee in action, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with soccer guidelines 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 SOC 007A DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE SOCCER AT A LOCAL OR DISTRICT LEVEL

SOC

Soccer

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

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position/s to start or recommence play	a. Start/recommencement situations are identified and documented b. Appropriate position on field is taken according to situation
2. Adopt appropriate position in general play	a. General play situations are identified and documented b. Environmental conditions are identified and documented c. Appropriate position on field is taken according to situation
3. Move appropriately to maintain optimal position to view play throughout the game	a. The play is analysed and the best position to see all elements of the situation at hand is selected b. Position is adjusted in response to changes in play c. Other officials and players are interacted with in a friendly and professional manner

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE SOCCER AT A LOCAL OR DISTRICT LEVEL

VARIABLE STATEMENT	CATEGORIES
1. According to situation	<ul style="list-style-type: none"> a. angle b. ball c. close d. distance from play – 10/15 metres e. angle view on play
2. Environmental conditions	<ul style="list-style-type: none"> a. sun b. wind c. location on the ground
3. Equipment	<ul style="list-style-type: none"> a. technical equipment - whistle, notebook, pen, report sheets, goal referee 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. kick off <ul style="list-style-type: none"> a.1 ensure ball goes forward a.2 teams in own half a.3 opponents 9.15 metres away b. corner kicks <ul style="list-style-type: none"> b.1 ball placement b.2 ball destination b.3 scoring b.4 quick break c. goal kicks <ul style="list-style-type: none"> c.1 ball placement c.2 ball destination c.3 side view d. throw ins <ul style="list-style-type: none"> d.1 likely destination of throw d.2 attacking team d.3 defending team e. side on to landing point f. external angle
6. General play	<ul style="list-style-type: none"> a. long ball from defence b. loose ball c. ball across the field d. play forward e. play backwards
7. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. verbal control

	<ul style="list-style-type: none"> c. distance from play d. wind e. sun f. centre of the ground g. player in possession h. forward of play i. anticipated destination of the kick j. angle on play <p>is imparted</p> <ul style="list-style-type: none"> a. verbally b. indications c. signals
8. Local or district level	<ul style="list-style-type: none"> a. participants with level 1 refereeing in soccer b. senior players at local or district level of competition c. participants with adequate health status d. participants may have special needs - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition
9. Other officials	<ul style="list-style-type: none"> a. assistant referee b. linesman
10. Resources	<ul style="list-style-type: none"> a. marked ground b. interchange area c. materials <ul style="list-style-type: none"> c.1 scorecards c.2 game report forms c.3 timekeepers cards d. health and safety provisions <ul style="list-style-type: none"> d.1 trainers d.2 stretcher e. competing team officials f. referees room
11. Rules and regulations	<ul style="list-style-type: none"> a. current edition of soccer rules - the official laws of the game b. draft introductory course for referees c. draft codes of conduct
12. Start/recommencement	<ul style="list-style-type: none"> a. kick off b. throw in c. goal kick d. corner kick e. penalty kick f. free kicks

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO REFEREE SOCCER 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 the positioning skills relevant to referee soccer at local or district level and applied 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 effectively see the situation at hand c.2 Position appropriately at set plays c.3 Position appropriately in general play c.4 Position appropriately in the scoring area
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 SOC 005A Interpret and apply the rules of soccer in a competitive game at a local or district level b.2 SRS SOC 006A Use communication strategies to referee soccer 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 positioning definitions a.2 Knowledge of the relevant modified rules and regulations of soccer a.3 Knowledge of relevant equipment and safety requirements a.4 Knowledge of the National Officiating Accreditation Scheme for referees in soccer a.5 Knowledge of the career path for referees a.6 Knowledge of presentation requirements for referees a.7 Working in a team environment a.8 Knowledge of the game and game environment a.9 Knowledge of the role and positioning requirements of the assistant referee b. Underpinning skills: <ul style="list-style-type: none"> b.1 Basic communication skills in order to ensure the refereeing message is understood by participants b.2 Basic motor skills in order to effectively referee soccer b.3 Whistle, running, signals and arm use as they apply to refereeing soccer b.4 Basic planning and organising skills in order to effectively organise refereeing activities b.5 Interpersonal and coping skills in order to effectively manage reactions to your refereeing duties by participants, spectators and others b.6 Basic administrative skills in order to effectively manage game paperwork b.7 Recording skills in order to accurately records results b.8 Basic numeracy skills in order to accurately record results b.9 Concentration skills in order to effectively referee soccer for the

	<p>duration of the game</p> <p>b.10 Conflict resolution skills in order to effectively manage any situations that may arise during a game of soccer</p> <p>b.11 Negotiation skills in order to achieve agreed outcomes</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to a soccer game with appropriate level of 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 under game conditions on at least four (4) occasions to gauge basic consistency of refereeing is in accordance with the guidelines of soccer</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual refereeing situation in a fixture game</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 referee in action demonstrating the skills required at this level as well as a written/oral assessment on the underpinning knowledge and skills component achieving at least 75% in compliance with National Activity Organisation refereeing guidelines</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

SPORTS ADMINISTRATION

SAD

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SRS SAD 001A COORDINATE TOURING ATHLETES (REGIONAL)

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for tour	<ul style="list-style-type: none"> a. The needs of governing body are identified and documented b. The needs of athletes are assessed and documented c. The needs of coach and support staff are assessed and documented d. The competition requirements are identified and documented e. The transport requirements are investigated and documented f. A budget for the tour is developed g. Timelines for financial income are identified and documented h. An itinerary for the tour is developed i. Relevant information on each athlete is collected and documented j. Collected information is disseminated to touring party and governing body k. The media is liaised with in regard to the tour l. Comprehensive records are maintained m. All necessary equipment is identified and organised n. Contingency plans are developed for relevant areas o. Local liaison persons/organisations are identified and contacted p. Roles and responsibilities of touring party are identified, documented and disseminated
2. Implement tour	<ul style="list-style-type: none"> a. All identified finances are collected b. Accommodation and transport is booked c. All preparatory requirements are catered for d. A departure briefing is conducted outlining all relevant identified information e. Access to finance throughout the tour is organised f. All meals during the tour are organised g. An orientation to area is conducted h. The competition manager is contacted to ensure all arrangement are correct i. Baggage and equipment requirements are identified and catered for j. Communication strategies are implemented k. Group management is organised l. Competition requirements are fulfilled
3. Evaluate tour	<ul style="list-style-type: none"> a. Competition results are collated b. Conduct an evaluation of the tour looking at areas such as: <ul style="list-style-type: none"> b.1 finances b.2 coaches b.3 athlete feedback and performance b.4 transport b.5 food b.6 medical b.7 competition c. A final report is produced documenting all collected information

Range of Variables

COORDINATE TOURING ATHLETES (REGIONAL)

VARIABLE STATEMENT	CATEGORIES
1. Athlete information	a. proforma designed to reflect athletes/coaches/staff's personal details such as <ul style="list-style-type: none"> a.1 name a.2 date of birth a.3 photograph a.4 biographical details a.5 medical history a.6 present injuries a.7 current treatment a.8 special requirements a.9 medicare number a.10 allergies
2. Baggage and equipment	<ul style="list-style-type: none"> a. personal equipment checklist b. allocation of baggage limits c. allocation of equipment d. labeling of baggage and equipment e. insurance identified f. personal and group baggage identified
3. Budget	<ul style="list-style-type: none"> a. draft budget including: <ul style="list-style-type: none"> a.1 government grants a.2 sponsorships a.3 participant contribution a.4 governing body contribution a.5 other contributions b. strategies to establish, maintain and access finances within governing body guidelines c. allocation and acquittal of tour finances
4. Communication strategies	<ul style="list-style-type: none"> a. written correspondence developed b. verbal/non verbal communication to be effective and appropriate c. technological aids identified to promote effective tour d. contact details distributed to appropriate groups e. information disseminated to appropriate groups such as <ul style="list-style-type: none"> e.1 media e.2 governing body e.3 sponsors
5. Competition requirements	<ul style="list-style-type: none"> a. group organised around competition/event program including training facilities b. rules that govern competition/event c. etiquette that governs competition d. equipment requirements e. appeals/tribunals procedures f. gifts
6. Contingency	<ul style="list-style-type: none"> a. disruption to travel and accommodation arrangements b. injury or illness of tour members c. alterations to itinerary d. misplaced or lost equipment/baggage

7. Group management	<ul style="list-style-type: none"> e. incidents that attract media attention a. strategies for effective group movement are identified such as <ul style="list-style-type: none"> a.1 head counts a.2 rolls a.3 buddy systems b. strategies for effective group harmony such as <ul style="list-style-type: none"> b.1 room allocation b.2 travel partners b.3 managerial practices/policies b.4 fines and fun c. strategies for acceptance of codes of behaviour
8. Itinerary	<ul style="list-style-type: none"> a. program of tour developed taking into consideration <ul style="list-style-type: none"> a.1 governing body a.2 coach/support staff a.3 requirements of competition a.4 travel bookings a.5 accommodation bookings a.6 access to meals a.7 training facilities a.8 area in which travel will take place a.9 other specialist requirements b. program circulated c. all parties sign off on itinerary
9. Needs of athletes	<ul style="list-style-type: none"> a. personal requirements for training and competition such as <ul style="list-style-type: none"> a.1 equipment a.2 meals/nutrition a.3 accommodation a.4 transport a.5 training a.6 recovery a.7 free time a.8 financial allowances a.9 medical requirements a.10special requirements a.11code of conduct
10. Needs of coach and support staff	<ul style="list-style-type: none"> a. group organisation appropriate to program requirements such as <ul style="list-style-type: none"> a.1 equipment a.2 training facilities a.3 specific coaching equipment a.4 code of conduct b. liaise with appropriate personnel with consideration to the following <ul style="list-style-type: none"> b.1 athlete b.2 equipment b.3 meals b.4 accommodation b.5 transport b.6 training b.7 recovery b.8 free time b.9 financial allowances b.10medical requirements b.11special requirements b.12code of conduct
11. Needs of governing body	<ul style="list-style-type: none"> a. ability to organise tour within the policies and guidelines b. identify strategies for the training of new touring personnel c. travel gear d. insurance e. legal requirements f. safety considerations g. codes of behaviour

	h. accepted best practices
12. Orientation to area	<ul style="list-style-type: none"> a. location of accommodation and competition environment identified b. geographical location of relevant facilities and services in relation to accommodation and competition environment such as <ul style="list-style-type: none"> b.1 hospital b.2 medical specialists b.3 local transport c. time zone considerations <ul style="list-style-type: none"> c.1 Eastern Standard Time c.2 Eastern Daylight Saving Time c.3 peak hours d. environmental considerations <ul style="list-style-type: none"> d.1 time of year d.2 hot d.3 cold d.4 humidity
13. Preparatory requirements	<ul style="list-style-type: none"> a. resources organised and allocated such as <ul style="list-style-type: none"> a.1 training facilities a.2 clothing a.3 local transport a.4 meals a.5 appropriate equipment a.6 competition timetable a.7 medical
14. Records maintained	<ul style="list-style-type: none"> a. athlete/coach information b. correspondence to relevant parties for all areas of tour such as <ul style="list-style-type: none"> b.1 athletes b.2 sponsors b.3 governing body b.4 transport b.5 accommodation c. press releases d. financial records
15. Transport	<ul style="list-style-type: none"> a. road/rail/air/sea b. appropriate bookings - relating to state laws and group requirements c. appropriate licensing of drivers and/or carriers d. insurance policies

Evidence Guide

COORDINATE TOURING ATHLETES (REGIONAL)

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to plan, coordinate and evaluate inter and/or intra state tours for athlete/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 Prepare for regional tours c.2 Implement regional tours c.3 Evaluate regional tours
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 policies and procedures in relation to regional tours a.2 Organisation's policies and procedures in relation to the reporting of tours a.3 Occupational health and safety regulations, local laws, code of behaviour and other regulations which pertain to the conduct of touring teams a.4 Organisational ability to make travel arrangements in relation to the competition b. Underpinning skills <ul style="list-style-type: none"> b.1 Budgeting skills in order to ensure tour is adequately funded b.2 Effective written and verbal communication skills in order to manage tour effectively b.3 Organising groups skills in order to ensure all relevant persons are fully informed of arrangements and responsibilities b.4 Literacy skills to clarify information b.5 Problem solving skills to identify courses of action in an emergency b.6 Research skills to seek information
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires the opportunity to plan, implement and evaluate a regional tour for real a group of athletes or team 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 while, or as a result of, coordinating regional tour for a group of athletes or team on at least two separate occasions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

6. Context for assessment

- a. Competency must be demonstrated while, or as a result of, coordinating regional tour for a group of athletes or team
- 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
3	3	3	2	1	2	1

**SRS SAD 002A COORDINATING TOURING ATHLETES
 (INTERNATIONAL)**

SAD Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for tour	a. The needs of governing body are identified and documented b. The needs of athletes are assessed and documented c. The needs of coach and support staff are assessed and documented d. The competition requirements are identified and documented e. The transport requirements are investigated and documented f. The international requirements are identified and documented g. A budget for the tour is developed h. Timelines for financial income are identified and documented i. An itinerary for the tour is developed j. Relevant information on each athlete is collected and documented k. Collected information is disseminated to touring party and governing body l. The media is liaised with in regard to the tour m. Comprehensive records are maintained n. All necessary equipment is identified and organised o. Contingency plans are developed for relevant areas p. Local liaison persons/organisations are identified and contacted q. Roles and responsibilities of touring party are identified, documented and disseminated
2. Implement tour	a. All identified finances are collected b. Accommodation and transport is booked c. All preparatory requirements are catered for d. A departure briefing is conducted outlining all relevant identified information e. Access to finance throughout the tour is organised f. All meals during the tour are organised g. An orientation to area is conducted h. The competition manager is contacted to ensure all arrangements are correct i. Baggage and equipment requirements are identified and catered for j. Communication strategies are implemented k. Group management is organised l. Competition requirements are fulfilled
3. Evaluate tour	a. Evaluation methods are selected and implemented according to the requirements of the governing body b. Competition results are collated c. Conduct an evaluation of the tour looking at areas such as: c.1 finances c.2 coaches c.3 athlete feedback and performance c.4 transport c.5 food c.6 medical c.7 competition d. Recommendations for future tours are made based on evaluations e. A final report is produced documenting all collected information

Range of Variables

COORDINATE TOURING ATHLETES (INTERNATIONAL)

VARIABLE STATEMENT	CATEGORIES
1. Athlete information	<ul style="list-style-type: none"> a. proforma designed to reflect athletes/coaches/staff's personal details such as <ul style="list-style-type: none"> a.1 name a.2 date of birth a.3 photograph a.4 biographical details a.5 medical history a.6 present injuries a.7 current treatment a.8 special requirements a.9 medicare number a.10 allergies
2. Baggage and equipment	<ul style="list-style-type: none"> a. personal equipment checklist b. allocation of baggage limits c. allocation of equipment d. labeling of baggage and equipment e. insurance identified f. personal and group baggage identified
3. Budget	<ul style="list-style-type: none"> a. draft budget including: <ul style="list-style-type: none"> a.1 government grants a.2 sponsorships a.3 participant contribution a.4 governing body contribution a.5 other contributions b. strategies to establish, maintain and access finances within governing body guidelines c. allocation and acquittal of tour finances
4. Communication strategies	<ul style="list-style-type: none"> a. written correspondence developed b. verbal/non verbal communication to be effective and appropriate c. technological aids identified to promote effective tour d. contact details distributed to appropriate groups e. information disseminated to appropriate groups such as <ul style="list-style-type: none"> e.1 media e.2 governing body e.3 sponsors
5. Competition requirements	<ul style="list-style-type: none"> a. group organised around competition/event program including training facilities b. rules that govern competition/event c. etiquette that govern competition d. equipment requirements e. appeals/tribunals procedures f. gifts
6. Contingency	<ul style="list-style-type: none"> a. disruption to travel and accommodation arrangements b. injury or illness of tour members c. alterations to itinerary d. misplaced or lost equipment/baggage

7. Group management	<ul style="list-style-type: none"> e. incidents that attract media attention a. strategies for effective group movement are identified such as <ul style="list-style-type: none"> a.1 head counts a.2 rolls a.3 buddy systems b. strategies for effective group harmony such as <ul style="list-style-type: none"> b.1 room allocation b.2 travel partners b.3 managerial practices/policies b.4 fines and fun c. strategies for acceptance of codes of behaviour
8. International requirements	<ul style="list-style-type: none"> a. passports b. visas c. medical considerations such as inoculations d. appropriate nutritional requirements e. finance/exchange rates f. International travel requirements such as <ul style="list-style-type: none"> f.1 airport check in times f.2 baggage and equipment restrictions f.3 immigration and quarantine procedures f.4 drivers licences f.5 interpreters f.6 sleep and recovery patterns f.7 security f.8 advance parties f.9 local liaison g. Australian flag h. tapes of national anthem
9. Itinerary	<ul style="list-style-type: none"> a. program of tour developed taking into consideration <ul style="list-style-type: none"> a.1 governing body a.2 coach/support staff a.3 requirements of competition a.4 travel bookings a.5 accommodation bookings a.6 access to meals a.7 training facilities a.8 area in which travel will take place a.9 other specialist requirements b. program circulated c. all parties sign off on itinerary
10. Local	<ul style="list-style-type: none"> a. customs b. culture c. laws d. financial considerations/exchange rates e. security considerations f. technological communication considerations g. language h. location of Australian High Commission i. emergency contacts
11. Needs of athletes	<ul style="list-style-type: none"> a. personal requirements for training and competition such as <ul style="list-style-type: none"> a.1 equipment a.2 meals a.3 accommodation a.4 transport a.5 training a.6 recovery a.7 free time a.8 financial allowances a.9 medical requirements a.10 special requirements

	a.11 code of conduct
12. Needs of coach and support staff	<ul style="list-style-type: none"> a. group organisation appropriate to program requirements such as <ul style="list-style-type: none"> a.1 equipment a.2 training facilities a.3 specific coaching equipment a.4 code of conduct b. liaise with appropriate personnel with consideration to the following <ul style="list-style-type: none"> b.1 athlete b.2 equipment b.3 meals b.4 accommodation b.5 transport b.6 training b.7 recovery b.8 free time b.9 financial allowances b.10 medical requirements b.11 special requirements b.12 code of conduct
13. Needs of governing body	<ul style="list-style-type: none"> a. ability to organise tour within the policies and guidelines b. identify strategies for the training of new touring personnel c. travel gear d. insurance e. legal requirements f. safety considerations g. codes of behaviour h. accepted best practices
14. Orientation to area	<ul style="list-style-type: none"> a. location of accommodation and competition environment identified b. geographical location of relevant facilities and services in relation to accommodation and competition environment such as <ul style="list-style-type: none"> b.1 hospital b.2 medical specialists b.3 local transport c. time zone considerations <ul style="list-style-type: none"> c.1 Greenwich Mean Time c.2 Australian Standard Time c.3 peak/rush hours d. environmental considerations <ul style="list-style-type: none"> d.1 time of year d.2 hot d.3 cold d.4 humidity
15. Preparatory requirements	<ul style="list-style-type: none"> a. resources organised and allocated such as <ul style="list-style-type: none"> a.1 training facilities a.2 clothing a.3 local transport a.4 meals a.5 appropriate equipment a.6 competition timetable a.7 medical
16. Records maintained	<ul style="list-style-type: none"> a. athlete/coach information b. correspondence to relevant parties for all areas of tour such as <ul style="list-style-type: none"> b.1 athletes b.2 sponsors b.3 governing body b.4 transport b.5 accommodation b.6 press releases c. financial records

17. Responsibilities	<ul style="list-style-type: none">a. requirements of sponsorsb. equipmentc. team captainsd. acknowledgementse. public relationsf. media liaisong. attendance at official functions
18. Transport	<ul style="list-style-type: none">a. road/rail/air/seab. appropriate bookings - relating to state laws and group requirementsc. appropriate licensing of drivers and/or carriersd. insurance policies

Evidence Guide

COORDINATE TOURING ATHLETES (INTERNATIONAL)

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to plan, coordinate and evaluate international tours for athlete/s.</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 Prepare for international tours</p> <p>c.2 Implement international tours</p> <p>c.3 Evaluate international tours</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 COA 012 Provide information about drugs in sport issues</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 policies and procedures in relation to regional tours</p> <p>a.2 Organisation's policies and procedures in relation to the reporting of tours</p> <p>a.3 Occupation health and safety regulations, local laws, code of behaviour and other regulations which pertain to the conduct of touring teams</p> <p>a.4 Organisational ability to make travel arrangements in relation to the competition</p> <p>b. Underpinning skills</p> <p>b.1 Budgeting skills in order to ensure tour is adequately funded</p> <p>b.2 Effective written and verbal communication skills in order to manage tour effectively</p> <p>b.3 Organising groups skills in order to ensure all relevant persons are fully informed of arrangements and responsibilities</p> <p>b.4 Literacy skills to clarify information</p> <p>b.5 Problem solving skills to identify courses of action in an emergency</p> <p>b.6 Research skills to seek information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires the opportunity to plan, implement and evaluate an international tour for a group of athletes or team</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 while, or as a result of, coordinating an international tour for a group of athletes or team in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

6. Context for assessment

- a. Competency must be demonstrated while, or as a result of, coordinating an international tour for a group of athletes or team
- 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
3	3	3	2	1	2	1

SRS SAD 003A IMPLEMENT A TALENT IDENTIFICATION PROGRAM

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine <i>physical, physiological and tactical</i> requirements	a. Competition requirements of the sport/activity at elite level are assessed b. Physical, physiological and tactical capacities best suited to elite level competition of the sport/activity are determined
2. Implement testing and evaluation of athletes to determine suitability	a. Broad based physical and physiological testing protocols are carried out b. Sport/activity specific physical and physiological testing protocols are carried out c. Evaluations are carried out based on skill execution and tactical awareness
3. Devise and implement talent development programs to introduce identified athletes	a. Strategies for developing talented athletes are identified b. Methods of implementing these strategies are identified c. A talent development program is put into place
4. Counsel athletes regarding their inclusion or non-inclusion in talent identification programs	a. Appropriate counselling strategies are implemented b. Communication approaches adopted are appropriate to the needs of the athlete c. Verbal communications are clear, accurate and presented in a style appropriate to the setting d. The athlete is encouraged to voice queries e. A plan of action is identified in consultation with the athlete regarding the athlete's future sporting ventures
5. Evaluate the effectiveness of the talent identification and talent development programs	a. The performance of the athlete in competition situations is analysed b. The number of talent identified athletes who stay in the program are analysed c. The effectiveness of the talent identification and development program in identifying talented athletes is assessed d. Modifications are made to the talent identification and development program in consultation with the athlete

Range of Variables

IMPLEMENT A TALENT IDENTIFICATION PROGRAM

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 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. Physical	<ul style="list-style-type: none"> a. body type b. limb lengths c. height d. weight e. body mass index
4. Physiological	<ul style="list-style-type: none"> a. speed b. strength c. power d. endurance (eg, VO2 max) e. flexibility f. agility g. recovery time
5. Tactical	<ul style="list-style-type: none"> a. decision making b. anticipation c. shot selection and placement d. deception e. risk f. spatial awareness g. attack and defence

Evidence Guide

IMPLEMENT A TALENT IDENTIFICATION PROGRAM

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to develop a talent identification system, 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 Determine physical, physiological and tactical requirements of the sport/activity</p> <p>c.2 Implement testing and evaluation of athletes to determine suitability for the sport/activity</p> <p>c.3 Devise and implement talent development programs to introduce identified athletes to the sport/activity</p> <p>c.4 Counsel athletes regarding their inclusion or non-inclusion in talent identification programs</p> <p>c.5 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 relevant sport specific competency units</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 relevant sport specific officiating competency units</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant sport/activity specific knowledge</p> <p>a.2 Protocols for physical and physiological testing</p> <p>a.3 Tactical requirement of the sport/activity</p> <p>b. Underpinning skills</p> <p>b.1 Communication (written and verbal)</p> <p>b.2 Ability to analyse and interpret information</p> <p>b.3 Interpersonal skills</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 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>
<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 a coaching setting</p>
<p>6. Context for assessment</p>	<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</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
3	2	2	2	2	2	2

SRS SAD 004A DEVELOP ACCREDITATION/REGISTRATION SYSTEMS

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine regulation and compliance system policies and procedures</p>	<p>a. Policies and procedures to minimise the possibility of error and ensure consistency are developed</p> <p>b. Procedures ensure fairness and reduce the incidence of conflict</p> <p>c. Delegation of authorities are clear and provide links with authorising bodies where necessary</p> <p>d. Procedures meet requirements of relevant regulation measures and are in accordance with legislation and industry codes of practice</p> <p>e. Evaluation criteria are integrated into relevant policies and procedures</p>
<p>2. Develop information technology systems</p>	<p>a. Policies and processes are developed to ensure minimal omissions and errors</p> <p>b. Information technology systems contain all data required in accordance with relevant regulation and compliance measures</p> <p>c. Information is accessible to users, easy to use and relevant to stakeholders</p> <p>d. Security is integrated with regulation and compliance measure requirements</p> <p>e. Information technology systems meet requirements of relevant legislation and organisation policy</p>
<p>3. Provide accreditation/ registration systems</p>	<p>a. Accreditation/registration systems are clearly documented to ensure consistent implementation</p> <p>b. System users are informed of respective rights and obligations that ensue from accreditation/registration</p> <p>c. Accreditation/registration systems are implemented within required financial constraints</p> <p>d. Information obtained is sufficient to fulfil accreditation/registration requirements</p> <p>e. System provides for rewards, incentives and performance recognition, where appropriate</p> <p>f. Delegations of authority are clear and reduce conflict</p> <p>g. Assessment procedures are valid and reliable</p> <p>h. Evaluation and amendment capabilities are integrated into the system</p> <p>i. Accreditation/registration systems maintain consistency with other relevant state, national and international accreditations</p> <p>j. Information security and individual privacy is maintained at all times in accordance with relevant guidelines and legislation</p> <p>k. Accreditation/registration system is developed with an analysis capability to enable production of suitable reports</p>

<p>4. Provide adjudication systems</p>	<p>a. Adjudication systems enable fair and equitable treatment of individuals and organisations</p> <p>b. Investigation procedures are documented and ensure fairness and equity</p> <p>c. Adjudication strictly implements the requirements of regulation and compliance measures and organisational policy</p> <p>d. Provisions for independent appeal are established and guaranteed</p> <p>e. Adjudication systems are in accordance with relevant legislation and community expectations</p> <p>f. Authority and responsibilities are allocated and made public to ensure processes are open to scrutiny</p> <p>g. Adjudication systems meet expectations and requirements of other relevant state, national or international bodies</p>
<p>5. Provide testing systems</p>	<p>a. Testing protocols are developed to ensure fair and equitable application of tests</p> <p>b. Testing systems meet the needs for testing as specified by industry codes and legislative requirements</p> <p>c. Systems provide objective measures of reliability and validity of outcomes</p> <p>d. Testing systems incorporate principles of natural justice</p>
<p>6. Review and modify regulation and compliance systems</p>	<p>a. Review is structured and conducted at regular intervals</p> <p>b. Opportunities are provided for input from interested persons and organisations</p> <p>c. Review is based on pre-determined criteria and assessed using valid information</p> <p>d. Modifications to systems are made after consultation and are supported by the industry where possible</p>

Range of Variables

DEVELOP ACCREDITATION/REGISTRATION SYSTEMS

VARIABLE STATEMENT	CATEGORIES
1. Accreditation systems	<ul style="list-style-type: none"> a. coaching b. training c. officiating d. participation
2. Adjudication systems	<ul style="list-style-type: none"> a. committees b. panels c. disciplinary boards d. investigations e. penalties f. tribunals g. endorsements h. appeals i. charges
3. Information technology systems	<ul style="list-style-type: none"> a. manual b. computer operated
4. Natural justice	<ul style="list-style-type: none"> a. the principles are to be observed in the application of this unit
5. Registration systems	<ul style="list-style-type: none"> a. membership b. entry c. appointments d. officials e. participants f. support persons g. affiliates h. multi level systems
6. Relevant legislation and industry codes, and, policies and procedures	<ul style="list-style-type: none"> a. occupational health and safety b. freedom of information c. anti-discrimination d. insurance act e. industry control and regulating legislation f. professional association regulations g. codes and guidelines

Evidence Guide

DEVELOP ACCREDITATION/REGISTRATION SYSTEMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of information technology systems to meet the needs of regulation and compliance accreditation procedures in the work environment b. Assessment of performance should be over a period of time covering all relevant 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 Determine regulation and compliance system policies and procedures c.2 Develop information technology systems c.3 Provide accreditation/registration systems c.4 Provide adjudication systems c.5 Provide testing systems c.6 Review and modify regulation and compliance systems
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 Legal process and practice in relation to adjudication procedures a.2 Legislation in relation to adjudication procedures a.3 Rules, codes and procedures within the sport industry a.4 Information systems in relation to establishment of accreditation/registration systems b. Underpinning skills <ul style="list-style-type: none"> b.1 Communications (written and verbal) skills in order to establish appropriate accreditation/registration and adjudication systems b.2 Evaluation skills in order to assess established systems and recommend modifications b.3 Organisational skills in order to effectively establish and manage systems b.4 Interpersonal skills in order to develop rapport with relevant persons b.5 Analytical/conceptual skills in order to develop and evaluate appropriate systems b.6 Facilitation skills in order to liaise with relevant persons on the needs of the developed systems and reach a mutually agreed outcome b.7 Objectivity skills in order to evaluate systems effectively
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to the work environment 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
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 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	1	2	2	2	1

SRS SAD 005A MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

SAD Sports administration

DESCRIPTION: This unit covers the knowledge and skills to plan, conduct and monitor competitions.

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a specified competition	a. Eligibility is determined according to the rules and laws of the activity b. Selection and entry criteria are established and followed according to the national body's guidelines
2. Plan and implement the format for a specified competition	a. Alternative competition formats are identified and explained in terms of suitability for the specified competition b. A competition format is selected that meets the objectives of the competition and the requirements of the national body c. A draw is prepared and distributed to all individuals d. A process for modifying the draw is established and distributed to all individuals e. The draw is modified and amendments are documented and distributed to all individuals f. The modified draw is implemented as documented
3. Record and process the results of a specified competition	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 individuals 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

Range of Variables

MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. Competition formats	<ul style="list-style-type: none">a. knock-outb. seedingsc. round robind. handicappinge. round-to-round progressionsf. semi finals to finalsg. points
2. Individuals	<ul style="list-style-type: none">a. competitorsb. coachesc. officialsd. mediae. organising body
3. Modifications	may be made for <ul style="list-style-type: none">a. late withdrawals and entriesb. cancellationsc. postponementsd. venue changes

Evidence Guide

MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of how to plan, conduct and monitor competitions 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 Establish criteria for participation in a specified competition c.2 Plan and implement the format for a specified competition c.3 Record and process the results of a specified competition
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 Competition rules, regulations and guidelines of the relevant sport a.2 Competition processes and procedures for the relevant sport a.3 Expected activity/event performance for the relevant sport b. Underpinning skills <ul style="list-style-type: none"> b.1 Interpersonal skills in order to develop rapport with officials, coaches and players b.2 Communication (written or verbal) skills in order communicate with officials, coaches and players b.3 Organisational skills to effectively manage results b.4 Recording skills to effectively and efficiently record results in required format b.5 Attention to detail to ensure accuracy of recorded results
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant competition rules, regulations, policies and procedures 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	1	1	2	1

SRS SAD 006A ADMINISTER A TEAM OR GROUP

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Fulfil the requirements of the rules of the activity, the participation conditions and the format of the event</p>	<p>a. The rules of the activity are identified and explained</p> <p>b. The participation conditions and the format of the event are identified and explained in terms of the rules of the activity</p> <p>c. Copies of the rules of the activity and participation conditions are distributed to all team or group members</p> <p>d. The team or group and its members are represented in appeals and disputes in accordance with the rules of the activity and participation conditions</p>
<p>2. Control the finances of a team or group</p>	<p>a. A team budget is developed and documented, and complies with the financial plan of the activity club or organisation</p> <p>b. Financial requirements of the team or group are established and communicated in writing to all individuals</p> <p>c. Sponsorship proposals are prepared and presented to potential sponsors according to the requirements of the team or group and the financial plan of the activity club or organisation</p> <p>d. Plans secure income through fundraising activities and are implemented according to the financial plan of the activity club or organisation</p> <p>e. All items of income and expenditure are documented</p> <p>f. Income and expenditure are managed according to documented team or group budget</p>
<p>3. Control the clothing and equipment of a team or group</p>	<p>a. Team or group clothing is planned, fitted and distributed to all team or group members and meets the requirements of the activity club or organisation and the needs of team or group members</p> <p>b. The equipment required is assessed and assembled and complies with the rules of the activity and participation conditions</p> <p>c. Plans are developed and implemented for the care of team clothing and equipment</p> <p>d. Required equipment is available at competition and practice venues on time</p> <p>e. Team or group members are attired in team clothing at all competitive fixtures and official functions</p>
<p>4. Develop plans to cope with contingencies</p>	<p>a. Possible contingencies are identified and assessed for their impact on the team or group</p> <p>b. Explanation of contingencies identifies their implications for team or group management</p> <p>c. Plans are developed and documented to cope with identified contingencies</p>

Range of Variables

ADMINISTER A TEAM OR GROUP

VARIABLE STATEMENT	CATEGORIES
1. Appeals and disputes	<ul style="list-style-type: none"> a. disciplinary procedures b. results of event c. violations of code of conduct for the activity d. breach of participation conditions
2. Contingencies	<ul style="list-style-type: none"> a. cancellations of fixtures b. defaults c. injuries and illness d. availability of participants e. incidents that attract media attention f. disciplinary measures g. insufficient funding secured
3. Individuals	<ul style="list-style-type: none"> a. team or group members b. committee members of the activity club or organisation
4. Plans	<ul style="list-style-type: none"> a. dry-cleaning clothing b. maintenance and storage of equipment
5. Relevant rules, legislation, industry codes and, policies and procedures	<ul style="list-style-type: none"> a. activity rules b. occupational health and safety c. freedom of information d. anti-discrimination e. insurance act f. industry control and regulating legislation g. professional association regulations h. codes and guidelines

Evidence Guide

ADMINISTER A TEAM OR GROUP

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to plan, organise and monitor the administrative aspects of an activity team or group 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 Fulfil the requirements of the rules of the activity, the participation conditions and the format of the event</p> <p>c.2 Control the finances of a team or group</p> <p>c.3 Control the clothing and equipment of a team or group</p> <p>c.4 Develop plans to cope with contingencies</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 Activity rules, regulations, guidelines and participation conditions</p> <p>a.2 Budgeting knowledge in order to develop a budget incorporating all income and expenses</p> <p>a.3 Clothing and equipment requirements for competitions, training and travelling</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to administer a team or group effectively</p> <p>b.2 Communication (written or verbal)</p> <p>b.3 Planning skills in order to plan activities of the team or group and administer the team effectively</p> <p>b.4 Organisational skills in order to administer the team or group effectively</p> <p>b.5 Sponsorship proposal development skills in order to attract sponsorship funding for the team or group</p> <p>b.6 Attention to detail skills in order to ensure administration of team or group is efficient</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant activity rules, regulations, guidelines and participation conditions</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 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	3	2	1

SRS SAD 007A SELECT A TEAM OR GROUP

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Identify and explain selection objectives, criteria and policy	a. Selection objectives and criteria identify the documented requirements of the activity club or organisation b. Selection policy interpretation explains the requirements of the activity club or organisation c. Selection process identifies the rights of individuals in the selection process
2. Compile activity achievement data on selection candidates	a. Nature of sporting achievement data required is specified and documented b. Specified activity achievements of selection candidates are researched and documented c. Methods are selected and documented for testing and assessing candidates d. Activity achievement data compiled and presented in writing to the selection panel are fully researched, accurate and current
3. Apply selection policy to the selection of team or group members	a. Responsibilities of members of the selection panel are identified and explained according to the specifications of the activity club or organisation b. Selection guidelines are documented and communicated in writing to all individuals c. Team or group members are selected in accordance with the documented selection policy of the activity club or organisation d. Team or group selections are communicated according to documented notification procedures e. The rights of individuals are maintained within the selection process according to the documented selection process

Range of Variables

SELECT A TEAM OR GROUP

VARIABLE STATEMENT	CATEGORIES
1. Selection criteria	<ul style="list-style-type: none"> a. past performances b. current and potential future performance c. experience d. skill e. technical ability f. personal profile g. availability h. physical attributes i. needs of the team or group j. assessment of the level of opposition
2. Documentation	<ul style="list-style-type: none"> a. complies with the requirements and specifications of the club or organisation selection policy
3. Individuals	<ul style="list-style-type: none"> a. selection candidates b. coaches c. team managers d. officers of the activity club or organisation

Evidence Guide

SELECT A TEAM OR GROUP

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of utilisation of selection criteria and policies to make selection decisions on a team or group 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 Identify and explain selection objectives, criteria and policy</p> <p>c.2 Compile activity achievement data on selection of candidates</p> <p>c.3 Apply the selection policy to the selection of team or group members</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 selection objectives, criteria and policy</p> <p>a.2 Competition rules, regulations and guidelines for the relevant sport</p> <p>a.3 Competition processes and procedures for the relevant sport</p> <p>a.4 Expected activity/event performance</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with applicants</p> <p>b.2 Communication (written or verbal) in order to undertake assessment of applicants and document results</p> <p>b.3 Organisational skills in order to effectively manage selection process</p> <p>b.4 Decision making skills in order to select appropriate applicants</p> <p>b.5 Recording skills in order to accurately record selection process and outcomes</p> <p>b.6 Evaluation skills in order to assess applicants</p> <p>b.7 Analytical skills in order to evaluate applicants according to selection criteria</p> <p>b.8 Objectivity skills to make assessments based on selection criteria</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant selection objectives, criteria and 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 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 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	3	1

SRS SAD 008A MANAGE THE PERSONNEL OF A TEAM OR GROUP

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Promote team or group objectives and commitments	a. Needs and personal goals are identified for each team or group member b. Personal commitments are identified for each team member c. Team objectives are developed in participation with team or group members according to their identified needs , goals and commitments d. Commitment to the team is established for each team member e. Team objectives and commitments are documented and communicated in writing to all team members
2. Develop and implement a public relations plan for the team	a. A public relations plan is developed and implemented and is consistent with team objectives and the public relations plan of the activity club or organisation b. The public relations plan is documented and communicated to all individuals c. Reports on team progress are communicated to all interested parties
3. Develop plans to cope with contingencies	a. Possible contingencies are identified and assessed for their impact on the team b. Explanation of contingencies identifies their implications for team or group management c. Plans developed and documented to cope with identified contingencies and comply with the Privacy Act
4. Develop a risk management plan	a. Availability of emergency resources at practice and competition venues is documented and communicated in writing to all individuals b. Medical problems of individual team members are identified and their names are recorded confidentially c. Team members who have a Medical card are identified and their names are recorded confidentially d. Medical treatment of individual team or group members complies with the medical advice e. Risk management strategies minimise risk of injury to all individuals and comply with the requirements of Occupational Health and Safety Acts f. Emergency contingency plans are documented and communicated in writing to all individuals
5. Develop and maintain relationships between individuals in the team or group	a. Personal strengths and weaknesses are assessed for the team or group and individual team or group members b. Personal needs are identified for the team or group and individual team or group members c. Training and preparation meet identified needs of team and individual team members d. Conflicts between individual team or group members are anticipated and avoided where possible e. Conflicts that occur between individual team or group members are resolved using conflict resolution processes

6. Make travel arrangements to transport all team or group members to competition venues	<ul style="list-style-type: none">a. Travel requirements are identified and documented for each individual team or group memberb. Arrangements are made with each individual team or group member to transport them to competition venues on time
7. Evaluate team or group objectives and plans	<ul style="list-style-type: none">a. Evaluation methods are developed and implemented that are appropriate to the nature of information soughtb. Documented team or group objectives are compared with evaluation results to ascertain the extent to which they have been metc. Team or group plans are compared with evaluation results to ascertain their effectivenessd. Research findings are presented in a written report according to the requirements of the activity club or organisatione. Team or group objectives and plans are reviewed and recommendations are made based on documented evaluation results

Range of Variables

MANAGE THE PERSONNEL OF A TEAM OR GROUP

VARIABLE STATEMENT	CATEGORIES
1. All individuals	a. team or group members b. officers of the activity club or organisation
2. Conflict resolution processes	a. mediation b. negotiation c. arbitration
3. Contingencies	a. disputes b. breaches of code of conduct and player contracts c. incidents that attract media attention
4. Evaluation	a. team objectives and commitments b. public relations plan c. risk management strategies d. conflict resolution procedures
5. Evaluation involves	a. participation by team or group members and team or group manager
6. Interested parties	a. team or group partners b. members of the media c. national activity bodies
7. Needs	a. leadership b. motivation c. communication d. counseling and support e. team or group spirit and loyalty f. delegation of responsibility
8. Plan	a. image of team or group b. training for spokesperson and team or group members c. management of contact with public and media
9. Team commitments	a. practices b. meetings c. functions d. competitive fixtures

Evidence Guide

MANAGE THE PERSONNEL OF A TEAM OR GROUP

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to plan, implement, monitor and adjust the management of personnel within a team or group 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 Promote team or group objectives and commitments</p> <p>c.2 Develop and implement a public relations plan for the team</p> <p>c.3 Develop plans to cope with contingencies</p> <p>c.4 Develop a risk management plan</p> <p>c.5 Develop and maintain relationships between individuals in the team or group</p> <p>c.6 Make travel arrangements to transport all team or group members to competition venues</p> <p>c.7 Evaluate team or group objectives and plans</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 Expected activity/event performance for the relevant sport</p> <p>a.2 Organisation's risk management practices and procedures</p> <p>a.3 Public relations practices in relation to a sporting team</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with team members and all other relevant persons</p> <p>b.2 Conflict resolution skills in order to effectively deal with conflicts within the team</p> <p>b.3 Communication (written or verbal) skills in order to communicate effectively and efficiently with all relevant persons</p> <p>b.4 Planning skills in order to manage team commitments effectively</p> <p>b.5 Organisational skills in order to manage all aspects of the team efficiently and effectively</p> <p>b.6 Decision making skills in order to make appropriate management decisions</p> <p>b.7 Evaluation skills in order to assess management of teams and make recommendations</p> <p>b.8 Analytical skills to evaluate processes and procedures and adjust accordingly</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant guidelines, policies and procedures</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 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</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	3	3	2	3	1

SRS SAD 009A COORDINATE THE PERSONNEL MANAGEMENT OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Develop and promote club objectives</p>	<p>a. Strengths and weaknesses are assessed for teams or groups and the club or organisation with respect to performance</p> <p>b. Training and development needs are identified for each team or group and the activity club or organisation</p> <p>c. Club or organisation objectives are developed with the participation of team managers and coaches/instructors according to identified needs</p> <p>d. Club or organisation objectives are documented and communicated in writing to all members</p> <p>e. Objectives are continually reviewed against team or group performances to ascertain the extent to which they are being achieved</p>
<p>2. Establish communication links with club members and the media</p>	<p>a. Systems established and documented for communicating with club members that comply with the Privacy Act</p> <p>b. Personal contacts are established with media personnel</p> <p>c. Media kits are prepared and made available to the media and are fully researched, accurate and topical</p>
<p>3. Coordinate human resources within the activity club or organisation</p>	<p>a. Human resource requirements are identified for the activity club or organisation and documented</p> <p>b. Individuals are identified who are available to help the activity club or organisation</p> <p>c. Abilities, commitment and potential are identified for each individual and matched with the identified needs of the activity club or organisation</p> <p>d. Recruitment strategies are developed and implemented to meet human resource requirements</p> <p>e. Responsibilities are delegated according to individuals' identified abilities and commitment</p> <p>f. Contribution of individuals is recognised according to established protocol of the activity club or organisation</p>

Range of Variables

COORDINATE THE PERSONNEL MANAGEMENT OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION

VARIABLE STATEMENT	CATEGORIES
1. Communication systems	a. newsletter b. address list c. club meetings d. annual report e. press statements f. press releases
2. Strategies	a. person specifications b. job descriptions c. advertising

Evidence Guide

COORDINATE THE PERSONNEL MANAGEMENT OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of planning and implementing the management of teams or groups within a club or organisation 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 Develop and promote club objectives c.2 Establish communication links with club members and the media c.3 Coordinate human resources within the activity, club or organisation
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 Strategic planning procedures in order to place organisation in a positive position in the future a.2 Human resource management in order to effectively manage personnel a.3 Media relations practices in order to deal with the media effectively b. Underpinning skills <ul style="list-style-type: none"> b.1 Interpersonal skill in order to develop rapport with all relevant persons b.2 Conflict resolution skills in order to manage conflict with the organisation b.3 Communication (written and verbal) skills in order to communicate effectively and efficiently with all relevant persons b.4 Planning skills to develop a strategic plan for the organisation b.5 Decision making skills in order to assess a situation and decide on the best course of action b.6 Evaluation skills in order to assess personnel management and incorporate necessary modifications b.7 Promotional skills in order to actively and effectively promote organisation
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant guidelines, policies and procedures 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 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	3	1

SRS SAD 010A ESTABLISH SELECTION POLICIES FOR ACTIVITIES

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
1. Develop criteria for the selection of team or group selectors, team or group officials and team or group members	a. Selection objectives are established and documented according to the requirements of the activity club or organisation b. Selection criteria are developed and are consistent with documented objectives c. Selection criteria are documented and publicised according to the requirements of the activity club or organisation
2. Determine the rights of individuals within the activity selection process	a. Laws are identified relating to the rights of individuals b. Interpretations of the laws are explained in terms of their application to the activity selection process
3. Develop policies for the appointment of team or group selectors, team or group officials and team or group members	a. Selection procedures are developed to meet the requirements of the activity club or organisation b. Contractual obligations are specified for selected individuals according to the requirements of the activity club or organisation c. Selection policies are developed and publicised according to the requirements of the activity club or organisation d. Selection procedures maintain the rights of individuals within the selection process and comply with the identified laws

Range of Variables

ESTABLISH SELECTION POLICIES FOR ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. Laws	<ul style="list-style-type: none"> a. equal opportunity b. human rights c. bill of rights d. code of conduct of the activity e. official documents within the activity as they relate to competitors
2. Procedures	<ul style="list-style-type: none"> a. timeframes b. procedure for notification of selections c. appeal grounds and procedures
3. Selection criteria	<ul style="list-style-type: none"> a. past performances b. current and potential future performance c. experience d. skill e. technical ability f. personal profile g. availability h. physical attributes i. assessment of level of opposition j. needs of the team or group

Evidence Guide

ESTABLISH SELECTION POLICIES FOR ACTIVITIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the development of policies regarding selection processes 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 Develop criteria for the selection of team or group selectors, team or group officials and team or group members</p> <p>c.2 Determine the rights of individuals within the activity selection process</p> <p>c.3 Develop policies for the appointment of team or group selectors, team or group officials and team or group members</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 selection objectives, criteria and policy</p> <p>a.2 Competition rules, regulations and guidelines for the relevant sport or activity</p> <p>a.3 Competition processes and procedures for the relevant sport or activity</p> <p>a.4 Expected activity/event performance for the relevant sport or activity</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with all relevant persons</p> <p>b.2 Communication (written or verbal) skills in order to communicate the selection policies to all relevant persons</p> <p>b.3 Organisational skills in order to manage the development of the selection policies and procedures effectively</p> <p>b.4 Decision making skills in order to effectively decide on the correct procedures to be implemented</p> <p>b.5 Recording skills in order to accurately record selection results</p> <p>b.6 Evaluation skills in order to assess selection policies and procedures and make recommendations</p> <p>b.7 Objectivity skills in order to assess policies and procedures in accordance with accepted guidelines</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant guidelines, policies and procedures</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 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	1	3	1

SRS SAD 011A

COORDINATE THE ADMINISTRATION OF TEAMS
OR GROUPS WITHIN A CLUB OR ORGANISATION

SAD

Sports administration

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Manage resource requirements for teams within an activity club or organisation</p>	<p>a. Resource requirements are assessed for each team or group b. A resource management plan is developed, documented and communicated to all club or organisational personnel c. Existing resources are assessed for their suitability for continued use d. Acquisition of additional resources complies with resource management plan e. Resources are made available for use according to the requirements of each team f. Care and maintenance of resources are undertaken according to the specification of the resource management plan</p>
<p>2. Prepare and manage a budget for the administration of teams within the activity club or organisation</p>	<p>a. Financial objectives are identified for the activity club or organisation b. Financial requirements are identified and documented for all teams within the activity club or organisation c. Sponsorship proposals are prepared and presented to potential sponsors according to the financial plan of the activity club or organisation d. Plans to secure income through fundraising activities are implemented e. A budget is prepared and documented according to the requirements of the activity club or organisation f. All items of income and expenditure are documented according to the requirements of the activity club or organisation g. Income and expenditure are managed according to the documented budget</p>
<p>3. Develop and implement an organisational structure and processes for an activity club or organisation</p>	<p>a. An organisational checklist is prepared and documented b. Timeframes are set and documented c. Roles and responsibilities are identified for the activity club or organisation d. Job descriptions are prepared to meet the requirements of the identified roles and responsibilities e. Organisational structures and processes are developed and established to meet the requirements of the activity club or organisation f. Communication systems are developed and implemented to meet the requirements of the activity club or organisation g. Procedures for reporting are developed and implemented to meet the requirements of the activity club or organisation h. A contingency plan is prepared and documented</p>
<p>4. Evaluate the effectiveness of the organisational structure and processes</p>	<p>a. Evaluation methods are developed and implemented according to the requirements of the activity club or organisation b. The organisational structure and processes are evaluated to ascertain their effectiveness in meeting the needs and requirements of the activity club or organisation c. The organisational structure and processes are reviewed and</p>

| recommendations are made based on documented research

Range of Variables

COORDINATE THE ADMINISTRATION OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION

VARIABLE STATEMENT	CATEGORIES
1. Contingencies	<ul style="list-style-type: none"> a. financial difficulties b. personnel changes c. legal infringements d. illness e. malpractice
2. Resource management plan	<ul style="list-style-type: none"> a. resources b. provision of new resources c. care and maintenance of resources
3. Responsibilities	<ul style="list-style-type: none"> a. resource management b. finance c. personnel management d. coaching e. administration
4. Structures and processes	<ul style="list-style-type: none"> a. individuals with specific responsibilities b. sub-committees c. portfolio groups
5. Systems	<ul style="list-style-type: none"> a. newsletters b. meetings c. address lists d. annual report e. press statements

Evidence Guide

COORDINATE THE ADMINISTRATION OF TEAMS OR GROUPS WITHIN A CLUB OR ORGANISATION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the development and implementation of strategies to coordinate the administration of teams or groups within a club or organisation 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 Manage resource requirements for teams within an activity, club or organisation</p> <p>c.2 Prepare and manage a budget for the administration of teams within the activity club or organisation</p> <p>c.3 Develop and implement an organisational structure and processes for an activity club or organisation</p> <p>c.4 Evaluate the effectiveness of the organisational structure and processes</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 Strategic planning in order to plan the future administration of the club or group</p> <p>a.2 Resource management in order to effectively manage the resources of the team or club</p> <p>a.3 Financial planning in order to effectively manage the finances of the team or club</p> <p>a.4 Communication systems in order to ensure effective communication of the team or group</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with all relevant persons</p> <p>b.2 Communication (written and verbal) skills in order to effectively communicate with all relevant persons</p> <p>b.3 Planning skills to effectively and efficiently plan the activities of the team or club</p> <p>b.4 Budgeting skills to produce budgets for the team or club that takes account of all income and expenditure</p> <p>b.5 Decision making skills in order to access situations and make appropriate decisions</p> <p>b.6 Evaluation skills in order to evaluate administration procedures and make recommendations for modifications where necessary</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant guidelines, policies and procedures</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 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	3	2	3	2	1

SRS SAD 012A DEVELOP ACTIVITY RULES AND REGULATIONS

SAD

Sports administration

DESCRIPTION: This unit covers the knowledge and skills to plan, distribute, explain and evaluate rules and regulations.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare plans for publication and distribution of international, national and local rules and regulations for a specified activity	<ul style="list-style-type: none"> a. The formal set of current rules and regulations established by international, national and local bodies for the specified activity are identified and obtained b. A distribution network is established according to the requirements of the national activity organisation c. Plans are prepared and documented for publication and distribution of the formal set of current rules and regulations to the identified network, according to the requirements of the national activity organisation
2. Prepare plans for publications and distribution of the code conduct for the specified activity	<ul style="list-style-type: none"> a. The code of conduct for the specified activity is identified and obtained b. Plans are prepared and documented for publication and distribution of the code of conduct to the identified network, according to the requirements of the national activity organisation
3. Explain interpretations of the rules and regulations for the specified activity	<ul style="list-style-type: none"> a. Explanation establishes identified standard interpretations of rules and regulations for the specified activity b. Procedures are defined and documented for obtaining rulings on new interpretation
4. Evaluate the effectiveness of current rules and regulations	<ul style="list-style-type: none"> a. Evaluation methods developed and implemented are appropriate to the nature of information sought b. Research findings are presented in a written report according to the requirements of the national activity organisation c. Recommendations are supported by research documented in the report d. Recommendations prepared for submission to the national activity organisation comply with formal criteria
5. Prepare plans for implementing changes to current rules and regulations	<ul style="list-style-type: none"> a. A plan is prepared and documented for implementing changes to current rules and regulations according to the requirements of the national activity organisation b. The plan documents the rationale for recommended changes to current rules and regulations c. The plan documents an explanation of implications the recommended changes have for other rules and regulations

Range of Variables

DEVELOP ACTIVITY RULES AND REGULATIONS

VARIABLE STATEMENT	CATEGORIES
1. Publishing requirements	<ul style="list-style-type: none"> a. copyright b. printers agreement c. members
2. Recommendation	<ul style="list-style-type: none"> a. retention b. rejection c. modification d. addition to rules and regulations
3. Plan	<ul style="list-style-type: none"> a. transition b. communication of change c. effective date d. publication and distribution of amendments
4. Rationale	<ul style="list-style-type: none"> a. safety b. fairness c. clarification d. improved technology e. aesthetic value

Evidence Guide

DEVELOP ACTIVITY RULES AND REGULATIONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to plan, distribute, explain and evaluate rules and regulations 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 Prepare plans for publication and distribution of international, national and local rules and regulations for a specified activity</p> <p>c.2 Prepare plans for publications and distribution of the code of conduct for the specified activity</p> <p>c.3 Explain interpretations of the rules and regulations for the specified activity</p> <p>c.4 Evaluate the effectiveness of current rules and regulations</p> <p>c.5 Prepare plans for implementing changes to current rules and regulations</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 Planning knowledge in order to develop plans of activity rules and regulations for publication and distribution</p> <p>a.2 Publication processes in order to manage the publication process of activity rules and regulations</p> <p>a.3 Distribution processes in order to manage the distribution process of activity rules and regulations</p> <p>a.4 Relevant rules and regulations and their interpretations</p> <p>a.5 Communication systems in order to ensure the requirements of the publication and distribution processes are understood by all relevant persons</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with all relevant persons</p> <p>b.2 Communication (written and verbal) skills in order to effectively communicate with all persons relevant to the development of activity rules and regulations</p> <p>b.3 Planning skills to effectively plan the publication and distribution of activity rules and regulations</p> <p>b.4 Organisational skills in order to ensure the organisation of the development of activity rules and regulations is efficient and effective</p> <p>b.5 Evaluation skills in order to assess the procedures used and make recommendations for modifications where necessary</p>

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant guidelines, policies and procedures 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 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</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	3	-	3	1

SRS SAD 013A CARRY OUT AN INVESTIGATION

SAD

Sports Administration

DESCRIPTION: This unit covers the knowledge and skills to conduct an investigation regarding breach/es of rules and regulations.

ELEMENT	PERFORMANCE CRITERIA
1. Investigate circumstances	<ul style="list-style-type: none"> a. Relevant facts and information are collected accurately and thoroughly b. Validity of the situation against reported circumstances is assessed c. Rules and regulations are reviewed to ensure circumstances fall within area of coverage d. All data and information collated is recorded progressively e. Investigation is carried out in a fair and equitable manner f. Valid tests are performed and results checked for accuracy where required by applicable regulations
2. Determine existence, type and severity of breach	<ul style="list-style-type: none"> a. Circumstances are compared against relevant rules, regulations and guidelines in order to specify existence, type and severity of breach b. Type of irregularity is determined without delay in a fair and equitable manner c. Examples of precedence are reviewed to establish previous action taken in like circumstances to ensure consistency
3. Prepare report on investigation	<ul style="list-style-type: none"> a. Comprehensive reports are prepared that specify full results of investigation b. Recommendations for action are documented with appropriate justifications c. Reports are submitted and filed in accordance with applicable procedures
4. Monitor effectiveness of investigation	<ul style="list-style-type: none"> a. Measures are implemented to ensure the investigation is carried out cost effectively and within required timeframes b. Parties involved with the assessment are advised of findings in accordance with established procedures

Range of Variables

CARRY OUT AN INVESTIGATION

VARIABLE STATEMENT	CATEGORIES
1. Facts and information	<ul style="list-style-type: none"> a. statements b. reports c. statistics d. historical information
2. Investigations	<ul style="list-style-type: none"> a. allegations of breach of rules b. unusual trends in behaviour or performance c. requirements to maintain community confidence d. following an emergency or other trauma e. to identify cause
3. Natural justice	<ul style="list-style-type: none"> a. the principles are to be observed in the application of this unit
4. Reports	<ul style="list-style-type: none"> a. usually in writing
5. Rules, regulations and relevant legislation and industry codes	<ul style="list-style-type: none"> a. occupational health and safety b. industry control and regulating legislation c. professional association regulations d. codes and guidelines

Evidence Guide

CARRY OUT AN INVESTIGATION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to conduct an investigation regarding breach/es of rules and regulations 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 Collect information and conduct an investigation</p> <p>c.2 Determine whether a breach of the rules and regulations has occurred</p> <p>c.3 Report on the investigation</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 Rules, regulations and guidelines for the relevant activity</p> <p>a.2 Industry processes and procedures in regard to carry out an investigation</p> <p>a.3 Applicable testing and checking methods for carrying out an investigation</p> <p>a.4 Industry history and precedence for this type of investigation</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills in order to effectively communicate with all parties in the investigation</p> <p>b.2 Problem solving skills in order to effectively manage a situation as it arises throughout the investigation</p> <p>b.3 Observation skills in order to take in details of the investigation that may help with the determination</p> <p>b.4 Investigative skills in order to research all relevant information</p> <p>b.5 Attention to detail skills in order to ensure all relevant information is incorporated into the investigation</p> <p>b.6 Questioning skills in order to ask all appropriate skills in an appropriate manner</p> <p>b.7 Analysis skills in order to critically analyse information received during the investigation and make recommendations</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant rules, regulations, legislation and industry codes, policies and procedures</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 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	2	3	1

SRS SAD 014A DEVELOP JUDICIAL PROCEDURES FOR ACTIVITIES

SAD

Sports administration

DESCRIPTION: This unit covers the knowledge and skills to analyse, develop and implement judicial procedures for specified activities.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the roles of a judiciary in activities	<ul style="list-style-type: none"> a. Analysis examines the structure of a judiciary in an activity context b. Analysis examines the roles of a judiciary in an activity context
2. Analyse the rights of individuals within a judicial process as it relates to an activity	<ul style="list-style-type: none"> a. Analysis identifies the code of conduct for a specified activity and examines its implications for individuals b. Analysis identifies the laws relating to the rights of individuals and examines their application to the activity judicial process
3. Develop judicial procedures for a specified activity	<ul style="list-style-type: none"> a. Grounds for action are identified and documented b. Criteria are developed and documented for the selection of judicial panels c. Judicial hearing rules are developed and documented in accordance with international rules for the activity d. Judicial procedures are developed and documented in accordance with international regulations for the activity e. Judicial hearing rules and procedures comply with the identified laws relating to the rights of individuals

Range of Variables

DEVELOP JUDICIAL PROCEDURES FOR ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. Grounds for action	a. misconduct b. non-compliance with laws and codes of conduct
2. Laws and regulations	a. Human Rights Act b. Crimes Act c. Occupational Health and Safety Act d. Privacy Act e. the principles of natural justice
3. Procedures	a. time requirements b. sanctions c. procedures for notification of decisions d. appeal grounds and procedures

Evidence Guide

DEVELOP JUDICIAL PROCEDURES FOR ACTIVITIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the analysis, development and implementation of judicial procedures for specified activities 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 Analyse the roles of a judiciary in activities</p> <p>c.2 Analyse the rights of individuals within a judicial process as it relates to sport</p> <p>c.3 Develop judicial procedures for a specified activity</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 Relevant laws, regulations and legislation relevant to the activity</p> <p>a.2 Rules and codes for the industry sector and the relevant activity</p> <p>a.3 Legal processes and procedures in relation to judicial activities</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with all relevant persons</p> <p>b.2 Communication (written or verbal) skills in order to gather the relevant information and document this in a procedure</p> <p>b.3 Questioning skills in order to ask all appropriate questions in an appropriate manner</p> <p>b.4 Decision making skills in order to assess situations and make an appropriate decision</p> <p>b.5 Analytical skills in order to analyse all collected information and develop judicial procedures for activities based on that information</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to 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 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>

- 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	1	2	-	3	1

SRS SAD 015A PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES WHICH RELATE TO ACTIVITIES AND ACTIVITY ORGANISATIONS

SAD

Sports administration

DESCRIPTION: This unit covers the knowledge and skills to plan, develop and evaluate policies and procedures which promote compliance with laws and legal principles.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the interpretations of laws and legal principles which relate to activity organisations	<ul style="list-style-type: none"> a. Laws and legal principles are identified which relate to activities and activity organisations b. Interpretations of the identified laws and legal principles are analysed for the <i>implications</i> for activities and activity organisations
2. Develop policies and implementation procedures to promote compliance with laws and legal principles which relate to activities and activity organisations	<ul style="list-style-type: none"> a. Policies developed and documented are consistent with the identified laws and legal principles b. Policies are communicated to all affected individuals c. Implementation procedures developed and documented are consistent with the documented policies d. Implementation procedures are communicated to all affected individuals e. Monitoring procedures establish compliance with the identified laws and legal principles by individuals within the organisation
3. Evaluate the effectiveness of the policies and implementation procedures	<ul style="list-style-type: none"> a. Evaluation methods developed and implemented are appropriate to the nature of information sought b. Research findings are presented in a written report according to the requirements of the activity organisation c. Recommendations are supported by research documented in the report d. Policies and implementation procedures are reviewed in light of documented recommendations

Range of Variables

PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES WHICH RELATE TO ACTIVITIES AND ACTIVITY ORGANISATIONS

VARIABLE STATEMENT	CATEGORIES
1. Implications	<ul style="list-style-type: none"> a. health b. safety c. employment d. privacy e. constitutional structure f. natural justice g. contracts
2. Laws and legal principles	<ul style="list-style-type: none"> a. common law b. statute law c. contract law d. duty of care e. negligence f. corporate law g. taxation law h. sponsorship i. franchises j. trademarks k. branding l. intellectual property m. activity rules and regulations n. tribunals/judiciaries/hearings o. natural justice p. transfers q. incorporation r. taxation s. gaming t. contracts u. Equal Employment Opportunity/anti discrimination v. Occupational Health and Safety w. industrial relations x. insurance and superannuation y. licensing z. consumer protection and trade practices

Evidence Guide

PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES WHICH RELATE TO ACTIVITIES AND ACTIVITY ORGANISATIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of how to plan, develop and evaluate policies and procedures which promote compliance with laws and legal 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 Analyse the interpretations of laws and legal principles which relate to activity organisations c.2 Analyse the implications of contracts on individuals and organisations c.3 Develop policies and implementation procedures to promote compliance with laws and legal principles which relate to activities and activity organisations c.4 Evaluate the effectiveness of the policies and implementation procedures
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 IND 003A Apply sport and recreation law 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 laws, regulations and legislation relevant to the activity a.2 Rules and codes for the industry sector and the relevant activity a.3 Legal processes and procedures in relation to judicial activities a.4 Contracts in relation to sporting organisations and activities b. Underpinning skills <ul style="list-style-type: none"> b.1 Interpersonal skills in order to develop rapport with all relevant persons b.2 Communication (written or verbal) skills in order to gather the relevant information to promote compliance b.3 Questioning skills in order to ask appropriate questions in an appropriate manner that will help collect information on developing policies that promote compliance b.4 Decision making skills in order to assess situations and make an appropriate decision b.5 Analytical skills in order to analyse all collected information and develop policies that promote compliance based on that information b.6 Policy development skills in order to develop policies that promote compliance
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to the work environment 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
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 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	-	3	1

SRS SAD 016A CONDUCT AN INQUIRY

SAD

Sports administration

DESCRIPTION: This unit covers the knowledge and skills to implement policies and procedures to conduct an inquiry regarding a breach of the rules and/or regulations.

ELEMENT	PERFORMANCE CRITERIA
1. Determine need for inquiry	<ul style="list-style-type: none"> a. Existence of valid and reliable evidence is confirmed to establish an alleged breach of rules or regulations b. Nature of an alleged breach is assessed for seriousness in accordance with rules and current community expectations c. Consistency of the alleged breach and potential impact on the industry is determined
2. Establish standard of proof	<ul style="list-style-type: none"> a. Standard of proof is determined as sufficient to lay charges against defined rules or regulations b. Opportunities are provided for witnesses to present information c. Evidence is taken from all perspective's to ensure objectivity d. Nature of an alleged breach is clearly established and documented e. Relevant exhibits are admitted as evidence where appropriate f. Existence of precedence is established where relevant to the alleged breach
3. Formulate charges	<ul style="list-style-type: none"> a. Charges are laid where standard of proof is determined as sufficient to confirm an offence under relevant rules or regulations b. Charges are clearly articulated, documented and relate specifically to identified breach c. Opportunity is provided to all affected parties to clarify understanding of the nature of the charges
4. Provide opportunities for plea	<ul style="list-style-type: none"> a. Plea to charge from accused is formally invited b. Relevant facts and evidence is considered in determining response to plea
5. Determine penalty	<ul style="list-style-type: none"> a. Authority and type of penalties available are confirmed against industry regulations b. Circumstances of the charged party are considered in determining realistic penalties in accordance with relevant rules, regulation and community expectations c. Penalty is formally documented without error in accordance with relevant procedures d. Information on right of appeal is formally provided to affected parties e. Requirements for enforcement of penalty are instigated without delay in accordance with penalty and industry regulations
6. Document inquiry results	<ul style="list-style-type: none"> a. Results are documented promptly and accurately b. Inquiry results are documented and distributed in accordance with industry codes, regulation and relevant legislation requirements

Range of Variables

CONDUCT AN INQUIRY

VARIABLE STATEMENT	CATEGORIES
1. Appeal processes	a. usually provided to challenge a charge or penalty by an independent authority
2. Criteria for application of penalty	a. financial position b. length in industry c. credibility d. prior convictions e. manner of conduct f. community expectations
3. Evidence	a. written b. oral c. in the form of exhibits
4. Exhibits	a. equipment b. video c. certifications d. test results e. written statements
5. Inquiries	a. usually modeled on legal processes b. should stand up to scrutiny in civil court include a. direct or indirect witnesses b. prosecution c. judge d. investigations e. cross examinations f. taking of evidence g. application of penalty
6. Inquiry	a. conducted where an alleged breach of rules or regulation occurs b. it may include a hearing where charges are answered may be conducted a. on site b. off site/course c. during conduct of an event d. post events e. at pre arranged times and locations
7. Natural justice	a. the principles are to be observed in the application of this unit
8. Regulation and compliance measures	a. guidelines, rules and regulations b. codes of practice c. licensing arrangements d. accreditations systems and requirements e. industry levels f. grading systems

	<ul style="list-style-type: none">g. codes of ethicsh. procedures and policiesi. safety manualsj. insurance terms and conditionsk. contract requirementsl. waivers and indemnities
9. Relevant legislation and industry codes and, rules or regulations	<ul style="list-style-type: none">a. occupational health and safetyb. industry control and regulating legislationc. anti-discrimination legislationd. freedom of informatione. professional association regulations, codes and guidelines

Evidence Guide

CONDUCT AN INQUIRY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of policies and procedures to conduct an inquiry regarding a breach of the rules and/or regulations in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all relevant 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 Determine the need for an inquiry</p> <p>c.2 Establish standard of proof</p> <p>c.3 Formulate charges</p> <p>c.4 Provide opportunities for plea</p> <p>c.5 Determine penalty</p> <p>c.6 Document inquiry results</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 Relevant legislation for the relevant sport or activity</p> <p>a.2 Rules and codes for the industry sector and the relevant sport or activity</p> <p>a.3 Legal processes and procedures in relation to conducting an inquiry</p> <p>a.4 Industry and community expectations when an inquiry is being conducted</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills in order to develop rapport with all relevant persons to enable to investigation to run smoothly</p> <p>b.2 Communication (written or verbal) to effectively and accurately communicate with all relevant persons and ensure information is understood correctly</p> <p>b.3 Investigative skills in order to ensure all relevant information is collected</p> <p>b.4 Cross examination skills in order to ensure all relevant information is forthcoming</p> <p>b.5 Questioning skills in order to ensure all relevant questions are asked and asked in an appropriate manner</p> <p>b.6 Decision making skills in order to determine the outcome of the investigation</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to the 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	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 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	3	2	2	1	2	1

SPORTS TRAINER

STR

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SRS STR 001A IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Operate as a sports first aider	a. Sports first aid activities are conducted in accord with the accepted roles and responsibilities of a sports first aider b. Hygiene is maintained for protection of self, the athlete and others c. A calm, caring and reassuring manner is adopted in during interactions with the athlete/s and other relevant stakeholders d. Other health care professionals and/or other members of the organisation's medical support team are assisted in their tasks in accordance with organisational standards and personal level of responsibility and competence
2. Prepare and implement an injury prevention program	a. Suitability of venue for safe participation is assessed and relevant people advised. b. Hazards are identified and addressed c. Safety standards and infectious disease procedures are maintained at all times according to organisational standards, and relevant legislation, regulations and guidelines d. Safety, cleanliness and appropriateness of the change rooms are assessed and relevant people advised e. Individual and team protective equipment is maintained and relevant people advised of any needs f. Group hygiene is managed and relevant people advised of any problems in accord with infectious disease procedures g. Existing illnesses or injuries are managed h. Causes of delayed healing and associated care procedures are described and explained i. Conditions and external influences effecting sports performance are assessed and relevant people advised j. Principles of a balanced competition are observed and relevant authorities informed of discrepancies k. Monitor and support athletes with known medical conditions
3. Assist with warm-up, stretching and cool-down	a. Warm-up, stretching and cool-down components of a session are conducted in consultation with the team/squad coach
4. Assist with fluid replacement	a. Fluid is provided to the athletes in consultation with the team/squad coach and/or relevant contact in the organisation's medical support team

<p>5. Follow defined sports first aid crisis management strategies</p>	<p>a. Crisis management is provided in the absence of, and until the arrival of, a health care professional or paramedic</p> <p>b. Details of the incident are identified through observation and questioning of that athlete and/or other relevant stakeholders who observed the incident</p> <p>c. The Danger, Response, Airway, Breathing, Circulation regime is implemented including resuscitation techniques and procedures where necessary</p> <p>d. The injured athlete and other relevant stakeholders are informed where possible of procedures which are to take place</p> <p>e. First aid equipment is operated in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols</p>
<p>6. Follow defined sports first aid immediate injury management strategies</p>	<p>a. Immediate injury management is provided in the absence of, and until the arrival of, a health care professional or paramedic</p> <p>b. Injury situations are approached systematically in accord with the Stop, Talk, Observe, Prevent further injury regime</p> <p>c. Hard tissue injuries are recognised and identified and appropriate hard tissue injury immediate management techniques applied</p> <p>d. Soft tissue injuries are recognised and identified and the principles of the Rest, Ice, Compression, Elevation, Referral regime for soft tissue injury immediate management are applied</p> <p>e. Skin injuries are recognised and assessed and appropriate skin injury immediate management techniques applied</p> <p>f. Relevant infectious disease procedures are followed, especially in relation to wound management</p> <p>g. The injured athlete and other relevant stakeholders are informed where possible of procedures which are to take place</p>
<p>7. Transport the injured athlete</p>	<p>a. Injured athletes are safely and effectively transported</p> <p>b. A range of transport techniques are demonstrated and associated precautions for transportation explained</p> <p>c. Appropriate hand signals are demonstrated</p> <p>d. Vehicular transport for the injured athlete is arranged and co-ordinated with appropriate health care professional</p>
<p>8. Complete and process reports</p>	<p>a. Reports are completed and processed in line with legislative, regulatory and organisational requirements</p> <p>b. Clear and comprehensive reports are provided to other health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team</p>
<p>9. Store and maintain equipment</p>	<p>a. First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisational procedures and standards and/or manufacturers guidelines</p> <p>b. First aid equipment faults are rectified and/or reported in accordance with organisational procedures</p> <p>c. Equipment is stored in the correct manner and to ensure its future operation and serviceability</p> <p>d. Storage areas are maintained in a clean and tidy condition</p> <p>e. Security for storage facility is in accordance with operating procedures</p>

Range of Variables

IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

VARIABLE STATEMENT	CATEGORIES
1. Balanced competition	<ul style="list-style-type: none"> a. age b. size c. strength d. skill e. gender f. disabilities g. height h. weight
2. Caring and reassuring manner	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 personal introduction and identification consistent with other priorities a.2 explaining what you are doing and why a.3 treating the 'person', not just the injury
3. Causes of delayed healing	<ul style="list-style-type: none"> a. extrinsic <ul style="list-style-type: none"> a.1 mechanical stress (ie, pressure or friction) a.2 debris (ie, foreign matter, necrotic tissue) a.3 temperature a.4 infection a.5 chemical stress (ie, antiseptics, disinfectants) a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration (ie, fever, sweating) b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health (eg, circulation, diabetes) b.3 nutrition (ie, diet) b.4 body build, in particular obesity
4. Changeroom/s	<ul style="list-style-type: none"> a. clean and tidy b. adequate size for the number of athletes c. adequate soap d. adequate paper towel e. adequate rubbish bins f. brooms and disinfectant available at all times
5. Conditions and external influences	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 environmental/weather conditions a.2 other facility users a.3 injury / illness of athletes a.4 volume / intensity of other training commitments a.5 competition program a.6 sport specific coach influence.
6. Details of the incident	<ul style="list-style-type: none"> a. are obtained from <ul style="list-style-type: none"> a.1 the injured athlete a.2 visual assessment of scene

7. Danger, Response, Airway, Breathing, Circulation regime	<p>a.3 others at the scene</p> <hr/> <p>a. Dangers are assessed to</p> <p>a.1 self</p> <p>a.2 athlete</p> <p>a.3 environment</p> <p>b. Responses</p> <p>b.1 method of assessing response</p> <p>b.1.1 "shake and shout"</p> <p>b.2 management of:</p> <p>b.2.1 a responsive athlete</p> <p>b.2.2 an unresponsive athlete</p> <p>c. Airway</p> <p>c.1 methods of clearing and opening airway</p> <p>c.2 management of athlete with</p> <p>c.2.1 partial obstruction</p> <ul style="list-style-type: none"> - coughing <p>c.2.2 complete obstruction</p> <ul style="list-style-type: none"> - conscious <ul style="list-style-type: none"> - head down - back slaps - unconscious <ul style="list-style-type: none"> - head down - back slaps - finger sweeps - lateral chest thrusts - fainting <p>d. Breathing</p> <p>d.1 methods for assessing breathing</p> <p>d.1.1 look, listen and feel</p> <p>d.2 management of athlete with breathing difficulty</p> <p>d.3 management of a non-breathing athlete</p> <p>d.3.1 Expired Air Resuscitation</p> <ul style="list-style-type: none"> - how - dangers <ul style="list-style-type: none"> - vomiting and regurgitation - stomach inflates <p>e. Circulation</p> <p>e.1 methods of assessing circulation</p> <p>e.1.1 pulse</p> <ul style="list-style-type: none"> - locality - rate <p>e.2 management of an athlete with chest pain</p> <p>e.3 management of an athlete with no pulse</p> <p>e.3.1 call ambulance</p> <p>e.3.2 commence External Cardiac Compressions</p> <p>e.3.3 Cardio-Pulmonary Resuscitation</p> <p>f. bleeding</p> <p>f.1 signs of</p> <p>f.1.1 internal bleeding</p> <p>f.1.2 external bleeding</p> <p>f.2 management of internal bleeding (shock)</p> <p>f.2.1 refer</p> <p>f.3 management of external bleeding</p> <p>f.3.1 direct pressure</p> <p>f.3.2 elevation</p> <p>f.3.3 pad and bandage</p> <p>f.3.4 immobilisation</p> <p>f.3.5 check</p> <p>f.3.6 refer</p> <p>f.4 considerations</p> <p>f.4.1 unable to control bleeding</p> <p>f.5 specific injuries</p> <p>f.5.1 nose</p> <p>f.5.2 hand</p>
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	f.5.3 foreign body
8. Equipment	<ul style="list-style-type: none"> a. first aid kit b. personal protective equipment c. stretchers including improvised
9. Hand signals	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Sports First Aid Manual</i>, or a.2 similar documents developed by the organization
10. Hard tissue injuries	<ul style="list-style-type: none"> a. skeletal injuries b. includes <ul style="list-style-type: none"> b.1 fractures b.2 dislocations b.3 subluxation
11. Hard tissue injury immediate management techniques	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 upper limb <ul style="list-style-type: none"> a.1.1 slings a.1.2 splints a.2 lower limb <ul style="list-style-type: none"> a.2.1 splints a.2.2 anatomical splinting a.3 improvised splinting b. includes the use of air splints for the lower limbs
12. Hazards	<ul style="list-style-type: none"> a. bees, wasps or other stinging insects b. bodily fluids c. traffic d. environmental hazards <ul style="list-style-type: none"> d.1 failure to adequately replace fluids during exercise d.2 sunburn and exposure to harmful rays d.3 exposure to cold e. downed wires f. bystanders
13. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
14. Infectious disease procedures	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Infectious Diseases Policy</i> a.2 The organisations <i>Infectious diseases policy</i> b. incorporates personal hygiene, such as <ul style="list-style-type: none"> b.1 washing hands b.2 using gloves c. incorporates group hygiene, such as <ul style="list-style-type: none"> c.1 not sharing towels, razors, sponges, face washers, water-bottles or any other equipment that may contain bodily fluids c.2 discouraging communal bathing areas, such as spas c.3 banning spitting or urinating in team areas c.4 not putting hands in water buckets c.5 proper use of water bottles, that is squirt the water into the mouth c.6 all clothes, equipment and surface areas contaminated by blood must be treated as potentially infectious and treated accordingly c.7 all athletes and personnel should be vaccinated against hepatitis B c.8 all group areas should be clean, dry and tidy with adequate supplies such as soap, paper towel, brooms, rubbish bins and disinfectant

15. Medical conditions	<ul style="list-style-type: none"> a. may include (Note: This is not an exclusive list) <ul style="list-style-type: none"> a.1 asthma, in particular exercise induced asthma a.2 known allergies (eg, bee stings) a.3 diabetes a.4 chronic fatigue syndrome a.5 epilepsy
16. Organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. may vary between organisations and may include <ul style="list-style-type: none"> a.1 legislation relevant to the provision of emergency care a.2 legislation relevant to the organisation a.3 operational performance standards a.4 appropriate footwear and clothing and personal equipment (ie, activity specific) a.5 technical equipment being in safe working order a.6 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy a.7 Australian Sports Commission Doping Policy a.8 State policies on Occupational Health and Safety issues pertaining to safe work practices
17. 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
18. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. family f. friends g. other involved/appropriate personnel h. manager i. facility manager j. facility owner
19. Precautions for transportation	<ul style="list-style-type: none"> a. suspected spinal cord injuries b. lack of appropriate equipment c. lack of manpower
20. Protective equipment	<ul style="list-style-type: none"> a. clothing b. shin pads c. face masks d. shoulder pads e. chest pads f. protectors g. head gear h. helmets i. other protective equipment as deemed necessary by the sport. j. protective equipment used should be: <ul style="list-style-type: none"> j.1 designed to protect against injury j.2 light and comfortable to wear j.3 in good condition j.4 correctly assembled j.5 correctly worn by the participant j.6 an approximate size and fit and not interfere with function j.7 appropriate for the sport and conditions encountered

<p>21. Reports</p>	<ul style="list-style-type: none"> a. may be provided through <ul style="list-style-type: none"> a.1 written reports a.2 casualty details a.3 approved forms a.4 taped verbal reports a.5 diary entries a.6 logs b. may need to be <ul style="list-style-type: none"> b.1 completed, processed and filed in line with legislative, regulatory and organisational requirements b.2 forwarded to authorised personnel c. may be need to be forwarded to authorised personnel such as <ul style="list-style-type: none"> c.1 other health care professionals involved in the ongoing care of the athlete c.2 relevant contact in the organisation's medical support team c.3 emergency medical technician
<p>22. Resuscitation procedures and techniques</p>	<ul style="list-style-type: none"> a. are conducted in accord with Australian Resuscitation Council resuscitation standards b. includes <ul style="list-style-type: none"> b.1 'shake and shout' assessment b.2 use of the stable side position b.3 management techniques for clearing the airway <ul style="list-style-type: none"> b.3.1 removal of foreign objects b.3.2 head tilt and jaw support b.3.3 back slaps b.3.4 lateral chest thrusts b.4 look, listen and feel breathing assessment b.5 management techniques to maintain a clear airway <ul style="list-style-type: none"> b.5.1 head tilt b.5.2 jaw support b.5.3 jaw thrust b.6 taking the carotid pulse b.7 recovery checks <ul style="list-style-type: none"> b.7.1 conscious state b.7.2 airway b.7.3 breathing b.7.4 pulse b.8 Expired Air Resuscitation using mouth to mouth b.9 Cardio-Pulmonary Resuscitation in a one person situation b.10 Cardio-Pulmonary Resuscitation as part of a two person team b.11 steps to be taken if the chest doesn't rise, stomach inflates or vomiting occurs b.12 adaptations to resuscitation techniques for children and infants
<p>23. RICER regime</p>	<ul style="list-style-type: none"> a. Rest b. Ice c. Compression d. Elevation e. Referral
<p>24. Role and responsibilities of the sports first aider</p>	<ul style="list-style-type: none"> a. the sports first aider is responsible for <ul style="list-style-type: none"> a.1 maintaining injury management records a.2 crisis management in the absence of, and until the arrival of, a health care professional or paramedic a.3 immediate injury management in the absence of, and until the arrival of, a health care professional or paramedic a.4 prevention of injury by <ul style="list-style-type: none"> a.4.1 assessing and advising on the suitability of venues for safe participation a.4.2 assessing and advising on the safety, cleanliness and hygiene of the change rooms a.4.3 maintaining team protective equipment a.4.4 managing existing illness or injury

	<ul style="list-style-type: none"> a.4.5 managing group hygiene b. the sports first aider will be able to assist with, under the guidance of the team/squad coach <ul style="list-style-type: none"> b.1 warm-ups, stretching and cool down b.2 fluid replacement c. the sports first aider will be able to advise on <ul style="list-style-type: none"> c.1 appropriateness of change room facilities c.2 individual protective equipment c.3 personal hygiene c.4 environmental conditions affecting sports performance d. The sports first aider will have a knowledge of the importance of the following factors in relation to the prevention of injury or medical situation <ul style="list-style-type: none"> d.1 development of skills in sport d.2 rules of the game they are involved with d.3 balanced competition d.4 taping and bracing d.5 common medical conditions which may be significant during sports participation
25. Skin injuries	<ul style="list-style-type: none"> a. cuts b. blisters c. grazes d. wounds associated with a fracture e. foreign object wound f. tinea g. cold sores
26. Skin injury immediate management techniques	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 cuts, grazes and/or wounds <ul style="list-style-type: none"> a.1.1 recognise if the wound requires suturing a.1.2 specialized dressings a.1.3 refer to appropriate health care professional a.2 blisters <ul style="list-style-type: none"> a.2.1 prevention a.2.2 management a.2.3 specialized dressing a.2.4 refer to appropriate health care professional a.3 tinea or cold sores <ul style="list-style-type: none"> a.3.1 prevention a.3.2 management a.3.3 specialized dressing a.3.4 refer to appropriate health care professional
27. Soft tissue injuries	<ul style="list-style-type: none"> a. terminology <ul style="list-style-type: none"> a.1 acute a.2 overuse a.3 recurrent b. includes: <ul style="list-style-type: none"> b.1 haematoma b.2 sprain b.3 strain
28. Specialised dressing	<ul style="list-style-type: none"> a. dry wound management b. wet wound management
29. STOP regime	<ul style="list-style-type: none"> a. Stop <ul style="list-style-type: none"> a.1 Stop the athlete from participating or moving a.2 Stop the game if necessary b. Talk <ul style="list-style-type: none"> b.1 What happened? b.2 How did it happen?

	<ul style="list-style-type: none"> b.3 What did you feel? b.4 Where does it hurt? b.5 Does it hurt anywhere else? b.6 Can you play on? b.7 If no, arrange appropriate transport c. Observe <ul style="list-style-type: none"> c.1 Observe whilst talking to the athlete c.2 General <ul style="list-style-type: none"> c.2.1 Is the athlete distressed? c.2.2 Is the athlete lying in an unusual position/posture? c.3 Injury site <ul style="list-style-type: none"> c.3.1 Is there any swelling, deformity or discoloration? c.3.2 Can the athlete move the injured part? c.3.3 If yes, <ul style="list-style-type: none"> - Does it hurt to move? - Is the range of movement restricted compared to normal? - Is the range of movement restricted compared to the other side or limb? c.3.4 If no, arrange appropriate transport d. Prevent further injury
<p>30. Transport techniques</p>	<ul style="list-style-type: none"> a. human crutch <ul style="list-style-type: none"> a.1 one person a.2 two persons b. two handed seat c. three handed seat d. four handed seat e. chair lift f. how to lift casualties to the stretcher <ul style="list-style-type: none"> f.1 blanket f.2 3 person f.3 lifting frame g. transport with a stretcher h. types of hand signals
<p>31. Venue</p>	<ul style="list-style-type: none"> a. building b. playing field indoors c. playing field outdoors
<p>32. Warm-up, stretching and cool-down</p>	<ul style="list-style-type: none"> a. warm-up <ul style="list-style-type: none"> a.1 series of exercise that gradually increases the body and muscle temperature a.2 increases the blood and oxygen supply to the working muscles in preparation for a period of prolonged exercise b. stretching <ul style="list-style-type: none"> b.1 series of exercises that helps to lengthen muscles so there is minimal strain during exercise c. cool-down <ul style="list-style-type: none"> c.1 series of exercises that gradually lowers the body and muscle temperature c.2 decreases the blood and oxygen supply to the working muscles after a period of prolonged exercise

Evidence Guide

IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

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 first aid and the ability to apply that knowledge to: <ul style="list-style-type: none"> a.1 implement an effective injury prevention program, and a.2 follow crisis management and/or immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic 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 Operate in accord with the accepted roles and responsibilities of a sports first aider c.2 Prepare and implement an injury prevention program c.3 Assist with warm-up, stretching and cool down c.4 Assist with fluid replacement c.5 Follow defined Sports First Aid crisis management strategies c.6 Follow defined Sports First Aid immediate injury management strategies c.7 Recognise hard tissue injuries and apply hard tissue injury immediate management techniques c.8 Recognise soft tissue injuries and apply the principles of the RICER regime for soft tissue injury immediate management c.9 Recognise and asses skin injuries and apply appropriate skin injury immediate management techniques c.10 Transport the injured athlete c.11 Complete and process reports c.12 Store and maintain equipment
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 after attainment of competency in the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. This unit must be assessed after attainment of competency in 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"> Understanding of <ul style="list-style-type: none"> a.1 The principles of warm-up, stretching and cool-down a.2 Basic anatomy and physiology a.3 Relevant Occupational Health and Safety legislation a.4 Occupational Health and Safety guidelines for lifting and carrying a.5 Factors which affect healing a.6 Dressings available for dry wound management and moist wound management, how to use them and their advantages and disadvantages a.7 The contents of the National Activity Organisation's <i>Infectious Disease policy</i> a.8 Systems of the body (respiratory, circulatory, nervous, skeletal, digestive, urinary, skin) a.9 Causes and management of unconsciousness

	<ul style="list-style-type: none"> a.10 National Activity Organisation's guidelines for personal hygiene and group hygiene a.11 Australian Resuscitation Council resuscitation standards a.12 Procedures for managing hard tissue injuries a.13 Procedures for managing soft tissue injuries a.14 Procedures for managing skin injuries a.15 The principles of the DR ABC regime a.16 The principles of the RICER regime a.17 The principles of the STOP regime a.18 Procedures for effectively controlling external bleeding a.19 The role and responsibilities of a sports first aider <ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> Ability to b.1 accurately perform resuscitation techniques and procedures on a manikin in accord with Australian Resuscitation Council standards b.2 remain calm under time pressures and in difficult situations b.3 communicate verbally with casualties and others b.4 provide verbal reports to paramedical personnel b.5 work with others in a team situation
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to sports first aid equipment used in sports settings and appropriate equipment for assessing simulated resuscitation techniques (ie, a manikin, face masks) and simulated, but realistic, sports first aid scenarios 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 sports first aid setting, except for aspect to do with crisis management including resuscitation and immediate injury management which should be assessed in simulated, but realistic, sports first aid scenarios 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	2

SRS STR 002A OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

STR Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Adhere to accepted safety and privacy practices	<ul style="list-style-type: none"> a. Conduct sports trainer activities in accord with accepted Occupational Health and Safety standards b. Local, state, and national government legislation and/or requirements are complied with c. A standard of professionalism that complies with accepted best practice sports trainer principles and the accepted role and responsibilities of a sports trainer and the accepted role and responsibilities of an advanced sports trainer is maintained d. Principles of client confidentiality are observed
2. Develop positive relationships with health care professionals	<ul style="list-style-type: none"> a. Methods of advancing the professionalism of the sports trainer fraternity through working in a collaborative manner with peers and health care professionals are identified and pursued b. Athlete is referred to appropriate health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent c. A network of health care professionals is established for client referral and opinion d. A network of other relevant stakeholders is established
3. Identify continuing professional development options	<ul style="list-style-type: none"> a. Further education/training that will enhance the learners professional practice are researched and documented b. Professional development activities to enhance the skills and knowledge required of a sports trainer are described
4. Create a non-judgmental environment	<ul style="list-style-type: none"> a. Clear non-judgmental communication techniques are demonstrated b. Athlete/sports trainer protocols are clear and well defined c. Best practice sports trainer principles are adhered to particularly in relation to anti-discrimination legislation and/or regulations d. Cultural diversity is appreciated and treatment protocols are adjusted accordingly
5. Appreciate ethical issues	<ul style="list-style-type: none"> a. Questioning, assessment, collection of information and treatment is limited to the presenting condition of the athlete and issues that may contribute to the effectiveness of treatment b. Athletes, particularly athletes of the opposite sex, are respected and treated in accord best practice sports trainer principles
6. Handle, maintain and store equipment	<ul style="list-style-type: none"> a. Equipment is set up or dismantled in accord with manufacturer's guidelines and/or best practice sports trainer principles b. Assembled equipment is left in safe surroundings, so that potentially hazardous situations for staff and athletes are avoided

	<ul style="list-style-type: none">c. Necessary access and egress are maintained in the case of an emergencyd. Specified lifting techniques are adopted and equipment is handled in a way which avoids damage to equipment and injury to self, other staff and athletese. Equipment being set-up or dismantled is checked for deterioration and damagef. 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 serviceg. Minor repairs are carried to acceptable standardsh. Major repairs are referred to appropriate practitionersi. Equipment is correctly prepared for use in future sessionsj. Equipment with expired life spans are withdrawn and disposed of
7. Store equipment	<ul style="list-style-type: none">a. Equipment is stored in the correct manner to ensure its future operation and serviceabilityb. Storage areas are maintained in a clean and tidy conditionc. Security for storage facility is in accordance with operating proceduresd. Equipment is stored in relation to accessibility and frequency of use

Range of Variables

OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

VARIABLE STATEMENT	CATEGORIES
1. Access and egress	<ul style="list-style-type: none"> a. fire doors b. exits c. through ways d. corridors
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 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. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
4. Deterioration or damage	<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
5. Equipment	<ul style="list-style-type: none"> a. massage therapy table 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. blood waste bins k. garbage bin
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

	<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
7. Health care professional	<ul style="list-style-type: none"> a. Practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
8. Information	<ul style="list-style-type: none"> a. is collected through <ul style="list-style-type: none"> a.1 discussions regarding case history (ie, previous and/or current injuries or illnesses) a.2 observations a.3 range of movement assessments a.4 functional assessments
9. Non-judgemental communication	<ul style="list-style-type: none"> a. respect athlete's needs, confidentiality and privacy b. use of language appropriate to client's level of understanding and relevant to their condition
10. Other relevant stakeholders	<ul style="list-style-type: none"> a. the athlete b. coach/es c. other health care professionals d. parents/guardians e. other involved/appropriate personnel
11. 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 b. can refer to <ul style="list-style-type: none"> b.1 inappropriate questioning and assessment b.2 physical privacy of client (eg, changing in private, draping, etc) c. also refer to <i>best practice sports trainer principles</i>
12. Referred/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 client to another health professional for care/treatment
13. Role and responsibilities of a sports trainer	<ul style="list-style-type: none"> a. in addition to the roles and responsibilities of the sports first aider, the sports trainer has the following roles and responsibilities b. the sports trainer is responsible for <ul style="list-style-type: none"> b.1 Their own personal roles, responsibilities and ongoing development b.2 Organising fluid replacement for athletes during training and competition to assist with the prevention of heat illness b.3 Effectively taping the ankle/s, thumb/s and finger/s b.4 Effectively implementing infection control practices b.5 Appropriate initial management for heat and cold illness b.6 Recognition and initial management of soft tissue injuries b.7 Appropriate initial management of common head, spinal, trunk, upper limb and lower limb sporting injuries b.8 Preparing and maintaining the sports trainer medical kit c. the Certificate III sports trainer will be able to conduct: <ul style="list-style-type: none"> c.1 Essential warm-up, stretching and cool-down regimes d. the sports trainer will have a knowledge of the: <ul style="list-style-type: none"> d.1 physiological responses to heat illness and exposure to cold d.2 drug testing procedures at sporting events

	<ul style="list-style-type: none"> d.3 drugs in sport regulations d.4 appropriate sources to obtain information regarding the use of medications in sport d.5 issues related to specific groups in sport d.6 appropriate pre-event and post-event meals d.7 structure and function of the musculoskeletal system and major systems d.8 mental state recovery of the injured athlete d.9 common infectious and medical conditions and their potential effects on, and/or implications for, sporting participation e. the sports trainer will be able to assist with, under guidance of the appropriate health care professional <ul style="list-style-type: none"> e.1 Ongoing management of trunk, upper limb, and lower limb injuries <p>Note:</p> <ul style="list-style-type: none"> - The sports trainer has a role in the education of athletes on all of the above points - The sports trainer is also encouraged to develop relationships with other sports trainers and/or sports medicine professionals to enhance and encourage referrals
<p>14. Role and responsibilities of an advanced sports trainer</p>	<ul style="list-style-type: none"> a. in addition to the roles and responsibilities of a sports trainer, the advanced sports trainer has the following roles and responsibilities <ul style="list-style-type: none"> a.1 select, purchase and maintain transport and first aid equipment a.2 set-up and maintain a sports trainer room a.3 address legal issues and insurance needs of sports trainers a.4 maintain effective communication at all levels within an organisation, particularly with athletes and other members of the organisations' medical support team a.5 make preparations for team travel a.6 assist with the rehabilitation of injured athletes under the direction of relevant health care professionals
<p>15. Sports trainer setting</p>	<ul style="list-style-type: none"> a. refers to any genuine 'work environment' where the sports trainer role is provided <ul style="list-style-type: none"> a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)

Evidence Guide

OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm a willingness and commitment to undertake sports trainer roles and responsibilities in accord with all aspects of industry accepted practices and ethics 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 a standard of professionalism that complies with accepted best practice sports trainer principles c.2 Conduct sports trainer activities in accordance with accepted Occupational Health and Safety standards c.3 Comply with local, state, and national government legislation and/or requirements. c.4 Contribute to the advancement of the professionalism of the sports trainer fraternity by working in a collaborative manner with peers and other health care professionals. c.5 Refer athletes to appropriate health care practitioners in relation to areas/aspects in which the sports trainer is not currently competent c.6 Identify and pursue continuing professional development options c.7 Create a non-judgmental and non-threatening environment c.8 Handle, maintain and store equipment
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 STR 001A Implement sports first aid procedures and apply sports first aid 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 other units <ul style="list-style-type: none"> c.1 SRS STR 003A Provide initial management of sports injuries c.2 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs c.3 SRS STR 005A Assist with the ongoing management of sports injuries c.4 SRS STR 006A Tape ankle, thumb and fingers c.5 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant national, state/territory or local sports trainer organisations' and/or associations' regulations and guidelines regarding the roles and responsibilities of a Sports trainer such as National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> a.2 Relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines a.3 Relevant national, state/territory or local government regulations and guidelines a.4 Employer organisations policies and procedures a.5 Accepted preventative practices adopted by self or peers to

	<p>minimise safety hazards and risks in the same or similar situations</p> <p>a.6 Current and past good practice demonstrated by self or peers in the same or similar situation</p> <p>b. Underpinning skills</p> <p>b.1 Communicate verbally with athlete and others</p> <p>b.2 Work with others in a team situation</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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, at all times throughout training).</p>
6. Context for assessment	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</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 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	3	2	3	1	2	2

SRS STR 003A PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

STR Sports trainer

DESCRIPTION: This unit covers competency in implementing a systematic approach to the initial management of sports injuries in the absence of, and until the arrival of, a health care professional or paramedic. This unit is an extension of the unit *SRS STR 001A Implement sports first aid procedures and apply sports first aid*. It covers more advanced emergency care procedures than the previous unit regarding the initial management of sports injuries including management of shock, greater emphasis on initial assessment procedures and greater emphasis on maintaining records of the athlete's condition and initial treatment. It does not include provision of oxygen. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct initial assessment of sports injuries	<ul style="list-style-type: none"> a. The <i>Danger, Response, Airway, Breathing, Circulation regime</i> is implemented to assess and manage the incident b. The <i>Stop, Talk, Observe, Prevent further injury regime</i> is implemented to provide a quick on-field assessment of the injury c. After identifying the problem/s a plan is made to manage the athlete, the injury and/or the environment
2. Transport the injured athlete	<ul style="list-style-type: none"> a. Injured athletes are safely and effectively transported b. A range of <i>transport techniques</i> are demonstrated and associated <i>precautions for transportation</i> explained c. Appropriate <i>hand singles</i> are demonstrated d. Vehicular transport for the injured athlete is arranged and co-ordinated with appropriate <i>health care professional</i>
3. Implement a systematic approach to the initial management of sports injuries	<ul style="list-style-type: none"> a. The <i>TOTAPS regime</i> is implemented to provide a detailed assessment of the injury and to identify further injuries b. Initial management is provided in the absence of, and until the arrival of, a <i>health care professional</i> or paramedic in line with approved first aid techniques c. Where indicated the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running Massage regime</i> are implemented d. Where indicated, <i>fracture management procedures</i> are initiated e. Where indicated, <i>dislocation management procedures</i> are initiated f. Where possible, the injured athlete and <i>other relevant stakeholders</i> are informed of procedures which are to take place g. First aid equipment is operated in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols
4. Manage specific injuries and/or illnesses	<ul style="list-style-type: none"> a. Head and spinal injuries are managed in accord with the <i>best practice sports trainer principles</i> b. Trunk injuries are managed in accord with the <i>best practice sports trainer principles</i> c. Upper limb injuries are managed in accord with the <i>best practice</i>

	<p><i>sports trainer principles</i></p> <p>d. Lower limb injuries are managed in accord with the <i>best practice sports trainer principles</i></p> <p>e. Heat and cold illnesses and/or injuries are managed in accord with the <i>best practice sports trainer principles</i></p>
5. Monitor injured athlete's condition and treatment	<p>a. Injured athlete's condition and response to treatment is monitored, and contraindications recognised</p> <p>b. Treatment is reassessed and management plan amended appropriately in response to <i>changes in condition</i></p> <p>c. Signs and symptoms of shock are recognised and causes of shock managed in line with approved first aid techniques</p>
6. Maintain records of condition and treatment	<p>a. Where appropriate, breathing and pulse are monitored and recorded at regular intervals</p> <p>b. Details of casualty's condition, changes in conditions, treatment and response to treatment are accurately recorded in line with organisation procedures</p>

Range of Variables

PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

VARIABLE STATEMENT	CATEGORIES
<p>1. Basic human anatomy and physiology</p>	<p>a. identification of 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</p> <p>b. fundamental understanding of the structure and function of the following anatomical systems b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous</p>
<p>2. Basic principles of biomechanics</p>	<p>a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions</p>
<p>3. Best practice sports trainer principles</p>	<p>a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation</p>
<p>4. Changes in condition</p>	<p>a. improvement b. deterioration</p>
<p>5. Dislocation management procedures</p>	<p>a. immobilise and support the injured area using a splint or sling b. check for signs of impaired circulation c. seek qualified help d. arrange transport to hospital e. Apply Rest, Ice, Compression, Elevation, Referral regime and NO Heat, Alcohol, Running, Massage regime if it does not aggravate the pain</p>
<p>6. Details of the incident</p>	<p>a. are obtained from a.1 the injured athlete a.2 visual assessment of scene a.3 others at the scene</p>

7. DR ABC regime	<ul style="list-style-type: none"> a. Dangers are assessed to: <ul style="list-style-type: none"> a.1 self a.2 athlete a.3 environment b. Responses <ul style="list-style-type: none"> b.1 method of assessing response: <ul style="list-style-type: none"> b.1.1 "shake and shout" b.2 management of: <ul style="list-style-type: none"> b.2.1 a responsive athlete b.2.2 an unresponsive athlete c. Airway <ul style="list-style-type: none"> c.1 methods of clearing and opening airway c.2 management of athlete with <ul style="list-style-type: none"> c.2.1 partial obstruction <ul style="list-style-type: none"> - coughing c.2.2 complete obstruction <ul style="list-style-type: none"> - conscious <ul style="list-style-type: none"> - head down - back slaps - unconscious <ul style="list-style-type: none"> - head down - back slaps - finger sweeps - lateral chest thrusts - fainting d. Breathing <ul style="list-style-type: none"> d.1 methods for assessing breathing <ul style="list-style-type: none"> d.1.1 look, listen and feel d.2 management of athlete with breathing difficulty d.3 management of a non-breathing athlete <ul style="list-style-type: none"> d.3.1 Expired Air Resuscitation <ul style="list-style-type: none"> - how - dangers <ul style="list-style-type: none"> - vomiting and regurgitation - stomach inflates e. Circulation <ul style="list-style-type: none"> e.1 methods of assessing circulation <ul style="list-style-type: none"> e.1.2 pulse <ul style="list-style-type: none"> - locality - rate e.2 management of an athlete with chest pain e.3 management of an athlete with no pulse <ul style="list-style-type: none"> e.3.1 call ambulance e.3.2 commence External Cardiac Compressions e.3.3 Cardio-Pulmonary Resuscitation f. bleeding <ul style="list-style-type: none"> f.1 signs of: <ul style="list-style-type: none"> f.1.1 internal bleeding f.1.2 external bleeding f.2 management of internal bleeding (shock) <ul style="list-style-type: none"> f.2.1 refer f.3 management of external bleeding <ul style="list-style-type: none"> f.3.1 direct pressure f.3.2 elevation f.3.3 pad and bandage f.3.4 immobilisation f.3.5 check f.3.6 refer f.4 considerations <ul style="list-style-type: none"> f.4.1 unable to control bleeding f.5 specific injuries <ul style="list-style-type: none"> f.5.1 nose f.5.2 hand
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	f.5.3 foreign body
8. Fracture management procedures	<ul style="list-style-type: none"> a. immobilise and support the injured area using a splint or sling b. check for signs of impaired circulation c. seek qualified help d. arrange transport to hospital e. apply Rest, Ice, Compression, Elevation, Referral regime and NO Heat, Alcohol, Running, Massage regime if appropriate for the injury and it does not aggravate the pain
9. Hand singles	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Sports First Aid Manual</i>, or a.2 similar documents developed by the organisation
10. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
11. NO HARM regime	<ul style="list-style-type: none"> a. NO <ul style="list-style-type: none"> a.1 Heat (ie, increase bleeding) such as <ul style="list-style-type: none"> a.1.1 Sauna a.1.2 Spa a.1.3 hot water bottle a.1.4 hot shower a.1.5 hot linament rubs a.2 Alcohol (ie, increase swelling) a.3 Running or exercising too soon (ie, increase bleeding and swelling) a.4 Massage or the use of heat rubs in the first 48-72 hours (ie, increase bleeding and swelling)
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. family f. friends g. other involved/appropriate personnel h. manager i. facility manager j. facility owner
13. Precautions for transportation	<ul style="list-style-type: none"> a. suspected spinal cord injuries b. lack of appropriate equipment c. lack of manpower
14. Sports trainer setting	<ul style="list-style-type: none"> a. refers to any genuine 'work environment' where the sports trainer role is provided: <ul style="list-style-type: none"> a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)
15. RICER regime	<ul style="list-style-type: none"> a. Rest b. Ice c. Compression d. Elevation e. Referral

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<p>16. STOP regime</p>	<ul style="list-style-type: none"> a. Stop <ul style="list-style-type: none"> a.1 Stop the athlete from participating or moving a.2 Stop the game if necessary b. Talk <ul style="list-style-type: none"> b.1 What happened? b.2 How did it happen? b.3 What did you feel? b.4 Where does it hurt? b.5 Does it hurt anywhere else? b.6 Can you play on? b.7 If no, arrange appropriate transport c. Observe <ul style="list-style-type: none"> c.1 Observe whilst talking to the athlete c.2 General <ul style="list-style-type: none"> c.2.1 Is the athlete distressed? c.2.2 Is the athlete lying in an unusual position/posture? c.3 Injury site <ul style="list-style-type: none"> c.3.1 Is there any swelling, deformity or discoloration? c.3.2 Can the athlete move the injured part? c.3.3 If yes, <ul style="list-style-type: none"> - Does it hurt to move? - Is the range of movement restricted compared to normal? - Is the range of movement restricted compared to the other side or limb? c.3.4 If no, arrange appropriate transport d. Prevent further injury by ensuring a detailed assessment using Talk, Observe, Touch, Active movement, Passive movement, Skill test regime
<p>17. TOTAPS regime</p>	<ul style="list-style-type: none"> a. Talk <ul style="list-style-type: none"> a.1 history of the incident a.2 history of the individual b. Observe <ul style="list-style-type: none"> b.1 expose and compare for: <ul style="list-style-type: none"> b.1.1 swelling b.1.2 discoloration b.1.3 deformity b.2 if obvious, implement a fracture management c. Touch <ul style="list-style-type: none"> c.1 Compare to uninjured side for: <ul style="list-style-type: none"> c.1.1 Tenderness c.1.2 Temperature c.1.3 pain c.2 If possible fracture or dislocation, implement fracture management or dislocation management respectively d. Active movement <ul style="list-style-type: none"> d.1 Athlete attempts to move injured part through full range of movement, but ONLY TO THE POINT of pain d.2 If pain or loss of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running, Massage regime</i> e. Passive movement <ul style="list-style-type: none"> e.1 Sports trainer attempts to move injured part through full range of movement, but ONLY TO THE POINT of pain e.2 If pain or loss/increase of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running, Massage regime</i>

	<ul style="list-style-type: none">f. Skill test<ul style="list-style-type: none">f.1 Athlete performs progress skill test appropriate to the sportf.2 If any of these skill tests cause pain or the athlete is unable to complete them, then they should not return to activity and appropriate management should be commenced/continued
18. Transport techniques	<ul style="list-style-type: none">a. human crutch<ul style="list-style-type: none">a.1 one persona.2 two personsb. two handed seatc. three handed seatd. four handed seate. chair liftf. how to lift casualties to the stretcher<ul style="list-style-type: none">f.1 blanketf.2 3 personf.3 lifting frameg. transport with a stretcherh. types of hand signals

Evidence Guide

PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none">a. Assessment must confirm sufficient knowledge and ability to provide a systematic approach to the initial management of sports injuries in the absence of, and until the arrival of, a health care professional particularly in relation to:<ul style="list-style-type: none">a.1 management of shocka.2 initial assessment procedures, anda.3 maintaining records of the athlete's condition and initial treatment.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 environmentc. In particular, assessment must confirm the ability to:<ul style="list-style-type: none">c.1 Implement the <i>Danger, Response, Airway, Breathing, Circulation regime</i> to assess and manage an incidentc.2 Implement the <i>Stop, Talk, Observe, Prevent further injury regime</i> to provide a quick on-field assessment of an injuryc.3 Develop a plan to manage the athlete, the injury and/or the environmentc.4 Identify contraindications and/or indications for transportation through observation and questioning regarding details of the incidentc.5 Where indicated, safely and effectively transport injured athletes using appropriate transport techniquesc.6 Use appropriate hand signalsc.7 Implement the <i>Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</i> to provide a detailed assessment of the injury, to identify further injuries and to implement a systematic approach to the initial management of sports injuriesc.8 Manage the following injuries and/or illnesses in accord with <i>best practice sports trainer principles</i>:<ul style="list-style-type: none">c.8.1 Head and spinal injuriesc.8.2 Trunk injuriesc.8.3 Upper limb injuriesc.8.4 Lower limb injuriesc.8.5 Heat and cold illnessesc.9 Maintain records of athlete's condition and treatment
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 STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainerb. This unit must be assessed in conjunction with the following unit(s):<ul style="list-style-type: none">b.1 Nilc. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units<ul style="list-style-type: none">c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programsc.2 SRS STR 005A Assist with the ongoing management of sports injuriesc.3 SRS STR 006A Tape ankle/s, thumb/s and finger/sc.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting

<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic principles of bio-mechanics a.2 Basic anatomy and physiology a.3 Danger, Response, Airway, Breathing, Circulation regime a.4 Stop, Talk, Observe, Prevent further injury regime a.5 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime a.6 Precautions for transportation a.7 Transport techniques for moving injured athletes a.8 Management of shock a.9 Fracture management procedures a.10 Dislocation management procedures a.11 Taking and recording pulse and breathing a.12 Management of injuries and illnesses including: <ul style="list-style-type: none"> a.12.1 Head and spinal injuries a.12.2 Trunk injuries a.12.3 Upper limb injuries a.12.4 Lower limb injuries a.12.5 Heat and cold illnesses a.13 Recording of injuries and treatment a.14 Knowledge of current practices and procedures in emergency care b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer setting 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 (ie, a minimum of 3 sessions spread across a period of 3 weeks)
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence 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 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	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology

Information				Techniques		
3	2	2	3	1	3	1

SRS STR 004A CONDUCT BASIC WARM-UP, STRETCHING AND COOL-DOWN PROGRAMS

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Define the scope of warm-ups and cool-downs	<ul style="list-style-type: none"> a. The role of the application of warm-ups is explained to the athlete/s and other relevant stakeholders b. Preferred timing and duration for the application of warm-ups is explained to the athlete/s and other relevant stakeholders c. The role of the application of cool-downs is explained to the athlete/s and other relevant stakeholders d. Preferred timing and duration for the application of cool-downs is explained to the athlete/s and other relevant stakeholders e. The fundamental differences between the application of warm-ups and cool-downs and the relative benefits to the athlete is explained to the athlete/s and other relevant stakeholders f. The need to select and apply warm-ups and/or cool-downs which suite a sport/activity and focus on the body parts primarily involved in the activity is explained to the athlete/s and other relevant stakeholders
2. Implement warm-up program	<ul style="list-style-type: none"> a. Precautions for warm-ups, and participation in activity in general, are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. A range of warm-up exercises are selected to suite the client and the activity/competition c. A range of warm-up exercises to prepare clients for activity/competition are demonstrated d. Application of warm-up is adjusted in accord with arousal levels of the athlete
3. Implement cool-down program	<ul style="list-style-type: none"> a. Precautions for cool-downs are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. A range of cool-down exercises to aid recovery from activity/competition are demonstrated
4. Conduct stretching programs	<ul style="list-style-type: none"> a. Precautions for stretching are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. Safe stretching activities are incorporated into the warm-up and cool-down programs in accord with best practice sports trainer principles

Range of Variables

CONDUCT BASIC WARM-UP, STRETCHING AND COOL - DOWN 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 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. are usually over the age of 10 years f. 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. 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
3. 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
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
5. 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

	<p>consent prior to being included in massage therapy sessions</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>
6. Fundamental differences between the application of warm-ups and cool-downs	<p>a. warm-ups are usually applied to increase</p> <p>a.1 heat in certain muscle groups (ie, increase circulation)</p> <p>a.2 flexibility in specific muscle groups</p> <p>a.3 proprioceptor, and</p> <p>a.4 to influence desired arousal levels on a team and/or individualised basis such as</p> <p>a.4.1 to increase excitement levels</p> <p>a.4.2 to calm the nervous or anxious competitor</p> <p>b. cool-downs are usually applied to</p> <p>b.1 reduce exercise induced muscle spasm</p> <p>b.2 assist metabolic waste removal</p> <p>b.3 restore range of motion/flexibility</p>
7. Organisations' medical support team	<p>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</p> <p>a.1 medical practitioners</p> <p>a.2 physiotherapists</p> <p>a.3 chiropractors</p> <p>a.4 osteopaths</p> <p>a.5 massage therapists</p> <p>a.6 rehabilitation therapists</p>
8. Precautions for warm-ups, stretching and/or cool-downs	<p>a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition</p> <p>b. any conditions that may potentially be complicated by the application of warm-up, stretching or cool-down activities such as</p> <p>b.1 acute inflammations (eg, signs and symptoms of bursitis and tendonitis)</p> <p>b.2 infections (eg, fever, temperature, redness, etc)</p> <p>b.3 fractures (Note: medical direction required)</p> <p>b.4 recent muscle injury (eg, hamstring tear)</p> <p>b.5 haematoma (ie, bruising or the potential of bruising)</p> <p>b.6 torn ligaments (ie, joint instability)</p> <p>b.7 acute and/or sudden joint swelling</p> <p>b.8 neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement</p> <p>b.9 back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement</p> <p>b.10 extreme pain on movement of any body part</p> <p>b.11 inability to bear weight through a limb</p> <p>b.12 people with severe medical problems who are not currently seeking medical treatment</p> <p>b.13 heart conditions (Note: medical direction required)</p> <p>b.14 open wounds</p>
9. Preferred timing and duration for the application of cool-downs	<p>a. would usually be 5-15 minutes in a team change room environment, but could be shortened or extended depending on circumstances such as</p> <p>a.1 number of players/competitors to administer</p> <p>a.2 associated time constraints</p> <p>a.3 areas of body to cover</p> <p>a.4 performance parameters for the event (eg, a 1500m swimmer who is cooling down from a heat swim to prepare for a final would require an extensive and very individualised cool-down compared to a football team in a weekly competition)</p>

10. Preferred timing and duration for the application of warm-ups	<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 a.4 performance parameters for the event (eg, a marathon would require an extensive warm-up, which may be up to 30 minutes)
11. Referred/referral	<ul style="list-style-type: none"> a. recommendation of a client to another health professional for care/treatment/assessment
12. Sports trainer setting	<ul style="list-style-type: none"> a. refers to any genuine 'work environment' where the sports trainer role is provided <ul style="list-style-type: none"> a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)
13. Warm-up is adjusted in accord with arousal levels	<ul style="list-style-type: none"> a. warm-ups are usually adjusted to <ul style="list-style-type: none"> a.1 calm the nervous or anxious competitor a.2 increase excitement levels
14. Warm-ups	<ul style="list-style-type: none"> a. series of exercises, usually incorporating some stretching exercises, that <ul style="list-style-type: none"> a.1 gradually increases the body and muscle temperature a.2 increases the blood and oxygen supply to the working muscles in preparation for a period of prolonged exercise a.3 increases flexibility generally and/or in specific muscle groups a.4 increases proprioception b. depending on desired arousal levels, can be applied to: <ul style="list-style-type: none"> b.1 increase excitement levels b.2 calm the nervous or anxious competitor
15. Stretching	<ul style="list-style-type: none"> a. exercises that helps to lengthen muscles so there is minimal strain during competition, or b. exercises that helps to lengthen muscles to either increase and/or maintain sports specific flexibility
16. Cool-downs	<ul style="list-style-type: none"> a. series of exercises, usually incorporating stretching exercises, that <ul style="list-style-type: none"> a.1 gradually lowers the body and muscle temperature a.2 decreases the blood and oxygen supply to the working muscles after a period of prolonged exercise a.3 reduces exercise induced muscle spasm a.4 assists metabolic waste removal a.5 restores range of motion/flexibility

Evidence Guide

CONDUCT BASIC WARM-UP, STRETCHING AND COOL - DOWN PROGRAMS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to apply basic warm-up, stretching and cool-down programs to assist athletes prepare for activity and also aid in the recovery from activity</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 Explain the role of warm-ups, stretching and cool-downs and the fundamental differences between them to athlete/s and other relevant stakeholders</p> <p>c.2 Recognise contraindications and precautions regarding the application of warm-ups, stretching and cool-downs and refer the athlete/s to appropriate health professionals</p> <p>c.3 Select and apply a suitable range of warm-up and stretching exercises to prepare the athlete for activity/competition</p> <p>c.4 Select and apply a suitable range of cool-down and stretching exercises to assist the athlete recover from activity/competition</p> <p>c.5 Conduct sessions and interact with clients' in accord with best practice sports trainer principles</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</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 other units</p> <p>c.1 SRS STR 003A Provide initial management of sports injuries</p> <p>c.2 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>c.3 SRS STR 006A Tape ankle/s, thumb/s and finger/s</p> <p>c.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of biomechanics</p> <p>a.2 Basic human anatomy and physiology</p> <p>a.3 Basic muscle groups and their actions</p> <p>a.4 Contraindications and precautions for warm-up, stretching and cool-down exercises</p> <p>a.5 A range of warm-up, stretching and cool-down exercises</p> <p>b. Underpinning skills</p> <p>b.1 Communicate effectively with athletes and others</p> <p>b.2 Work with others in a team situation</p> <p>b.3 Remain calm under pressure</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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 ensure consistency of performance over the range of variables and contexts (ie, a minimum of 3 sessions spread across a period of 3 weeks)
6. Context for assessment	<p>a. Competency must be demonstrated in a real sports trainer setting with actual athletes (ie, not the peers of the learner)</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 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	3	3	2	2	1

SRS STR 005A ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assist health care professionals to conduct, monitor and adjust ongoing injury management programs</p>	<ul style="list-style-type: none"> a. Effective communication is maintained with the <i>athlete</i> and <i>other relevant stakeholders</i> in accord with <i>best practice sports trainer principles</i> b. The aims of the <i>ongoing injury management program</i> are monitored and adjusted in consultation with relevant <i>health care professionals</i> c. <i>Feedback</i> is provided regarding the progress of the <i>ongoing injury management program</i> to relevant <i>health care professionals</i> d. The <i>ongoing injury management program</i> that has been prescribed by a <i>health care professional</i> to treat an athletes injury is adhered to e. <i>Health care professionals</i> are liaised with in relation to issues that arise during the implementation of the <i>ongoing injury management program</i>
<p>2. Monitor minor or short term injuries or illnesses</p>	<ul style="list-style-type: none"> a. Athletes with any injuries or illnesses are encouraged to consult with a <i>health care professional</i> who can make a detailed assessment of their condition b. Athletes with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, are treated in accord with <i>best practice sports trainer principles</i> c. Athletes with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, are monitored regarding <i>causes of delayed healing</i> and referred to <i>other relevant stakeholders</i> where necessary d. Relevant <i>infectious disease procedures</i> are followed, especially in relation to wound management

Range of Variables

ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/s	<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 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. 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
3. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy (eg, ultrasound) to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)
5. Causes of delayed healing	<ul style="list-style-type: none"> a. extrinsic <ul style="list-style-type: none"> a.1 mechanical stress (ie, pressure or friction) a.2 debris (ie, foreign matter, necrotic tissue)

	<ul style="list-style-type: none"> a.3 temperature a.4 infection a.5 chemical stress (ie, antiseptics, disinfectants) a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration (ie, fever, sweating) b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health (eg, circulation, diabetes) b.3 nutrition (ie, diet) b.4 body build, in particular obesity
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 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
7. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
8. Infectious disease procedures	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Infectious Diseases Policy</i> a.2 the organizations <i>Infectious diseases policy</i>
9. 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 treatment sessions a.2 observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
10. Minor or short-term injuries or illnesses	<ul style="list-style-type: none"> a. cuts b. abrasions c. minor surface bruising d. muscle soreness e. colds
11. Ongoing injury management program	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. should be developed in accord with the scope of the health care professional's current competencies
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel
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

	b. refer to best practice massage therapy principles
14. Referred/Referral	a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a client to another health professional for care/treatment
15. Sports trainer setting	a. refers to any genuine 'work environment' where the sports trainer role is provided a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)

Evidence Guide

ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to:</p> <p>a.1 assist health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athlete, and/or</p> <p>a.2 provide ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional.</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 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication</p> <p>c.2 Assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe</p> <p>c.3 Monitor and adjust ongoing injury management program in consultation with relevant health care professional/s</p> <p>c.4 Encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition</p> <p>c.5 Monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 003A Provide initial management of sports injuries</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 other units</p> <p>c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>c.2 SRS STR 006A Tape ankle/s, thumb/s and finger/s</p> <p>c.3 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of biomechanics</p> <p>a.2 Basic anatomy and physiology</p> <p>a.3 Danger, Response, Airway, Breathing, Circulation regime</p> <p>a.4 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</p> <p>a.5 Causes of delayed healing</p> <p>a.6 Management of injuries and illnesses including:</p> <p>a.6.1 Head and spinal injuries</p> <p>a.6.2 Trunk injuries</p> <p>a.6.3 Upper limb injuries</p> <p>a.6.4 Lower limb injuries</p> <p>a.6.5 Heat and cold illnesses</p> <p>a.7 Recording of injuries and treatment</p> <p>a.8 Knowledge of current practices and procedures in emergency care</p>

	<ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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 (ie, a minimum of 3 sessions spread across a period of 3 weeks)
6. Context for assessment	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence 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 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	3	1	1	1

SRS STR 006A TAPE ANKLE, THUMB AND FINGERS

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for taping	a. Contraindications and precautions for taping are identified through observation and questioning and, where necessary, client is referred to appropriate health care professionals or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent b. Athletes are made aware of aims and objectives of the taping technique to be applied c. Appropriate tape and associated products are selected in accord for the taping technique to be applied d. Athletes are required to shave at least 12 hours before taping
2. Apply taping techniques	a. A range of techniques for taping the ankle/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles b. A range of techniques for taping the thumb/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles c. A range of techniques for taping the finger/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles d. Where additional adherence is required tape adherent is applied e. Underwrap is applied if an athlete is allergic to adherent
3. Remove tape	a. Tape is removed using blunt nose scissors or tape cutters b. Tape is removed by pulling the tape back on itself while placing pressure on the skin as close as possible to the line of attachment of the tape c. Where necessary tape remover sprays and/or solutions are applied to allow tape to be removed more easily
4. Implement self-care	a. Ergonomic use of body positioning and body weight to apply taping techniques are demonstrated b. If a table is being used to assist with the taping process, then the height is chosen to eliminate back strain during the application of taping techniques c. Hand positions and techniques are chosen to eliminate upper limb strain during the taping applications d. Self-care protocols are adopted in accord with the best practice sports trainer principles
5. Position client	a. Ability to apply taping techniques with the athlete in a variety of postural positions is demonstrated

Range of Variables

TAPE ANKLE, THUMB AND FINGERS

VARIABLE STATEMENT	CATEGORIES
1. A range of techniques for taping the ankle/s	<ul style="list-style-type: none"> a. anchor strips b. 2-3 stirrups c. figure 6 or 8 d. heel lock e. locking tape
2. A range of techniques for taping the finger/s	<ul style="list-style-type: none"> a. buddy taping
3. A range of techniques for taping the thumb/s	<ul style="list-style-type: none"> a. figure 8
4. Appropriate tape and associated products	<ul style="list-style-type: none"> a. tape size <ul style="list-style-type: none"> a.1 narrower tape is better for smaller joints such as fingers and thumbs a.2 larger widths are best for taping ankles a.3 size of the athlete will influence size of the tape b. tape adhesiveness (ie, must maintain adherence despite perspiration) c. tape with minimal skin irritants d. tape removability (ie, without damaging skin) e. rigid adhesive tape most common for injury prevention, it is <ul style="list-style-type: none"> e.1 more effective than elastic tape for prevention of sprains of ankles, thumbs and/or fingers e.2 is cheaper than elastic tape f. elastic adhesive tape for <ul style="list-style-type: none"> f.1 holding on dressings f.2 covering tape/dressings on irregular shaped surfaces g. vaseline and gauze pads to <ul style="list-style-type: none"> g.1 cover areas where the skin is loose and susceptible to cuts (eg, over the Achilles tendon) h. underwrap for <ul style="list-style-type: none"> h.1 athlete with allergic reactions to adherent tape h.2 to enhance the effectiveness of underwrapping the area must be shaved i. cushioning foam for <ul style="list-style-type: none"> i.1 holding on dressings i.2 covering tape/dressings on irregular shaped surfaces j. tape adherent (ie, to ensure tape is effective, especially when the athlete sweats, or is likely to get wet) k. tape remover (ie, a spray on, or soaking solution, that allows tape to be removed easily)
5. 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 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
6. 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
7. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
8. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
9. Contraindications and precautions for taping	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. tape should only be applied when the: <ul style="list-style-type: none"> b.1 skin is clean and dry with no dirt, oil or lotions b.2 area is at normal body temperature c. shaving should occur at least 12 hours prior to taping d. elastic tape should not be used on joints to restrict range of movement because it will not limit abnormal range of motion at the joint unless it is applied so tightly that circulation could be impaired
10. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
11. Referred/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 client to another health professional for care/treatment

12. Sports trainer setting

- a. refers to any genuine 'work environment' where the sports trainer role is provided:
 - a.1 on the playing field, court
 - a.2 change rooms
 - a.3 open or enclosed areas at sporting events
 - a.4 accommodation venues
 - a.5 in transit (ie, on buses, planes and the like)

Evidence Guide

TAPE ANKLE, THUMB AND FINGERS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability apply taping techniques to the ankle, thumb and fingers to assist athletes in relation to:</p> <ul style="list-style-type: none"> a.1 ongoing injury prevention, and a.2 post-injury support. <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> <ul style="list-style-type: none"> c.1 Identify contraindications and precautions for taping through observation and questioning and, where necessary, refer client to appropriate health care professionals or the relevant contact in the organisation's medical support team c.2 Prepare athletes for taping by making them aware of the aims and objectives of the taping technique to be applied c.3 Select appropriate tape and associated products in accord for the taping technique to be applied c.4 Effectively apply a range of techniques for taping the ankle/s c.5 Effectively apply a range of techniques for taping the thumb/s c.6 Effectively apply a range of techniques for taping the finger/s c.7 Effectively apply underwrap, particularly if an athlete is allergic to adherent c.8 Remove tape effectively with minimum discomfort for the athlete c.9 Ergonomically apply taping techniques c.10 Position athlete for the effective application of taping techniques
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <ul style="list-style-type: none"> a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <ul style="list-style-type: none"> b.1 Nil <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <ul style="list-style-type: none"> c.1 SRS STR 003A Provide initial management of sports injuries c.2 SRS STR 004A Conduct basic warm-ups, stretching and cool-down programs c.3 SRS STR 005A Assist with the ongoing management of sports injuries c.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <ul style="list-style-type: none"> a.1 Basic principles of bio mechanics a.2 Basic anatomy and physiology a.3 Contraindications and precautions for taping <p>b. Underpinning skills</p> <ul style="list-style-type: none"> b.1 Communicate verbally with athlete and others b.2 Work with others in a team situation b.3 Remain calm under pressure
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and</p>

	<p>facilities in a sports trainer 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 (ie, a minimum of 3 sessions spread across a period of 3 weeks)</p>
6. Context for assessment	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</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 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	2	1

SRS STR 007A IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Manage existing medical conditions	a. Athlete's with known existing <i>medical conditions</i> are managed in accord with <i>best practice sports trainer principles</i>
2. Recognise contraindications	a. <i>Contraindications for involvement in sport</i> are recognised and, if appropriate, <i>other relevant stakeholders</i> are informed in accord with the <i>principles of client confidentiality</i>
3. Identify and address viral infections	a. <i>Symptoms and signs of simple upper respiratory tract viruses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> b. <i>Symptoms and signs of gastrointestinal tract viruses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> c. Symptoms and signs of a range of <i>specific viral illnesses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> d. Strategies for managing and/or preventing a range of <i>specific viral illnesses</i> are implemented in accord with <i>best practice sports trainer principles</i> e. In situations where the athlete chooses not seek the advise of a <i>health care practitioner</i> the likely <i>effects of viral illnesses</i> on sports participation are explained to the athlete in accord with <i>best practice sports trainer principles</i>
4. Provide advise in relation to chronic conditions	a. Symptoms and signs of a range of <i>chronic conditions</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> b. Strategies for managing and/or preventing a range of <i>chronic conditions</i> are implemented in accord with <i>best practice sports trainer principles</i> c. In situations where the athlete chooses not seek the advise of a <i>health care practitioner</i> the likely <i>effects of chronic conditions</i> on sports participation are explained to the athlete in accord with <i>best practice sports trainer principles</i>

Range of Variables

IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

VARIABLE STATEMENT	CATEGORIES
1. Athlete/s	<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 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. 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
3. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not: <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy (eg, ultrasound) to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)
5. Causes of delayed healing	<ul style="list-style-type: none"> a. extrinsic <ul style="list-style-type: none"> a.1 mechanical stress (ie, pressure or friction)

	<ul style="list-style-type: none"> a.2 debris (ie, foreign matter, necrotic tissue) a.3 temperature a.4 infection a.5 chemical stress (ie, antiseptics, disinfectants) a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration (ie, fever, sweating) b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health (eg, circulation, diabetes) b.3 nutrition (ie, diet) b.4 body build, in particular obesity
6. Chronic conditions	<ul style="list-style-type: none"> a. anemia b. osteoarthritis c. rheumatoid arthritis d. hypertension e. coronary artery disease f. allergic reactions to stings
7. Contraindications for involvement in sport	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. includes <ul style="list-style-type: none"> b.1 acute inflammations (eg, signs and symptoms of bursitis and tendonitis) b.2 infections (eg, fever, temperature, redness) b.3 fractures (Note: medical direction required) b.4 recent muscle injury (eg, hamstring tear) b.5 haematoma (ie, bruising or the potential of bruising) b.6 torn ligaments (ie, joint instability) b.7 pain in any area of the body which is 'deep' or 'burning' b.8 acute and/or sudden joint swelling b.9 neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement b.10 back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement b.11 extreme pain on palpation b.12 extreme pain on movement of any body part b.13 inability to bear weight through a limb b.14 people who complain of neck pain after a motor vehicle accident (eg, whiplash) b.15 where the skin appears puffy, shiny, scaly or there is hair loss (ie, signs of vascular disease) b.16 heart conditions (Note: medical direction required) b.17 open wounds
8. Effect of viral illness on sports participation	<ul style="list-style-type: none"> a. mild viral illness (ie, symptoms but no fever), there is little risk of complication if <ul style="list-style-type: none"> a.1 the athlete feels they are able to play a.2 an adequate period of rest is available afterwards (eg, they are playing in a weekly competition and can take 2-3 days rest to recover) a.3 the event is not exhausting/depleting (eg, a marathon) a.4 it is generally believed, but not scientifically proven, that playing sport while suffering from a mild viral illness may prolong the illness 1-2 days longer than it would have had the athlete rested b. moderate viral illness (ie, symptoms and mild fever) <ul style="list-style-type: none"> b.1 exercise requires greater cardiopulmonary effort b.2 will be detrimental to performance b.3 participation will almost certainly prolong the course of the illness c. severe viral illness (ie, symptoms affecting the entire body, significant symptoms and increased fever)

	<ul style="list-style-type: none"> c.1 participation will definitely increase the risk of prolonging the conditions as well as the risk of suffering complications such as: <ul style="list-style-type: none"> c.1.1 pericarditis – viral infection of the lining of the heart c.1.2 abnormal heart rhythm which is a risk factor for sudden death c.1.3 chronic fatigue syndrome
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 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
10. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
11. Infectious disease procedures	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Infectious Diseases Policy</i> a.2 the organizations <i>Infectious diseases policy</i>
12. Medical conditions	<ul style="list-style-type: none"> a. may include (Note: This is not an exclusive list) <ul style="list-style-type: none"> a.1 asthma, in particular exercise induced asthma a.2 known allergies (eg, bee stings) a.3 diabetes a.4 chronic fatigue syndrome a.5 epilepsy
13. Minor or short-term injuries or illnesses	<ul style="list-style-type: none"> a. cuts b. abrasions c. minor surface bruising d. muscle soreness e. colds
14. 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 treatment sessions a.2 observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
15. Ongoing injury management program	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. should be developed in accord with the scope of the health care professional's current competencies
16. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel
17. Principles of client	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be

confidentiality	<ul style="list-style-type: none"> a. passed on to other individuals without the permission of the client b. refer to best practice massage therapy principles
18. Referred/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 client to another health professional for care/treatment
19. Specific viral illnesses	<ul style="list-style-type: none"> a. Hepatitis A b. Hepatitis B c. Hepatitis C d. Human Immuno-deficiency Virus e. Glandular fever
20. Sports trainer setting	<ul style="list-style-type: none"> a. refers to any genuine 'work environment' where the sports trainer role is provided <ul style="list-style-type: none"> a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)
21. Symptoms and signs of simple gastrointestinal tract viruses	<ul style="list-style-type: none"> a. symptoms <ul style="list-style-type: none"> a.1 athlete feels unwell a.2 nausea a.3 vomiting a.4 diarrhoea a.5 abdominal pain a.6 feels bloated b. signs <ul style="list-style-type: none"> b.1 often remarkable little to find even in severe cases b.2 abdominal tenderness (Note: a doctor would need to differentiate viral gastro-enteritis, ie, inflamed stomach intestines, from early surgical problems such as appendicitis or gall bladder disease) b.3 the athlete is often very pale and may develop the sunken eyes characteristic of dehydration
22. Symptoms and signs of simple upper respiratory tract viruses	<ul style="list-style-type: none"> a. predominantly colds and flu's b. symptoms <ul style="list-style-type: none"> b.1 unusually tired b.2 sore throat b.3 running nose b.4 cough b.5 mild shortness of breath b.6 headache b.7 muscle aches in back and chest b.8 hot and cold sweats (rigors) c. signs <ul style="list-style-type: none"> c.1 fever (which may be up and down over hours) c.2 flushed or pale complexion c.3 looks unwell

Evidence Guide

IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to:</p> <p>a.1 assist health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athlete, and/or</p> <p>a.2 provide ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional.</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 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication</p> <p>c.2 Assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe</p> <p>c.3 Monitor and adjust ongoing injury management program in consultation with relevant health care professional/s</p> <p>c.4 Encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition</p> <p>c.5 Monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 003A Provide initial management of sports injuries</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 other units</p> <p>c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>c.2 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>c.3 SRS STR 006A Tape ankle/s, thumb/s and finger/s</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of biomechanics</p> <p>a.2 Basic anatomy and physiology</p> <p>a.3 Danger, Response, Airway, Breathing, Circulation regime</p> <p>a.4 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</p> <p>a.5 Causes of delayed healing</p> <p>a.6 Management of injuries and illnesses including:</p> <p>a.6.1 Head and spinal injuries</p> <p>a.6.2 Trunk injuries</p> <p>a.6.3 Upper limb injuries</p> <p>a.6.4 Lower limb injuries</p> <p>a.6.5 Heat and cold illnesses</p>

	<ul style="list-style-type: none"> a.7 Recording of injuries and treatment a.8 Knowledge of current practices and procedures in emergency care b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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 (ie, a minimum of 3 sessions spread across a period of 3 weeks)
6. Context for assessment	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence 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 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 STR 008A ASSIST WITH THE REHABILITATION OF INJURIES

STR

Sports trainer

DESCRIPTION: This unit covers the role and responsibility that the sports trainer can play in assisting health care professionals with the implementation of rehabilitation programs for injured athletes. This unit is an extension of the unit *SRS STR 005A Assist with the ongoing management of sports injuries*. It covers more advanced long term care procedures than the previous unit and requires greater underpinning knowledge in relation to anatomy and physiology and the phases of tissue repair. It also covers the implementation of supplementary strategies to support an athlete's rehabilitation program. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assist health care professionals to conduct, monitor and adjust rehabilitation programs</p>	<p>a. The aims of the rehabilitation program are monitored and adjusted in consultation with relevant health care professionals</p> <p>b. Feedback is provided and discussed with relevant health care professionals regarding rehabilitation program progress</p> <p>c. If appropriate, and in accord with the principles of client confidentiality, other relevant stakeholders are kept informed of developments</p> <p>d. Effective communication is maintained with the athlete and other relevant stakeholders in accord with best practice sports trainer principles</p>
<p>2. Apply the fundamental principles of psychology of injury</p>	<p>a. Typical psychological responses to injuries are recognised and appropriate support structure implemented to address them</p> <p>b. Psychological skills and strategies are applied to assist the athlete through the rehabilitation process</p>
<p>3. Introduce supplementary strategies to support the rehabilitation program</p>	<p>a. Supplementary strategies to support the rehabilitation program that prevent loss of general fitness and specific skills are developed and implemented in consultation with the athlete, relevant health care professionals and other relevant stakeholders</p> <p>b. The athlete and other relevant stakeholders are provided with supplementary strategies to support the rehabilitation program based on Frequency, Intensity, Time, Type principles, the Specific Adaptations to Imposed Demands regime and the performance parameters of the activity</p> <p>c. Assistance and instruction is provided to enable the athlete to implement supplementary strategies to support the rehabilitation program</p> <p>d. Relevant information, explanations and demonstrations are provided to assist the athlete to complete exercises, activities, stretches and the like as part of their supplementary strategies to support the rehabilitation program</p> <p>e. The athlete is observed to see that exercises, activities and/or stretches are conducted in accord with accepted best practice sports trainer principles and to ensure the prevention of further injuries</p>

Range of Variables

ASSIST WITH THE REHABILITATION OF INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Athlete 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 f. competition/performance targets
2. Athlete well-being	<ul style="list-style-type: none"> a. injury status b. psychological status c. emotional status d. general self-esteem
3. 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 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. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy (eg, ultrasound) to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)
5. Changes in condition	<ul style="list-style-type: none"> a. improvement b. deterioration
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 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

7. FITT Principle	<p>c.2 information pertinent to technical adjustments</p> <ul style="list-style-type: none"> a. Frequency b. Intensity c. Time d. Type
8. Fundamental human anatomy and physiology	<ul style="list-style-type: none"> a. understanding of the fundamental structure and function of <ul style="list-style-type: none"> a.1 bones a.2 ligaments a.3 joints a.4 tendons a.5 muscles a.6 muscle fibre types a.7 major organs (listed below) a.8 tissue type and repair a.9 respiratory system a.10 cardiovascular system a.11 urinary system a.12 reproductive system a.13 endocrine system a.14 nervous system a.15 integumentary a.16 homeostasis b. ability to locate <ul style="list-style-type: none"> b.1 joints and associated bones <ul style="list-style-type: none"> b.1.1 knee <ul style="list-style-type: none"> - ligaments (anterior cruciate, posterior cruciate, lateral cruciate and medial collateral) - cartilage (lateral/medial meniscus) - bones (femur, tibia, fibula and patella) - tendons (patella, hamstring and gastrocnemius) b.1.2 shoulder <ul style="list-style-type: none"> - bones (clavicle, scapula, humerus and sternum) - joints (sternoclavicular, acromioclavicular and glenohumeral) - tendons (supraspinatus and rotator cuff) b.1.3 ankle/foot <ul style="list-style-type: none"> - bones (tibia, fibula, calcaneus, talus and tarsals) - ligaments (lateral, complex/medial and complex) - tendons (Achilles, medial and lateral tendon groups) - muscles (peroneals and plantar fascia) b.2 major muscles, their origins, insertion and actions <ul style="list-style-type: none"> b.2.1 quadriceps (rectus, femoris, vastus lateralis, vastus medialis, vastus intermedius) b.2.2 hamstrings (semitendinosus, semimembranosus, biceps femoris) b.2.3 posterior lower leg (gastrocnemius, soleus) b.2.4 anterior lower leg (tibialis anterior, peroneals) b.2.5 lateral leg group (tensor fascia lata/iliotibial band) b.2.6 abdominals (rectus abdominus, external obliques, transverse abdominus) b.2.7 gluteals (gluteus maximus/medius/minimis) b.2.8 shoulder (supraspinatus, infraspinatus, teres minor, teres major) b.3 major organs <ul style="list-style-type: none"> b.3.1 heart b.3.2 lungs b.3.3 liver b.3.4 spleen b.3.5 pancreas b.3.6 stomach b.3.7 kidneys b.3.8 small intestine b.3.9 large intestine

9. Fundamental principles of bio-mechanics	<ul style="list-style-type: none"> a. levers b. loads c. fulcrums d. moment arms e. muscle actions
10. Health care professional	<ul style="list-style-type: none"> a. practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a.1 medical practitioners a.2 physiotherapists a.3 chiropractors a.4 osteopaths a.5 paramedics a.6 massage therapists
11. 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 treatment sessions a.2 observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel
13. Performance parameters	<ul style="list-style-type: none"> a. biomechanical of an activity to which the client wishes to return (ie, sport specific movements) b. physiological components of an activity to which the client wishes to return c. psychological components of an activity to which the 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 client is involved f. beneficial asymmetries g. joint ranges for each sport
14. 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 athlete b. refer to best practice sports trainer principles
15. Psychological skills and strategies	<ul style="list-style-type: none"> a. include <ul style="list-style-type: none"> a.1 building rapport with the injured athlete a.2 provision of education about injury and recovery a.3 establish and maintain effective communication a.4 teach specific psychological coping skills such as <ul style="list-style-type: none"> a.4.1 goal setting a.4.2 self-talk and thought strategies a.4.3 imagery a.4.4 relaxation a.5 prepare person to cope with setbacks a.6 foster social support
16. Rehabilitation	<ul style="list-style-type: none"> a. aims to <ul style="list-style-type: none"> a.1 return the athlete to the previous level of fitness, skill and competition b. usually occurs after serious or long term injuries c. begins during the definitive care of an injury d. continues through the prevention of further injuries

	e. is based on the <i>Specific Adaptations to Imposed Demands regime</i>
17. Rehabilitation program/s	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete's requirements e. should be developed in accord with the scope of the health care professional's current competencies f. should refer the athlete to an appropriate alternative practitioner in relation to areas/aspects in which the health care professional is not currently competent
18. Rehabilitation program/s progress	<ul style="list-style-type: none"> a. typically follows the following pathway <ul style="list-style-type: none"> a.1 intact joints and muscles <ul style="list-style-type: none"> a.1.1 determined and achieved by a doctor through X-Ray, casting or surgery a.2 pain free joints and muscles <ul style="list-style-type: none"> a.2.1 achieved by a doctor or physiotherapist using casting, surgery, manual therapy or electrotherapy a.2.2 a sports trainer may aid in this through the application of ice a.3 joint flexibility (range of movement) <ul style="list-style-type: none"> a.3.1 the athlete must regain the movement around the injured or associated joint, before beginning to build strength and endurance a.4 muscular strength <ul style="list-style-type: none"> a.4.1 the ability of a muscle to do heavy work a.5 muscular endurance <ul style="list-style-type: none"> a.5.1 the ability of a muscle to do prolonged, light work and repetitive exercise a.6 muscular speed <ul style="list-style-type: none"> a.6.1 the ability of a muscle to contract rapidly a.7 muscular power <ul style="list-style-type: none"> a.7.1 the ability of a muscle to contract rapidly against a heavy load a.8 integrated and coordinated movements (skills tests) <ul style="list-style-type: none"> a.8.1 these are specific to the sport , often involve team drills and skill drills a.9 agility (speed and skill) <ul style="list-style-type: none"> a.9.1 to be able to perform the skill at the speed require in the sport
19. SAID Regime	<ul style="list-style-type: none"> a. Specific Adaptations to Imposed Demands b. refers to the following principles <ul style="list-style-type: none"> b.1 the more you do something the easier it becomes, provided there is no pain b.2 practice must be perfect and specific to the requirements of the athlete to achieve progress b.3 as the skills become easier, progress onto a more difficult task, until it becomes easy, and then progress again
20. Sports trainer setting	<ul style="list-style-type: none"> a. refers to any genuine 'work environment' where the sports trainer role is provided <ul style="list-style-type: none"> a.1 on the playing field, court a.2 change rooms a.3 open or enclosed areas at sporting events a.4 accommodation venues a.5 in transit (ie, on buses, planes and the like)
21. Supplementary strategies to	<ul style="list-style-type: none"> a. a doctor or a physiotherapist will generally determine and manage the rehabilitation program for athlete's with serious or long-term injuries

<p>support the rehabilitation program</p>	<ul style="list-style-type: none"> b. the sports trainer may assist by: <ul style="list-style-type: none"> b.1 helping maintain the athletes general fitness and skill level by designing activities that utilise the uninjured body parts without pain b.2 implementing correct drills that reinforces relevant skill patterns in accord with the <i>Specific Adaptations to Imposed Demands regime</i> after the athlete has regained joint flexibility and strength in the area affected by the injury c. when setting supplementary activities <ul style="list-style-type: none"> c.1 find an activity that the athlete can do without pain such as: <ul style="list-style-type: none"> c.1.1 exercise bike or swimming for knee or ankle injury c.1.2 jogging/running may be possible if there is a shoulder injury c.2 maintain strength through weight training for all the uninjured body parts c.3 the skills associated with the sport can still be practiced <ul style="list-style-type: none"> c.3.1 eg, a basketball player in a cast can still practice shooting from a stationary position c.4 provide the athlete with various challenges rather than just observing team members c.5 if relevant, practice skills using the preferred and non-preferred side of the body
<p>22. Typical psychological responses to injuries</p>	<ul style="list-style-type: none"> a. include <ul style="list-style-type: none"> a.1 typical grief responses such as <ul style="list-style-type: none"> a.1.1 disbelief a.1.2 denial a.1.3 isolation a.1.4 anger a.1.5 bargaining a.1.6 depression a.1.7 acceptance a.2 identify loss a.3 fear and anxiety a.4 lack of confidence a.5 performance decrements

Evidence Guide

ASSIST WITH THE REHABILITATION OF INJURIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to:</p> <p>a.1 assist health care professionals and/or the sports organisation's medical support team with the implementation of rehabilitation program/s for an injured athlete, and/or</p> <p>a.2 implement supplementary strategies/activities to support the rehabilitation program.</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 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication</p> <p>c.2 Apply the fundamental principles of psychology of injury</p> <p>c.3 Assist health care professional/s conduct rehabilitation program/s and adhere to the program/s they prescribe</p> <p>c.4 Monitor and adjust rehabilitation program/s in consultation with relevant health care professional/s</p> <p>c.5 Keep other relevant stakeholders informed of developments in accord with the principles of client confidentiality</p> <p>c.6 Develop and implement supplementary strategies to support an athlete's rehabilitation program to prevent loss of general fitness and specific skills in consultation with the athlete, relevant health care professionals and other relevant stakeholders</p> <p>c.7 Provide supplementary strategies to support an athlete's rehabilitation program based on Frequency, Intensity, Time, Type principles, the Specific Adaptations to Imposed Demands regime and the performance parameters of the activity</p> <p>c.8 Provide assistance and instruction to enable the athlete to implement supplementary strategies to support the rehabilitation program</p> <p>c.9 Observe the athlete to see that exercises, activities and/or stretches are conducted in accord with accepted best practice sports trainer principles and to ensure the prevention of further injuries</p>
<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 STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 003A Provide initial management of sports injuries</p> <p>a.3 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>a.4 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>a.5 SRS STR 006A Tape ankle/s, thumb/s and finger/s</p> <p>a.6 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</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 other units</p> <p>c.1 Nil</p>

3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Advanced human anatomy and physiology, particularly the phases of tissue repair a.2 Fundamental pathology/symptomology a.3 Fundamental pharmacology a.4 Fundamentals of nutrition for the general well-being of clients a.5 Kinesiology a.6 Common musculoskeletal injuries in sport a.7 Specific Adaptations to Imposed Demands regime a.8 Principles on development of skills in sport (ie, Specific Adaptations to Imposed Demands regime) a.9 Principles on development and maintenance of fitness for sport (ie, Frequency, Intensity, Time, Type principles) a.10 Performance parameters of the sport/activity a.11 Game rules b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Adequate numeracy and literacy skills b.3 Provide reports to paramedical personnel b.4 Work with others in a team situation b.5 Remain calm under pressure
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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 (ie, a minimum of 3 sessions spread across a period of 2 months)
6. Context for assessment	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence 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 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	1	2	1

SRS STR 009A TAPE AND/OR BRACE ELBOW, ACHILLES AND AC JOINT

STR

Sports trainer

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for taping	<ul style="list-style-type: none"> a. Contraindications and precautions for taping are identified through observation and questioning and, where necessary, client is referred to appropriate health care professionals or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent b. Athletes are made aware of aims and objectives of the taping and/or bracing technique to be applied c. Appropriate tape and associated products are selected in accord for the taping and/or bracing technique to be applied d. Athletes are required to shave at least 12 hours before taping
2. Apply taping techniques	<ul style="list-style-type: none"> a. Tape and/or brace an athlete's elbow to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles b. Tape and/or brace an athlete's AC joint to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles c. Tape and/or brace an athlete's Achilles to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles d. Where additional adherence is required tape adherent is applied e. Underwrap is applied if an athlete is allergic to adherent
3. Remove tape	<ul style="list-style-type: none"> a. Tape is removed in accord with the best practice sports trainer principles
4. Implement self-care	<ul style="list-style-type: none"> a. Self-care protocols are adopted in accord with the best practice sports trainer principles
5. Position client	<ul style="list-style-type: none"> a. Ability to apply taping techniques with the athlete in a variety of postural positions is demonstrated

Range of Variables

TAPE AND/OR BRACE ELBOW, ACHILLES AND AC JOINT

VARIABLE STATEMENT	CATEGORIES
1. Appropriate tape and associated products	<ul style="list-style-type: none"> a. tape size <ul style="list-style-type: none"> a.1 narrower tape is better for smaller joints such as fingers and thumbs a.2 larger widths are best for taping ankles a.3 size of the athlete will influence size of the tape b. tape adhesiveness (ie, must maintain adherence despite perspiration) c. tape with minimal skin irritants d. tape removability (ie, without damaging skin) e. rigid adhesive tape most common for injury prevention, it is <ul style="list-style-type: none"> e.1 more effective than elastic tape for prevention of sprains of ankles, thumbs and/or fingers e.2 is cheaper than elastic tape f. elastic adhesive tape for <ul style="list-style-type: none"> f.1 holding on dressings f.2 covering tape/dressings on irregular shaped surfaces g. vaseline and gauze pads to <ul style="list-style-type: none"> g.1 cover areas where the skin is loose and susceptible to cuts (eg, over the Achilles tendon) h. underwrap for <ul style="list-style-type: none"> h.1 athlete with allergic reactions to adherent tape h.2 to enhance the effectiveness of underwrapping the area must be shaved i. cushioning foam for <ul style="list-style-type: none"> i.1 holding on dressings i.2 covering tape/dressings on irregular shaped surfaces j. tape adherent (ie, to ensure tape is effective, especially when the athlete sweats, or is likely to get wet) k. tape remover (ie, a spray on, or soaking solution, that allows tape to be removed easily)
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 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 principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines

	<ul style="list-style-type: none"> d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
5. Contraindications and precautions for taping	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. tape should only be applied when the <ul style="list-style-type: none"> c.1 skin is clean and dry with no dirt, oil or lotions c.2 area is at normal body temperature d. shaving should occur at least 12 hours prior to taping e. elastic tape should not be used on joints to restrict range of movement because it will not limit abnormal range of motion at the joint unless it is applied so tightly that circulation could be impaired
6. Fundamental human anatomy and physiology	<ul style="list-style-type: none"> a. understanding of the fundamental structure and function of <ul style="list-style-type: none"> a.1 bones a.2 ligaments a.3 joints a.4 tendons a.5 muscles a.6 muscle fibre types a.7 major organs (listed below) a.8 tissue type and repair a.9 respiratory system a.10 cardiovascular system a.11 urinary system a.12 reproductive system a.13 endocrine system a.14 nervous system a.15 integumentary a.16 homeostasis b. ability to locate <ul style="list-style-type: none"> b.1 joints and associated bones <ul style="list-style-type: none"> b.1.1 knee <ul style="list-style-type: none"> - ligaments (anterior cruciate, posterior cruciate, lateral cruciate and medial collateral) - cartilage (lateral/medial meniscus) - bones (femur, tibia, fibula and patella) - tendons (patella, hamstring and gastrocnemius) b.1.2 shoulder <ul style="list-style-type: none"> - bones (clavicle, scapula, humerus and sternum) - joints (sternoclavicular, acromioclavicular and glenohumeral) - tendons (supraspinatus and rotator cuff) b.1.3 ankle/foot <ul style="list-style-type: none"> - bones (tibia, fibula, calcaneus, talus and tarsals) - ligaments (lateral, complex/medial and complex) - tendons (Achilles, medial and lateral tendon groups) - muscles (peroneals and plantar fascia) b.2 major muscles, their origins, insertion and actions <ul style="list-style-type: none"> b.2.1 quadriceps (rectus, femoris, vastus lateralis, vastus medialis, vastus intermedius) b.2.2 hamstrings (semitendinosus, semimembranosus, biceps femoris) b.2.3 posterior lower leg (gastrocnemius, soleus) b.2.4 anterior lower leg (tibialis anterior, peroneals) b.2.5 lateral leg group (tensor fascia lata/iliotibial band) b.2.6 abdominals (rectus abdominus, external obliques, transverse abdominus) b.2.7 gluteals (gluteus maximus/medius/minimus) b.2.8 shoulder (supraspinatus, infraspinatus, teres minor, teres

	<p>major)</p> <p>b.3 major organs</p> <p>b.3.1 heart</p> <p>b.3.2 lungs</p> <p>b.3.3 liver</p> <p>b.3.4 spleen</p> <p>b.3.5 pancreas</p> <p>b.3.6 stomach</p> <p>b.3.7 kidneys</p> <p>b.3.8 small intestine</p> <p>b.3.9 large intestine</p>
7. Health care professional	<p>a. practitioners who can competently make assessments of injuries such as</p> <p>a.1 medical practitioners</p> <p>a.2 physiotherapists</p> <p>a.3 chiropractors</p> <p>a.4 osteopaths</p> <p>a.5 paramedics</p> <p>a.6 massage therapists</p>
8. Referred/Referral	<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 client to another health professional for care/treatment</p>
9. Sports trainer setting	<p>a. refers to any genuine 'work environment' where the sports trainer role is provided</p> <p>a.1 on the playing field, court</p> <p>a.2 change rooms</p> <p>a.3 open or enclosed areas at sporting events</p> <p>a.4 accommodation venues</p> <p>a.5 in transit (ie, on buses, planes and the like)</p>

Evidence Guide

TAPE AND/OR BRACE ELBOW, ACHILLES AND AC JOINT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to apply taping and/or bracing techniques to the elbow, Achilles and/or AC joint to assist athletes in relation to:</p> <p>a.1 ongoing injury prevention, and</p> <p>a.2 post-injury support.</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 Identify contraindications and precautions for taping and/or bracing through observation and questioning and, where necessary, refer client to appropriate health care professionals or the relevant contact in the organisation's medical support team</p> <p>c.2 Prepare athletes for taping an/or bracing by making them aware of the aims and objectives of the taping technique to be applied</p> <p>c.3 Select appropriate tape and associated products in accord for the taping technique to be applied</p> <p>c.4 Effectively tape and/or brace an athlete's elbow</p> <p>c.5 Effectively tape and/or brace an athlete's Achilles</p> <p>c.6 Effectively tape and/or brace an athlete's AC joint</p> <p>c.7 Effectively apply underwrap, particularly if an athlete is allergic to adherent</p> <p>c.8 Remove tape effectively with minimum discomfort for the athlete</p> <p>c.9 Ergonomically apply taping and/or bracing techniques</p> <p>c.10 Position athlete for the effective application of taping and/or bracing 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 STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 006A Tape ankle/s, thumb/s and finger/s</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 other units</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of bio-mechanics</p> <p>a.2 Fundamental human anatomy and physiology</p> <p>a.3 Principles of taping</p> <p>a.4 Principles of bracing</p> <p>a.5 Contraindications and precautions for taping</p> <p>b. Underpinning skills</p> <p>b.1 Effectively apply and remove tape</p> <p>b.2 Communicate verbally with athlete and others</p> <p>b.3 Work with others in a team situation</p> <p>b.4 Remain calm under pressure</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes (ie, not the peers of the learner), taping equipment, resources and facilities in a sports trainer 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 ensure consistency of performance over the range of variables and contexts (ie, a minimum of 3 sessions spread across a period of 2 months)</p>
<p>6. Context for assessment</p>	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</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 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	3	2	2	2

SQUASH

SQA

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SRS SQA 001A INTERPRET AND APPLY THE RULES OF SQUASH AT A JUNIOR OR BEGINNER LEVEL

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the rules to manage a squash match and associated activities at a basic level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a match	<ul style="list-style-type: none"> a. Participant status and condition is assessed as suitable for a match b. Facilities, and equipment are judged to be in accordance with requirements for the match c. Participants' clothing is checked to ensure it is in accordance with competition rules d. Safety and other risks are assessed and confirmed as within acceptable levels prior to commencement of the match e. Appropriate action is taken based on an assessment of the conditions
2. Observe a match and identify information on which to base decisions	<ul style="list-style-type: none"> a. Refereeing position is identified b. Participants are observed to see that the match is conducted in accordance with the rules of squash at the <i>junior or beginner</i> level or other appropriate rules c. Observation is undertaken with minimal disruption to the performance of the match d. Breaches of <i>rules and regulations</i> are identified and noted e. The match is scored in accordance with the rules of squash or appropriate modified rules
3. Interpret and apply rules and regulations in accord with the objectives of squash at the beginner level	<ul style="list-style-type: none"> a. Relevant <i>information</i> is used to make decisions b. The interpretation of rules or regulations for the given situation is consistent with national guidelines for squash at the <i>junior or beginner</i> level c. Decisions are made accurately and consistently, and are based on fairness and participant safety
4. Communicate decisions and manage the outcomes of decision making while refereeing and marking	<ul style="list-style-type: none"> a. Decisions are communicated in accordance with <i>the rules and regulations</i> of squash b. Reactions of participants are managed in accordance with the <i>rules and regulations</i> of squash
5. Keep accurate scores for the match	<ul style="list-style-type: none"> a. Record match scores are accurately recorded on scoresheets in accordance with the <i>rules and regulations</i> of squash b. Serving sequence is monitored to ensure fairness and accuracy
6. Communicate the reasons for decisions and appropriate strategies for fixing problem behaviour	<ul style="list-style-type: none"> a. Participants are advised of the reasons for decisions b. Appropriate advice is given to prevent the repetition of inappropriate behaviour or poor court awareness

Range of Variables

INTERPRET AND APPLY THE RULES OF SQUASH AT JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. External influences	<ul style="list-style-type: none"> a. environmental conditions b. facility conditions c. other facility users d. spectators e. attendance of parents
2. Given situation	<ul style="list-style-type: none"> a. interference b. interaction with participants c. code of conduct d. participants experience e. participants age f. position of referee
3. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. penalties - stroke c. scoring d. competitive positioning - opponent is allowed clear path to the ball e. backswing raquet/ball contact and follow through f. serving position g. safety to player h. timewasting i. frivolous calls j. injury/blood rule k. participant reactions - code of conduct l. other officials - marker, coordinator, coach <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally
4. Junior or beginner level	<ul style="list-style-type: none"> a. adult participants up to interclub experience in squash b. junior participants of all ages
5. National guidelines	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. appropriate level of explanation e. Appropriate level of education
6. Other officials	<ul style="list-style-type: none"> a. coordinators b. organisers c. coaches
7. Resources	<ul style="list-style-type: none"> a. human/physical b. equipment <ul style="list-style-type: none"> b.1 scoresheets b.2 stopwatch b.3 ball c. indoor facilities d. personal equipment

8. Rules and regulations

- a. rules and regulations that are paramount to referee junior and beginner participants in squash including:
 - a.1 point a rally (PARS) and International scoring
 - a.2 basic squash safety
 - a.3 modified squash and swot rules
 - a.4 doubles and singles

Evidence Guide

INTERPRET AND APPLY THE RULES OF SQUASH AT 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 the rules of squash in order to interpret and apply them at junior or beginner level and 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 Evaluate whether conditions are suitable to commence the match c.2 Observe a match and recognise when breaches of rules and regulations occur c.3 Make a correct decision during a match c.4 Make accurate judgements c.5 Communicate that decision to the participants, other officials, coaches and spectators c.6 Manage a match to maintain the spirit of the game of squash c.7 Position to effectively see the situation at hand c.8 Communicate decisions at the appropriate 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 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS SQA 002A Use communication strategies to officiate squash at a junior or beginner level b.2 SRS SQA 003A Assist in managing the format and results of squash competitions 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 knowledge of the rules and regulations of squash in order to officiate effectively at junior or beginner level a.2 Knowledge of the relevant modified rules and regulations of squash as they apply to junior or beginner squash a.3 Knowledge of relevant equipment and safety requirements for squash and squash officials legal responsibilities b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communications skills (written and verbal) in order to effectively convey officiating decisions to participants b.2 Observation skills in order to effectively officiate squash at a junior or beginner level by observing action in the match and making appropriate decisions b.3 Judgement skills in order to make fair officiating decisions based good sportsmanship b.4 Reporting skills in order to accurately record and report officiating decisions

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to: a.1 Squash facility, equipment and participants competing at a junior or beginner level a.2 Squash Rules a.3 Junior Squash Competition guidelines 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 four (4) matches – two (2) as a referee and two (2) as a marker 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 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</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 SQA 002A USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH AT A JUNIOR OR BEGINNER LEVEL

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication strategies to manage a squash match and associated activities at a junior or beginner level and provide guidance for appropriate behaviour.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	a. Information is provided verbally to explain decisions to participants and other officials b. Instructions and explanations are communicated to participants, spectators, parents and officials c. Guidelines are provided to beginners on appropriate behaviour for participants and/or referees/markers d. The voice is used effectively e. Participants and other officials are communicated with in a friendly and professional manner
2. Use auditory devices	a. Public address equipment is used to convey decisions and scores b. Other technology is used as required
3. Make effective use of body language	a. An open body stance and posture is used when interacting with others b. Eye contact is maintained when communicating with others

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH AT A JUNIOR OR BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory and other devices	<ul style="list-style-type: none"> a. public address equipment b. scoring systems c. monitoring equipment
2. Equipment	<ul style="list-style-type: none"> a. scoresheets and marking equipment b. results recording sheets c. public address system
3. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. other facility users d. spectators e. media f. family members
4. Given situation	<ul style="list-style-type: none"> a. interference b. code of conduct c. interaction with participants/spectators d. participants experience e. instruction and guidance for markers/referees
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. scoring c. participant reactions d. appropriate behaviour e. other officials f. player experience g. type of program <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally
6. Junior or beginner level	<ul style="list-style-type: none"> a. adult participants up to interclub experience in squash b. junior participants of all ages c. special beginner or introductory programs d. participants may have special needs, eg, gender, disability
7. Other officials	<ul style="list-style-type: none"> a. others officiating at the same game/event b. sports administrators c. coaches d. sport medicine personnel e. squash centre operators
8. Resources	<ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor facilities

9. Rules and regulations

- a. current edition of the 'Rules of Singles (and doubles) Squash'
- b. 'Squash Rules - a guide to their understanding'
- c. competition manual
- d. modified squash or swot rules
- e. junior competition guidelines

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH 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 the communication strategies use to officiate squash at a junior or beginner level and applied 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 participants, other officials and others in an effective manner c.2 Use auditory devices c.3 Convey a confident and friendly manner through body and posture c.4 Accurately complete a range of scoresheets
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 SQA 001A Interpret and apply the rules of squash at a junior or beginner level b.3 SRS SQA 003A Assist in managing the format and results of squash competitions 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 rules and regulations of squash as they apply at the junior or beginner level a.2 Communication styles in order to effectively communicate with a range of people b. Underpinning skills: <ul style="list-style-type: none"> b.1 Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game b.2 Assertiveness skills in order to ensure officiating decisions are accepted
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a squash facility, equipment and participants 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 four (4) matches – two (2) refereeing and two (2) marking sessions 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 actual/real officiating situation 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
1	1	2	1	-	2	2

SRS SQA 003A

ASSIST IN MANAGING THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

SQA

Squash

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a squash competition	a. Established criteria of the organising body are used to determine eligibility of participants
2. Plan and implement the format for a squash competition	a. Preselected competition formats are used b. A competition format is selected that meets the objectives of the competition and the requirements of the organising body c. Assistance is provided in preparing a draw and distributing it to all participants d. A process for modifying the draw is established and distributed to all participants e. Assistance is provided in modifying and implementing the draw as documented
3. Record and process the results of a squash competition	a. Results are obtained and delivered to competition manager b. Assistance is provided in processing results c. Results are communicated to all individuals as directed using the necessary equipment d. Assistance is provided in advising press and media match schedules and results and preparing short press releases

Range of Variables

ASSIST IN MANAGING THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. All participants	<ul style="list-style-type: none"> a. participants b. coaches c. officials d. media e. organising body f. sponsors
2. Competition formats	<ul style="list-style-type: none"> a. knockout b. seedings c. round robin d. handicapping e. round to round progressions f. semi-finals to finals g. points
3. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 public address system b. personal equipment c. computers and software d. equipment for visual aids <ul style="list-style-type: none"> d.1 blackboards d.2 peg boards d.3 notice boards
4. External influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. media and sponsors
5. Given situation	<ul style="list-style-type: none"> a. player responsibilities relating to the draw b. smooth running of the competition c. order of play d. interaction with participants
6. Information	<ul style="list-style-type: none"> a. rankings b. regulations c. player numbers d. entry condition e. registration rule f. participant reactions g. other officials h. National or State Body i. sponsors j. travel and accommodation k. communication network <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. through task/project activity

7. Modifications	<p>may be made for</p> <ul style="list-style-type: none"> a. late withdrawals and entries b. cancellations c. postponements d. venue changes e. change in conditions
8. Necessary equipment	<ul style="list-style-type: none"> a. draw sheets b. scoresheets c. computer technology and software d. microphones
9. Organising body	<ul style="list-style-type: none"> a. National Activity Organisation and its members and affiliates b. local competition organisers
10. Other officials	<ul style="list-style-type: none"> a. tournament referee b. referees and markers c. recorder of results d. sports administrators e. coaches f. sport medicine personnel
11. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the draft Tournament Manual b. regulations of National Activity Organisation and its members
12. Resources	<ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. grants and sponsorship

Evidence Guide

ASSIST IN MANAGING THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of assisting in the management of the format and results of squash competitions and applied 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 Carry out instructions effectively c.2 Communicate information to participants and officials c.3 Process information related to the competition c.4 Use sound systems and computers c.5 Convey a confident and friendly manner through communication
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 SQA 001A Interpret and apply the rules of squash at a junior or beginner level b.2 SRS SQA 002A Use communication strategies to officiate squash 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 rules and regulations of National Activity Organisation and its members, local by laws a.2 Current International rules of squash in order to officiate effectively a.3 Procedures for local squash competitions in order to manage the competition effectively and efficiently b. Underpinning skills: <ul style="list-style-type: none"> b.1 Coordination skills in order to ensure the competition is managed effectively and efficiently and all relevant persons are aware of roles and responsibilities b.2 Communication skills in order to ensure all relevant persons are fully informed of competition arrangements
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a squash 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 one (1) season of team competition and a minimum so two (2) tournaments 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 an actual competition 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
1	1	1	1	-	-	1

SRS SQA 004A USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH AT AN INTERMEDIATE LEVEL

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication strategies to manage a squash match at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	a. Information is provided verbally to explain decisions to participants and other officials b. Voice is used effectively c. Participants and other officials are interacted with in a friendly and professional manner
2. Use auditory devices	a. Public address equipment is used to convey decisions and scores
3. Make effective use of body language	a. An open body stance and posture is used when interacting with others b. Eye contact is made when communicating with others

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	<ul style="list-style-type: none"> a. public address equipment b. other new technologies
2. Equipment	<ul style="list-style-type: none"> a. scoresheets b. markers c. public address equipment d. electronic score boards
3. External influences	<ul style="list-style-type: none"> a. environmental b. weather conditions c. other facility users d. spectators e. media
4. Given situation	<ul style="list-style-type: none"> a. infringement b. interaction with participants c. positioning
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. scoring c. competitive positioning d. participant reactions e. other officials <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally
6. Intermediate level	<ul style="list-style-type: none"> a. participants with regional of experience in squash b. up to senior regional participants
7. Other officials	<ul style="list-style-type: none"> a. others officiating at the same game/event b. timekeepers c. sports administrators d. coaches e. sport medicine personnel
8. Resources	<ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. sponsorship
9. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the 'International Rules of Singles (and doubles)' b. Squash Competition Manual

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE SQUASH AT AN INTERMEDIATE 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 officiate squash at an intermediate level and applied 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 participants and other officials in an effective manner c.2 Use auditory devices c.3 Convey a confident and friendly manner through body and posture c.4 Accurately complete a range of scoresheets
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 SQA 001A Interpret and apply the rules of squash at a junior or beginner level a.2 SRS SQA 002A Use communication strategies to officiate squash at a junior or beginner level a.3 SRS SQA 003A Assist in managing the format and results of squash competitions b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS SQA 005A Interpret and apply the rules of squash at an intermediate level b.2 SRS SQA 006A Manage the format and results of squash competitions 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 rules and regulations of squash in order to officiate effectively a.2 Communication styles in order to effectively communicate with a range of people b. Underpinning skills: <ul style="list-style-type: none"> b.1 Conflict management skills in order to effectively deal with any situation that arises while officiating a squash game b.2 Assertiveness skills in order to ensure officiating decisions are accepted
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an squash facility, equipment and participants 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 four (4) matches - 2 refereeing and 2 marking sessions 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 an actual/real officiating situation
- 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	1	-	1	2	1	2

SRS SQA 005A INTERPRET AND APPLY THE RULES OF SQUASH AT AN INTERMEDIATE LEVEL

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the rules to referee a squash match at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess conditions for a match</p>	<p>a. The suitability of the participants and court condition for a match are assessed</p> <p>b. The environment, facilities and equipment are checked to ensure they are in accordance with regulations for the conduct of a squash match</p> <p>c. Ensure clothing is in accordance with competition rules</p> <p>d. Safety and other risks are assessed prior to the commencement of the match to ensure they are within acceptable levels</p> <p>e. 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. The most appropriate position for refereeing a match is selected</p> <p>b. The participants are observed to ensure the match is conducted in accordance with the rules and regulations of squash</p> <p>c. Observation is undertaken with a minimal disruption to the performance of the match</p> <p>d. Breaches of rules and regulations are recognised and appropriate action is selected</p>
<p>3. Interpret and apply rules and regulations in accord with the spirit of the game of squash</p>	<p>a. Relevant information to make decisions is selected</p> <p>b. The rules and regulations for the given situation are consistently interpreted in accordance with the national guidelines for refereeing/marketing squash</p> <p>c. Decisions are made accurately and consistently and are based on fairness and participant safety</p>
<p>4. Communicate decisions and manage the outcomes of decision making while refereeing or marking a squash match</p>	<p>a. Decisions are communicated in accordance with the prescribed procedures for squash</p> <p>b. Participants' reactions are managed in accordance with the rules and regulations of squash at the immediate level</p>

Range of Variables

INTERPRET AND APPLY THE RULES OF SQUASH AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. External influences	<ul style="list-style-type: none"> a. environmental conditions b. court conditions c. other facility users d. spectators
2. Given situation	<ul style="list-style-type: none"> a. interference b. interaction with participants - verbal c. code of conduct d. position of referee/marker e. player contact
3. Information	<ul style="list-style-type: none"> a. relevant rules and regulations of squash b. penalties - stroke c. scoring systems d. competitive positioning - opponent is allowed clear path to the ball e. backswing raquet/ball contact and follow through f. serving position g. safety to player h. timewasting i. frivolous calls j. injury/blood rule k. participant reactions - code of conduct l. other officials <ul style="list-style-type: none"> l.1 marker l.2 tournament referee l.3 tournament director <p>is imparted</p> <ul style="list-style-type: none"> c. in writing d. verbally
4. Intermediate level	<ul style="list-style-type: none"> a. participants up to senior regional level of refereeing experience in squash b. up to senior regional level participants c. participants may have special needs <ul style="list-style-type: none"> c.1 gender c.2 social disadvantage c.3 minority ethnic and cultural groups c.4 disability c.5 medical condition
5. National positions, guidelines or policies	<ul style="list-style-type: none"> a. player safety paramount b. notion of fair play c. sportsmanship d. creating a flowing game
6. Other officials	<ul style="list-style-type: none"> a. sports administrators b. coaches c. first aid personnel

7. Resources	d. marker/referee a. referee/marker b. equipment b.1 scoresheets b.2 stopwatch b.3 ball c. lined court d. personal equipment
8. Rules and regulations	a. current edition of the International Rules of Squash b. regulations of National Activity Organisation and its members c. current edition of the draft Tournament Manual

Evidence Guide

INTERPRET AND APPLY THE RULES OF SQUASH AT AN INTERMEDIATE LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the rules and regulations of squash at an intermediate level and applied 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 match and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision during a match</p> <p>c.4 Make accurate judgements</p> <p>c.5 Communicate that decision to the participants, other officials, coaches and spectators</p> <p>c.6 Manage a match to maintain the spirit of the game of squash</p> <p>c.7 Position to effectively see the situation at hand</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 SQA 001A Interpret and apply the rules of squash at a junior or beginner level</p> <p>a.2 SRS SQA 002A Use communication strategies to officiate squash at a junior or beginner level</p> <p>a.3 SRS SQA 003A Assist in managing the format and results of squash competitions</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS SQA 004A Use communication strategies to officiate squash at an intermediate level</p> <p>b.2 SRS SQA 006A Manage the format and results of squash competitions</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 squash at intermediate level in order to officiate effectively</p> <p>a.2 Knowledge of relevant</p> <p>a.3 Knowledge of the referee/markers legal responsibilities in order to ensure game is conducted appropriately</p> <p>b. Underpinning skills:</p> <p>b.1 Skills used to apply the rules of squash in an officiating capacity</p> <p>b.2 Communication skills in order to ensure information relating to the game s received and understood correctly</p> <p>b.3 Observation skills in order to officiate effectively and fairly</p> <p>b.4 Reporting skills in order to record and report scores correctly</p> <p>b.5 Conflict resolution skills in order to effectively deal with any situation as it arises</p>
<p>4. Resource implications</p>	<p>a. Assessment of this unit of competency requires access to a squash facility, equipment and participants competing at an intermediate level</p> <p>b. Assessment of this competency will require human resources</p>

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</p> <p>a. Competence in this unit must be assessed over a minimum four (4) matches - 2 as a referee and 2 as a marker in order to ensure consistency of performance in accordance with 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 an actual officiating 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	1	2	1	2	1

SRS SQA 006A

MANAGE THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

SQA

Squash

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a squash competition	a. Eligibility is determined according to the rules and laws of squash b. Selection and entry criteria are established and followed according to rules and laws of squash c. Selection and entry criteria are established and followed according to regulations and by-laws of local competitions
2. Plan and implement the format for a squash competition	a. Alternative competition formats are identified and explained in terms of suitability for the specified competition b. A competition format is selected that meets the objectives of the competition and the requirements of the organising body c. A draw is prepared and distributed to all participants d. A process for modifying the draw is established and distributed to all participants e. The draw is modified and amendments are documented and distributed to all individuals f. The modified draw is implemented as documented
3. Record and process the results of a squash competition	a. Result notifications are interpreted and the results are documented as directed by the organising body b. Decisions received about disqualification's and penalties are recorded and communicated to participants affected by the decisions, according to the requirements of the rules and laws of squash 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. Press and media are advised of match schedules and results and short press releases are prepared.

Range of Variables

MANAGE THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. All individuals	<ul style="list-style-type: none"> a. participants b. coaches c. officials d. media e. organising body f. sponsors
2. Competition formats	<ul style="list-style-type: none"> a. knockout b. seedlings c. round robin d. handicapping e. round to round progressions f. semi-finals to finals g. points
3. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 public address b. personal equipment c. computers and software d. equipment for visual aids <ul style="list-style-type: none"> d.1 blackboards d.2 peg boards d.3 notice boards
4. External influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. media and sponsors
5. Given situation	<ul style="list-style-type: none"> a. player responsibilities relating to the draw b. smooth running of the competition c. order of play d. interaction with participants
6. Information	<ul style="list-style-type: none"> a. rankings b. regulations c. player numbers d. entry condition e. registration rule f. participant reactions g. other officials h. National or State Activity Organisation i. sponsors j. travel and accommodation k. communication network <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. through task/project activity

7. Intermediate level	<ul style="list-style-type: none"> a. participants with up to state level of experience in squash b. up to senior local or regional participants
8. Modifications	<p>may be made for</p> <ul style="list-style-type: none"> a. late withdrawals and entries b. cancellations c. postponements d. venue changes e. change in conditions
9. Other officials	<ul style="list-style-type: none"> a. tournament referee b. referees and markers c. recorder of results d. sports administrators e. coaches f. sport medicine personnel
10. Resources	<ul style="list-style-type: none"> a. human / physical b. equipment c. materials d. health and safety provisions e. indoor facilities f. grants and sponsorship
11. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the draft Tournament Manual b. regulations of National Activity Organisation and its members

Evidence Guide

MANAGE THE FORMAT AND RESULTS OF SQUASH COMPETITIONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of managing the format and results of squash competitions and applied 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 Communicate information to participants and officials</p> <p>c.2 Use and interpret information related to the competition</p> <p>c.3 Use sound systems and computers</p> <p>c.4 Convey a confident and friendly manner through communication</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 SQA 001A Interpret and apply the rules of squash at a junior or beginner level</p> <p>a.2 SRS SQA 002A Use communication strategies to officiate squash at a junior or beginner level</p> <p>a.3 SRS SQA 003A Assist in managing the format and results of squash competitions</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRS SQA 004A Use communication strategies to officiate squash at an intermediate level</p> <p>b.2 SRS SQA 005A Interpret and apply the rules of squash at an 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 Knowledge of rules and regulations of National Activity Organisation and its members in order to apply them to officiating situations</p> <p>a.2 Current international rules of squash</p> <p>a.3 Procedures for local squash competitions in order to manage a squash competition effectively</p> <p>b. Underpinning skills:</p> <p>b.1 Coordination skills in order to effectively and efficiently manage a squash competition</p> <p>b.2 Communication skills in order to effectively deliver information to all relevant persons and ensure it is understood correctly</p> <p>b.3 Planning skills to ensure a squash competition runs smoothly and efficiently</p> <p>b.4 Decision making skills in order to make appropriate decisions when required</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a squash 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 must be assessed over one (1) season of team competitions and at least two (2) tournaments 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 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</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 SQA 007A TEACH OR DEVELOP FUNDAMENTAL SKILLS OF SQUASH

SQA

Squash

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

ELEMENT	PERFORMANCE CRITERIA
1. List and identify fundamental skills of squash	a. A fundamental skill and its purpose are identified and the skill is broken into components b. The concept of the development of an model technique is explained c. Efficient court movement is identified d. The functions of the four components of a squash swing are identified
2. Identify preferred teaching methods and coaching styles to develop the fundamental skills of squash	a. Teaching methods are identified and explained in the context of specific skills b. Explanation establishes the types and use of feedback during coaching c. Explanation establishes the use of demonstrations when coaching d. Explanation establishes the types and use of questions in the coaching process e. Application of skill analysis techniques is demonstrated f. Explanation establishes the types and use of coaching or instructing styles in relation to a range of coaching situations g. Audio visual aids are used to assist in the learning process
3. Assess player/s readiness to acquire and perform the fundamental skill/s of squash	a. The skill/s to be developed are identified and documented b. Factors which affect the acquisition of the fundamental skills of squash are identified and documented c. Player/s are assessed regarding their readiness to acquire the fundamental skill being taught or developed
4. Conduct drills, activities and/or games to teach or develop the fundamental skills of squash	a. Teaching methods and coaching styles are selected to match the player/s objectives when learning fundamental skills b. Optimum utilisation of facilities are achieved by appropriate planning of drills c. A range of drills and routines to develop specific squash skills is determined d. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely for squash e. Where appropriate, audio visual aids are used to supplement presentations. f. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis g. Participants are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted best practice of squash h. Player/s skill execution is observed and correction techniques applied according to the four main components of the squash swing, footwork and the basic elements of decision making i. Observation is undertaken with minimal disruption to the flow of the drill, activity or game j. A sequence of activities/drills to develop fundamental skills is implemented and monitored k. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

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| 5. Review and adapt the teaching of a fundamental skill in response to feedback | <ul style="list-style-type: none">a. Relevant points of emphasis are made before, during and/or after coaching sessionb. Modifications to the teaching method and coaching style are implemented in response to results of the monitoringc. Player/s are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future sessions |
|--|--|

Range of Variables

TEACH OR DEVELOP FUNDAMENTAL SKILLS OF SQUASH

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in squash	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. relevant sections of: <ul style="list-style-type: none"> b.1 Squash Coaches Resource Manual b.2 Squash Centre Operations Manual b.3 <i>National Activity Organisation policies (eg, Anti doping policy)</i> b.4 Accreditation of coaches through National Coaching Accreditation Scheme b.5 Australian Sport Commission Harassment free sport policy
2. Communicate in a style appropriate to the participants	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. use of terminology such as “preferred or non-preferred” instead of “right and wrong” when used in relation to squash technique
3. Conditions and external influences	<ul style="list-style-type: none"> a. court conditions during wet / humid weather
4. Drills, activities and games to teach or develop the fundamental skills of squash	<ul style="list-style-type: none"> a. Single drills b. Pair drills c. Group drills d. Restricted games <p>Refer to the <i>Squash Coaching Level 2 Manual, Let's Drill and Squash Coaches Resource Manual</i> for details of the drills, activities and/or games described above</p>
5. Fundamental skills of squash	<ul style="list-style-type: none"> a. the grip b. the basic strokes <ul style="list-style-type: none"> b.1 drive b.2 boast b.3 drop b.4 lob b.5 serve and return of serve (Volleying is incorporated in all strokes) c. model squash swing <ul style="list-style-type: none"> c.1 racquet preparation (backswing) c.2 downswing c.3 contact point (racquet/ball impact) c.4 follow through d. court movement technique incorporating <ul style="list-style-type: none"> d.1 take off d.2 movement of the ball d.3 Movement whilst striking the ball d.4 recovery to the T e. displaying <ul style="list-style-type: none"> e.1 speed e.2 balance e.3 co-ordination e.4 judgement f. decision making skills <ul style="list-style-type: none"> f.1 anticipation and judging the path and bounce of the ball f.2 tactical decision making

6. Monitoring process	<ul style="list-style-type: none"> a. video self-analysis b. coaching diaries c. mentoring d. peer assessment e. player assessment
7. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. compulsory use of protective eye wear for juniors and double participants and recommended use for all other participants b. procedures for court entry c. use of appropriate footwear d. racquet grip in good condition e. adherence to squash rules relevant to safety
8. Resources	<ul style="list-style-type: none"> a. equipment b. health and safety provisions c. ancillary facilities d. number of courts e. coaching resources
9. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the 'International Rules of Squash' as determined by National Coaching Accreditation Scheme level 1 Rules paper
10. Skill analysis	<ul style="list-style-type: none"> a. factors which affect technique include: <ul style="list-style-type: none"> a.1 angle of racquet face at impact a.2 changes of wrist position a.3 timing of swing a.4 body position relative to the ball a.5 level of power applied to stroke relative to court position a.6 front wall target and intended landing point of ball b. use of Video analysis c. implement error detection and correction coaching techniques using the "Model of skill analysis procedure" d. factors which will affect technique include - <ul style="list-style-type: none"> d.1 the speed of the ball d.2 the court positioning d.3 the preferred shot

Evidence Guide

TEACH OR DEVELOP FUNDAMENTAL SKILLS OF SQUASH

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of teaching or developing the fundamental skills of squash 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 Provide a safe teaching environment c.2 Teach and correct fundamental squash skills c.3 Implement skill analysis techniques c.4 Appropriately apply coaching / planning and organisational strategies to meet the clients needs c.5 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 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 after attainment of competency in or, in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS SQA 008A Apply the basic tactics and strategies of squash 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 fundamental skills of squash in order to teach or develop at a higher level a.2 Knowledge of drills, activities and games to teach the fundamental skills of squash a.3 Knowledge of the rules and regulations of squash in order to effectively teach or develop the skills of the game a.4 Knowledge of the relevant modified rules and regulations of squash a.5 Knowledge of relevant equipment and safety requirements b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of squash (eg, movement, voice, use of technical aids, judgement, reporting etc) b.2 Ability to provide demonstrations and feeding appropriate to the fundamental level (ie, self, other athletes as models, videos, etc) b.3 The ability to convey instruction in an enthusiastic manner
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a squash facility, equipment and participants competing at an appropriate 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 during at least two (2) sessions with each of the following groups in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment: <ul style="list-style-type: none"> a.1 juniors a.2 seniors

<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in an actual/real coaching situation</p> <p>b. Assessment of this unit of competence will involve:</p> <p>b.1 observation of the coach in action</p> <p>b.2 written assessment on the squash specific knowledge component (ie, breakdown of fundamental skills; drills, activities and games to develop fundamental skills; rules and regulations)</p> <p>b.3 Completion of worksheets</p> <p>b.4 Video self-analysis</p> <p>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</p> <p>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</p> <p>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</p>
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KEY COMPETENCIES						
Collect, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	-	2	2

SRS SQA 008A

APPLY THE BASIC TACTICS AND STRATEGIES OF SQUASH IN A COMPETITIVE SITUATION

SQA

Squash

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess player/s readiness to implement Basic tactics and strategies of squash	a. The basic tactics and strategies to be developed are identified and documented b. Player/s are assessed regarding their readiness to acquire the basic tactics and strategies being taught or developed c. Factors which affect the acquisition of the basic tactics and strategies of squash are identified and documented
2. Develop rally and game strategies	a. Appropriate methods are used to develop player/s basic rally and game strategies
3. Pre-match analysis and preparation	a. Strengths and weaknesses of the player's technique, skill level, physical and psychological abilities are analysed and game plans are developed accordingly b. Strengths and weaknesses of opponent are analysed and where appropriate are incorporated into game plan
4. In-match analysis and decision making	a. Psychological approaches commonly used at basic levels within squash are adopted to enhance performance b. Strengths and weaknesses of player and opponent in relation to in match strategies are analysed and used to change or adapt pre match strategies where necessary c. Breaks in between games are used to communicate with the player new or changed strategies and/or to reinforce important points
5. Post Match analysis and follow-up	a. Undertake post match evaluation to determine strengths and weaknesses and to help determine future action

Range of Variables

APPLY THE BASIC TACTICS AND STRATEGIES OF SQUASH IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in squash	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. relevant sections of: <ul style="list-style-type: none"> b.1 Squash Coaches Resource Manual b.2 Squash Centre Operations Manual b.3 <i>National Activity Organisation policies (eg, anti doping policy)</i> b.4 accreditation of coaches through National Coaching Accreditation Scheme b.5 Australian Sports Commission harassment free sport policy b.6 National Coaching Accreditation Scheme coaching manuals.
2. Activities and games to teach or develop the basic tactics and strategies of squash	<ul style="list-style-type: none"> a. routines and drills b. restricted games c. group discussion
3. Player/s readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological, and/or d. emotional e. basic perceptual-motor skills
4. Rally and game strategies	<ul style="list-style-type: none"> a. applying the ten fundamentals strategies of squash to a rally and game b. developing basic tactical decision making skills c. deception d. adapting strategies to strengths and weaknesses e. shot selection and placement f. anticipation
5. Relevant information, discussions and demonstrations to conduct activities and/or games	<ul style="list-style-type: none"> a. keeping verbal instructions to a minimum b. placing an emphasis on practical involvement c. providing feedback on an individualised basis d. providing group feedback e. selecting methods of teaching/learning to suit participants' readiness and available equipment f. monitoring and adjusting instruction in accord with participants' responses during and/or between sessions
6. Rules and regulations	<ul style="list-style-type: none"> a. International Rules of Squash (singles and doubles)
7. Resources	<ul style="list-style-type: none"> a. equipment health and safety provisions b. ancillary facilities c. number of courts d. technical aids including computers and videos

Evidence Guide

APPLY THE BASIC TACTICS AND STRATEGIES OF SQUASH 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 basic tactics and strategies of squash in a competitive situation and applied 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 Observe a player/s and recognise when and how intervention should take place to improve individual tactics and strategies c.2 Observe a player/s and recognise when and how intervention should take place to improve individual tactics and strategies c.3 Select an appropriate learning environment for tactical development
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 after attainment of competency in or, in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS SQA 007A Teach or develop fundamental skills of squash 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 basic tactics and strategies of squash in order to teach or develop at a higher level a.2 Knowledge of activities and games to teach the basic tactics and strategies of squash a.3 Basic knowledge of the development of perceptual-motor skills a.4 Knowledge of the rules and regulations of squash in order to teach or develop tactics and strategies of the game b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of squash to optimise game and rally plans (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 determine the effectiveness of game and rally strategies b.4 Ability to communicate effectively between games
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a squash facility, equipment and participants competing at basic 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 during two (2) training sessions and at a minimum of two (2) competition settings 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 an actual/real coaching situation b. Assessment of this unit of competence will involve: <ul style="list-style-type: none"> b.1 observation of the coach in action b.2 written assessment on the squash specific knowledge component (ie, breakdown of tactics and strategies; drills, activities and games to develop tactics and strategies; rules and regulations) b.3 Completion of worksheets b.4 Peer group evaluation 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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	2	-	2	-

SRS SQA 009A

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF SQUASH

SQA

Squash

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse intermediate skills of squash</p>	<p>a. Basic biomechanical principles are explained in the context of squash skills</p> <p>b. An intermediate skill and its purpose are identified and the skill is broken into components</p> <p>c. The concept of the development of an individualised technique is identified and documented</p> <p>d. The four different components of footwork are identified and documented</p> <p>e. The functions of the four components of a squash swing are identified and documented</p>
<p>2. Identify preferred teaching methods and coaching styles to develop the intermediate skills of squash</p>	<p>a. Teaching methods are identified and explained in the context of specific skills</p> <p>b. Explanation establishes the types and use of feedback during coaching</p> <p>c. Explanation establishes the use of demonstrations when coaching</p> <p>d. Explanation establishes the types and use of questions in the coaching process</p> <p>e. Application of skill analysis techniques are implemented</p> <p>f. Explanation establishes the types and use of coaching or instructing styles in relation to a range of coaching situations</p>
<p>3. Assess player/s readiness to acquire and perform the intermediate skill/s of squash</p>	<p>a. The skill or skills to be developed are identified</p> <p>b. Factors which affect the acquisition of the intermediate skills of squash are identified and described in relation to skill acquisition of participants</p> <p>c. Player/s are assessed regarding their readiness to acquire the intermediate skill being taught or developed</p>
<p>4. Conduct drills, activities and/or games to teach or develop the intermediate skills of squash</p>	<p>a. Teaching methods and coaching styles are selected to match the player/s objectives when learning intermediate skills</p> <p>b. Optimum utilisation of facilities are achieved by appropriate planning of drills</p> <p>c. The range of drills and routines to develop specific squash skills are determined</p> <p>d. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely for squash</p> <p>e. Where appropriate, audio visual aids are used to supplement presentations</p> <p>f. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>g. Participants are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted best practice of squash</p> <p>h. Player/s skill execution is observed and correction techniques applied according to the four main components of the squash swing, footwork and the basic elements of decision making</p>

	<ul style="list-style-type: none">i. Observation is undertaken with minimal disruption to the flow of the <i>drill, activity or game</i>j. The skill is taught and the teaching method and coaching style are monitored during the instruction and assessed following the instructionk. 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	<ul style="list-style-type: none">a. Relevant points of emphasis are made before, during and/or after coaching sessionb. Modifications to the teaching method and coaching style are implemented in response to results of the monitoringc. Player/s are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF SQUASH

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in squash	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. relevant sections of: <ul style="list-style-type: none"> b.1 Squash Coaches Resource Manual b.2 Squash Centre Operations Manual b.3 <i>National Activity Organisation policies</i> (eg, <i>Anti doping policy</i>) b.4 accreditation of coaches through National Coaching Accreditation Scheme b.5 Australian Sports Commission Harassment free sport policy
2. Communicate in a style appropriate to the participants	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. use of terminology such as preferred or non-preferred instead of right and wrong when used in relation to squash technique
3. Conditions and external influences	<ul style="list-style-type: none"> a. court conditions during wet/humid weather
4. Drills, activities and games to teach or develop the intermediate skills of squash	<ul style="list-style-type: none"> a. single drills b. pair drills c. group drills d. closed drills - patterns e. open drills f. tactical drills
5. Intermediate skills of squash	<ul style="list-style-type: none"> a. basic strokes <ul style="list-style-type: none"> a.1 drive a.2 boast a.3 drop a.4 lob a.5 serve and return of serve (volleying is incorporated in all strokes) b. squash swing <ul style="list-style-type: none"> b.1 racquet preparation (backswing) b.2 downswing b.3 contact point (racquet/ball impact) b.4 follow through c. court movement technique <ul style="list-style-type: none"> c.1 taking off to intercept the ball c.2 running/moving towards the ball and just before striking c.3 striking the ball c.4 recovery to the tee d. decision making skills <ul style="list-style-type: none"> d.1 anticipation and judging the bounce of the ball d.2 tactical decision making d.3 selection of swing technique and body movement
6. Monitoring process	<ul style="list-style-type: none"> a. video self-analysis b. coaching diaries c. mentoring d. peer assessment e. player assessment

7. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. compulsory use of protective eye wear for juniors and double participants and recommended use for all other participants b. procedures for court entry c. use of appropriate footwear d. racquet grip in good condition e. Relative position of opponent relative to striker
8. Skill analysis	<ul style="list-style-type: none"> a. factors of changes in technique include <ul style="list-style-type: none"> a.1 angle of racquet face at impact a.2 changes of wrist position a.3 timing of swing a.4 body position relative to the ball a.5 level of power applied to stroke relative to court position a.6 front wall target and intended landing point of ball b. use of video analysis c. implement error detection and correction coaching techniques using "Model of skill analysis procedure"
9. Resources	<ul style="list-style-type: none"> a. equipment b. health and safety provisions c. ancillary facilities d. number of courts
10. Rules and regulations	<ul style="list-style-type: none"> a. Current edition of the 'International Rules of Squash'

Evidence Guide

TEACH OR DEVELOP THE INTERMEDIATE SKILLS OF SQUASH

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of teaching and developing intermediate skills of squash and applied 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 Provide a safe teaching environment c.2 Teach and correct intermediate squash skills c.3 Implement skill analysis techniques c.4 Appropriately apply coaching / planning and organisational strategies to meet the clients needs c.5 Review and adapt coaching methods to improve effectiveness
<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 SQA 007A Teach or develop fundamental skills of squash a.2 SRS SQA 008A Apply the basic tactics and strategies of squash in a competitive situation 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 SRX CAI 005A Conduct a sport and recreation session for clients b.3 SRS SQA 010A Apply the intermediate tactics and strategies of squash 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 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 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 SRS COA 007A Provide fundamental information about the principles of eating for peak performance
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge: <ul style="list-style-type: none"> a.1 Knowledge of the fundamental skills of squash in order to teach or develop at the higher level a.2 Knowledge of drills, activities and games to teach the Intermediate skills of squash a.3 Knowledge of the rules and regulations of squash in order to teach or develop the skills a.4 Knowledge of the relevant modified rules and regulations of squash a.5 Knowledge of relevant equipment and safety requirements b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of squash (eg, movement, voice, use

	<p>of technical aids, judgement, reporting etc)</p> <p>b.2 Ability to provide demonstrations and feeding appropriate to the intermediate level (i.e. self, other athletes as models, videos, etc)</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a squash 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 during at least one (1) session with each of the following groups in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment:</p> <p>a.1 juniors</p> <p>a.2 seniors</p> <p>a.3 masters</p> <p>a.4 women</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual/real coaching situation</p> <p>b. Assessment of this unit of competence will involve:</p> <p>b.1 observation of the coach in action</p> <p>b.2 written assessment on the squash specific knowledge component (ie, breakdown of Intermediate skills; drills, activities and games to develop Intermediate skills; rules and regulations)</p> <p>b.3 completion of worksheets</p> <p>b.4 video self-analysis</p> <p>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</p> <p>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</p> <p>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</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	2	-	2	2

SRS SQA 010A APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF SQUASH IN A COMPETITIVE SITUATION

SQA

Squash

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 squash.

ELEMENT	PERFORMANCE CRITERIA
1. Assess player/s readiness to implement Intermediate tactics and strategies of squash	<ul style="list-style-type: none"> a. The intermediate tactics and strategies to be developed are identified and documented b. Player/s are assessed regarding their readiness to acquire the intermediate tactics and strategies being taught or developed c. Factors which affect the acquisition of the intermediate tactics and strategies of squash are identified and documented
2. Develop rally strategies	<ul style="list-style-type: none"> a. Appropriate methods are used to develop player/s intermediate rally strategies
3. Develop game plan strategies	<ul style="list-style-type: none"> a. Appropriate methods are used to develop player/s intermediate game plan strategies
4. Pre-match analysis and preparation	<ul style="list-style-type: none"> a. Player/s are prepared in accord with psychological approaches commonly used at Intermediate levels within squash b. Strengths and weaknesses of the player's technique, skill level, physical and psychological abilities are analysed and game plans are developed accordingly c. Strengths and weaknesses of opponent are analysed and where appropriate are incorporated into game plan
5. In-match analysis and decision making	<ul style="list-style-type: none"> a. Psychological approaches commonly used at Intermediate levels within squash are adopted to enhance performance b. Strengths and weaknesses of player and opponent in relation to in match strategies are analysed and used to change or adapt pre match strategies where necessary c. Statistics are kept and used to adapt or change strategies where necessary d. Breaks in between games are used to communicate with the player new or changed strategies and/or to reinforce important points
6. Post Match analysis and follow-up	<ul style="list-style-type: none"> a. Psychological approaches commonly used at Intermediate levels within squash are adopted to debrief participants b. Post match evaluation takes place to determine strengths and weaknesses and to help determine future action c. Statistics are analysed for future referral

Range of Variables

APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF SQUASH IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in squash	<ul style="list-style-type: none"> a. the <i>Squash Coaches Code of Conduct</i> as developed by the Professional Squash Coaches Association of Australia b. relevant sections of: <ul style="list-style-type: none"> b.1 Squash Coaches Resource Manual b.2 Squash Centre Operations Manual b.3 <i>National Activity Organisation policies (eg, Anti doping policy)</i> b.4 Accreditation of coaches through National Coaching Accreditation Scheme b.5 Australian Sports Commission Harassment free sport policy
2. Activities and games to teach or develop the Intermediate tactics and strategies of squash	<ul style="list-style-type: none"> a. tactical drills b. restricted games
3. Game plan strategies	<ul style="list-style-type: none"> a. plan A and plan B b. use strengths and weaknesses to determine game plans c. use of cues to stick to game plan
4. Player/s readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological d. emotional
5. Rally strategies	<ul style="list-style-type: none"> a. scoring systems as a determinant in adopting appropriate strategies b. applying the ten fundamentals of squash to intermediate rally strategies c. deception in the follow ways: <ul style="list-style-type: none"> c.1 delay c.2 adaptation of technique c.3 decision making c.4 patterns of play c.5 body position d. adapting strategies to strengths and weaknesses e. shot selection and placement f. anticipation g. opportunities
6. Relevant information, discussions and demonstrations to conduct activities and/or games	<ul style="list-style-type: none"> a. keeping verbal instructions to a minimum b. placing an emphasis on practical involvement c. providing feedback on an individualised basis d. providing group feedback e. selecting methods of teaching/learning to suit participants readiness and available equipment f. monitoring and adjusting instruction in accord with participants responses during and/or between sessions
7. Rules and	<ul style="list-style-type: none"> a. International Rules of Squash

regulations	
8. Resources	<ul style="list-style-type: none">a. equipmentb. health and safety provisionsc. ancillary facilitiesd. number of courtse. technical aids including computers and videos

Evidence Guide

APPLY THE INTERMEDIATE TACTICS AND STRATEGIES OF SQUASH 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 tactics and strategies of squash at intermediate level and apply them in a competitive situations 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/s and recognise when and how intervention should take place to improve individual tactics and strategies c.2 Select an appropriate learning environment for tactical development
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 SQA 007A Teach or develop fundamental skills of squash a.2 SRS SQA 008A Apply the basic tactics and strategies of squash in a competitive situation 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 SRX CAI 005A Conduct a sport and recreation session for clients b.3 SRS SQA 009A Teach or develop intermediate skills of squash 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 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 SRS COA 007A Provide fundamental information about the principles of eating for peak performance
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 squash in order to teach or develop at the higher level a.2 Knowledge of drills, activities and games to teach the Intermediate skills of squash a.3 Knowledge of the rules and regulations of squash in order to teach or develop the skills a.4 Knowledge of the relevant modified rules and regulations of squash a.5 Knowledge of relevant equipment and safety requirements b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills used to apply the rules of squash to optimise game and rally plans (eg, movement, voice, use of technical aids, judgement, reporting) b.2 Ability to provide demonstrations (i.e. self, other athletes as

	<p>models, videos)</p> <p>b.3 Ability to determine the effectiveness of game and rally strategies</p> <p>b.4 Ability to communicate effectively between games</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a squash facility, equipment and participants competing at 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 during two (2) training sessions and at a minimum of two (2) competition settings 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. Assessment of this unit of competence will involve:</p> <p>b.1 observation of the coach in action</p> <p>b.2 written assessment on the squash specific knowledge component (ie, breakdown of tactics and strategies; drills, activities and games to develop tactics and strategies; rules and regulations)</p> <p>b.3 Completion of worksheets</p> <p>b.4 Peer group evaluation</p> <p>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</p> <p>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</p> <p>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</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	2	-	1	2

SRS SQA 011A USE SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE A SQUASH CENTRE EFFECTIVELY

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to access and use squash development and service systems to ensure routine operations within a squash centre are carried out with maximum efficiency and that service to customers is optimised.

ELEMENT	PERFORMANCE CRITERIA
1. Information is collected on the type of service systems available in Australia	<ul style="list-style-type: none"> a. The types of service and development systems available for use are identified and documented b. The relative advantages of a systems based approach to customer service over a laissez faire approach are identified and documented c. The fundamentals of customer service as it relates to the systems are identified and documented
2. Maintain database and statistical information	<ul style="list-style-type: none"> a. Data available on the systems and strategies for use are identified and documented b. Statistics are kept on the systems and evaluated regularly under supervision c. Personal information on clients is stored in databases for registration and/or membership purposes d. Privacy guidelines are adhered to
3. Assist in the development of operational procedures	<ul style="list-style-type: none"> a. The operational procedures detailed in the major systems are identified and documented b. Proformas for use in operational procedures are sourced and implemented c. Appropriate responses to customer enquires are implemented using the systems
4. Assist in the planning process for implementing a service and development system	<ul style="list-style-type: none"> a. Planning processes are implemented under instruction and supervision of senior staff b. Under supervision time lines for relevant procedures are identified and maintained c. Plans are diarised and/or recorded accordingly d. Consultation with key stakeholders are identified and implemented under instruction and supervision.

Range of Variables

USE SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE A SQUASH CENTRE EFFECTIVELY

VARIABLE STATEMENT	CATEGORIES
1. Feedback	<ul style="list-style-type: none"> a. distribution of evaluation sheets to clients and subsequent assessment b. comparison of results over time and with others and industry benchmarks c. awareness of staff operations d. monitor trends
2. Information and statistics	<ul style="list-style-type: none"> a. squash centre databases b. National Activity Organisation c. State Activity Organisations d. Australian Sports Commission e. Australian Bureau of Statistics f. systems records
3. Necessary and appropriate modifications	<ul style="list-style-type: none"> a. understanding roles b. systems breakdowns c. need for more training d. customer focus e. simplicity and effectiveness f. prevention of duplication and confusion g. necessary physical resources (eg, pigeon holes, clipboards)
4. Proformas to be used	<ul style="list-style-type: none"> a. phone and personal enquiries b. event planning sheets c. registration forms d. planning checklists
5. Service and development systems	<ul style="list-style-type: none"> a. Squash Plus b. State management systems c. other relevant individual workplace systems

Evidence Guide

USE SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE A SQUASH CENTRE EFFECTIVELY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the various squash development and service systems available to operate a Squash Centre effectively 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 Accurately assess feedback c.2 Make simple and effective changes to proformas c.3 Respond appropriately and in a timely manner c.4 Monitor and evaluate results
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 after attainment of competency in or, 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 information required from development and service systems a.2 Knowledge of procedures used for the management of a Squash Centre in order to evaluate development and service systems available a.3 Knowledge of fundamental service principles in the management of a Squash centre b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to convey requirements of the organisation and understand capacity of development and service systems when negotiating with suppliers b.2 Planning skills in order to effectively plan for the implementation of the new system b.3 Computing skills in order to analyse capabilities of development and service systems and to implement use of the new system b.4 Evaluation skills in order to analyse development and service systems available
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisations for the purpose of obtaining information on relevant programs and communications. Also written resources: <ul style="list-style-type: none"> a.1 Squash Centre Operations Manual a.2 Individual centre systems b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed in at least once in each of the following situations in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment:</p> <ul style="list-style-type: none"> a.1 evaluation of a program a.2 review of procedures a.3 collation, monitoring and review of results a.4 identification and implementation of modifications or changes
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real situation 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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	1	2

SRS SQA 012A

USE KNOWLEDGE OF THE STRUCTURE OF THE SQUASH INDUSTRY IN AUSTRALIA TO OPERATE EFFECTIVELY

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to be familiar with current coaching and development structures and organisations in squash and in the community and their relevance to squash centre programs.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the current structure of Australian Squash	a. The structures of National Activity Organisation are identified and documented b. The structure of the home State Activity Organisation is identified and documented c. Personnel who could assist in the development of squash are identified and documented d. Relationships between key stakeholder organisations within the squash industry are identified and documented e. Responsibilities of stakeholders are identified and documented f. Associated organisations (and their programs) and their relevance to squash are identified and documented
2. Collect information on programs at national, state and local level which are currently operating and the target markets they serve	a. Programs (and their target markets) operating at all levels are identified and documented b. Sources of information on and promotion of these programs are identified and documented c. Owners of programs are identified and documented
3. Collect information on sources of funding which could assist in squash coaching and development	a. Funding sources at all levels for local projects are identified and documented b. Information is provided to grant providers to facilitate appropriate advice of funding deadlines c. Funding applications are processed under instruction
4. Collect information on types of ownership of squash centres and their relative merits	a. The types of squash centre ownership are identified and documented b. Relative advantages and disadvantages are identified and documented c. Relationships with other squash stakeholders are identified and documented

Range of Variables

USE KNOWLEDGE OF THE STRUCTURE OF THE SQUASH INDUSTRY IN AUSTRALIA TO OPERATE EFFECTIVELY

VARIABLE STATEMENT	CATEGORIES
1. Funding agencies	<ul style="list-style-type: none"> a. national, state and local governments b. health promotion funds c. registered clubs and casinos d. squash associations e. other relevant local funding agencies
2. Programs	<ul style="list-style-type: none"> a. national and state activity organisations b. squash plus c. active australia d. National Coaching Accreditation Scheme e. Australian Institute Of Sport and state institute programs f. regional coaching programs g. regional and local development programs h. junior and adult participation programs i. registration, membership and accreditation systems
3. Relevant Organisations	<ul style="list-style-type: none"> a. national activity organisation and associated committees b. state activity organisations and the regional structure c. local squash clubs and associations d. local competition providers e. local industry associations f. Australian Sports Commission and associated bodies g. state departments of sport and recreation h. Professional Squash Coaches Association Of Australia and it's state branches i. national activity organisation rules and referees committee and its state affiliates
4. Squash industry	<ul style="list-style-type: none"> a. owner operated b. lessor operated c. club ownership with manager d. community based with manager e. other associated stakeholders: <ul style="list-style-type: none"> e.1 squash clubs e.2 industry associations e.3 competition providers

Evidence Guide

USE KNOWLEDGE OF THE STRUCTURE OF THE SQUASH INDUSTRY IN AUSTRALIA TO OPERATE EFFECTIVELY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the squash industry in Australia in order to operate a squash centre effectively 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 Identify the main elements of the squash industry and their relationship with each other c.2 Describe the role of key stakeholders in the squash industry c.3 Identify associated organisations and their impact on the squash industry c.4 Apply for project funding when available in a timely manner c.5 Operate within the squash industry in an appropriate and effective manner c.6 Recognise appropriate programs for implementation c.7 Access appropriate participation programs c.8 Handle coach education applications c.9 Handle membership applications
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 SQA 011A Use squash development and service system to operate a squash centre effectively b.2 SRS SQA 013A Handle enquires about squash coaching, participation and development b.3 SRS SQA 014A Assist in the marketing and promotion of squash industry programs b.4 SRS SQA 015A Access database systems to identify and service customers 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 operating structures within the squash industry in order to operate effectively a.2 Knowledge of participation and coaching programs operating within the squash industry in order to develop programs a.3 Knowledge of funding agencies available for assistance in order to operate effectively a.4 Knowledge of relevant equipment and safety requirements a.5 Knowledge of relevant planning and organisation procedures in order to effectively manage a squash centre and develop coaching and officiating programs that will increase participation b. Underpinning skills: <ul style="list-style-type: none"> b.1 Skills to identify the most appropriate and effective method of carrying out duties in the squash industry environment b.2 Ability to source resources in an effective manner to improve financial viability of the centre

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisations for the purpose of obtaining information on relevant programs and communications <ul style="list-style-type: none"> a.1 Squash Centre Operations Manual a.2 Squash Coaches Resource Manual a.3 National Activity Organisation Annual Report a.4 State Activity Organisation Annual Report 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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	2	-	2

SRS SQA 013A HANDLE ENQUIRIES ABOUT SQUASH COACHING, PARTICIPATION AND DEVELOPMENT PROGRAMS

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to advise potential clients of the availability of squash and squash centre related competitions, and development and coaching programs which are appropriate to their needs.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information on the player development table	<ul style="list-style-type: none"> a. The stages of the <i>development table</i> are identified and documented b. The placement of specific programs in the table are identified and documented c. The relationship between programs is identified and documented
2. Develop schedule of programs for the squash centre	<ul style="list-style-type: none"> a. The <i>schedule of programs</i> is confirmed b. Where necessary, enquiries are made to senior staff to establish if future scheduling of specific programs is planned or is possible c. Where appropriate, feedback is given to senior staff to indicate demand for possible inclusion of specific programs on centre schedule
3. Communicate appropriately with clients of the centre	<ul style="list-style-type: none"> a. Enquiry is made to assess <i>clients' needs</i> and membership status b. Questions from the client are answered in helpful and positive manner c. Recommendations are made in an appropriate way d. The client is advised of cost and the availability of special offers applicable to programs
4. Determine availability of staff	<ul style="list-style-type: none"> a. Coordination or coaching staff's availability is ascertained through enquiry of senior staff or contractors and documented

Range of Variables

HANDLE ENQUIRIES ABOUT SQUASH COACHING, PARTICIPATION AND DEVELOPMENT PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Client's needs	<ul style="list-style-type: none"> a. age b. gender c. experience d. fitness level e. location/venue/travel f. availability - scheduling g. playing standard h. cultural differences or special needs i. budget
2. Communications	<ul style="list-style-type: none"> a. timely response b. personal sensitivities c. clear explanation and recommendation
3. Development table	<ul style="list-style-type: none"> a. casual hire b. introductory programs c. link programs d. juniors and seniors programs e. schools and club programs f. player development programs g. tournaments
4. Schedule of programs	<ul style="list-style-type: none"> a. court availability b. staff availability c. sufficient participants - financial viability d. future planning

Evidence Guide

HANDLE ENQUIRIES ABOUT SQUASH COACHING, PARTICIPATION AND DEVELOPMENT PROGRAMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of coaching, participation and development programs of squash in order to handle enquiries 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 Identify an appropriate program which suits the clients needs and is appropriate to the individual c.2 Make a recommendation in a positive and inviting manner c.3 Make enquiries about the availability of other programs or alternatives if recommendations do not satisfy and respond in a timely 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 SQA 011A Use squash development and service system to operate a squash centre effectively b.2 SRS SQA 014A Assist in the marketing and promotion of squash industry programs b.3 SRS SQA 015A Access database systems to identify and service customers 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 Squash programs able to be introduced into a centre to increase participation a.2 Squash industry systems in order to answer enquiries about coaching, participation and development b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to effectively disseminate information that is understood b.2 Phone skills in order to effectively answer clients enquiries about the coaching, participation and development programs at the centre and increase participation b.3 Enquiry skills in order to make relevant enquiries and gain appropriate information to increase participation of coaching, participation and development programs
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 Potential clients communications a.2 Squash Centre Operations Manual a.3 Squash Coaches Resource Manual a.4 Centre schedule and planning chart b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed in at least one of the following situations in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>a.1 telephone enquiry a.2 face to face enquiry</p> <p>b. For each one of the following types of programs</p> <p>b.1 school program b.2 junior club b.3 senior club b.4 player development b.5 casual court hire</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real situation</p> <p>b. Assessment of this unit of competence will involve:</p> <p>b.1 observation of the candidate in action in conjunction with assessment for the use of squash industry systems b.2 Completion of worksheets on the specific applied knowledge</p> <p>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</p> <p>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</p> <p>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</p>

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

SRS SQA 014A

ASSIST IN MARKETING AND PROMOTION FOR THE SQUASH INDUSTRY

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to assist with the organisation and planning of a range of promotions relevant to the squash Industry.

ELEMENT	PERFORMANCE CRITERIA
1. Document the different forms of promotion used in the squash industry	a. <i>Appropriate programs and promotions</i> are selected b. <i>Procedures</i> for promotions are worked through under the supervision and guidance of senior staff c. The promotion is implemented as planned under supervision
2. Collect information on promotions	a. Assist in the identification of sources of information and procedures for promotions for use by specific <i>programs</i> within the squash industry b. Other tools and <i>resources</i> relevant to the promotion are identified and documented c. Proformas are modified under instruction d. Databases are used to assist in promotions
3. Identify relevant target markets	a. Assist in identifying key target markets for the centre b. Target markets are matched with appropriate programs
4. Identify the school structure in your state and develop effective methods of establishing contacts with key staff.	a. The structure of the school system in your state is identified and documented b. The operations of schools in the area of physical activities are identified and documented c. The responsibilities of stakeholders within the <i>school structure</i> are identified and documented d. Preferred methods of communications are established
5. Participate in an evaluation of procedures for promotions	a. An evaluation criteria is developed in consultation with all relevant persons b. Assist in evaluating results from promotions c. Assist in evaluating procedures d. The outcomes of the evaluation are documented for consideration in future promotions

Range of Variables

ASSIST IN MARKETING AND PROMOTION FOR THE SQUASH INDUSTRY

VARIABLE STATEMENT	CATEGORIES
1. Appropriate programs and promotions	<ul style="list-style-type: none"> a. in house promotions b. mail campaigns c. schools promotions d. telesales e. door to door sales f. community promotions g. media campaigns
2. Marketing Strategies	<ul style="list-style-type: none"> a. grass roots development b. hero programs c. profile lead development d. direct marketing e. media advertising
3. Procedures	<ul style="list-style-type: none"> a. squash centre operations manual b. individual centre manuals
4. Programs	<ul style="list-style-type: none"> a. grass roots development programs b. in house and interclub programs and competitions c. regional coaching programs d. regional and local development programs e. junior and adult participation programs f. local regional and state tournaments g. schools programs
5. Resources	<ul style="list-style-type: none"> a. access to events and programs to be promoted b. access to relevant sections of squash centre operations manual
6. School structure	<ul style="list-style-type: none"> a. state schools and private schools incorporating: <ul style="list-style-type: none"> a.1 pre-schools a.2 primary schools a.3 secondary schools a.4 special schools a.5 colleges b. and their key stakeholders <ul style="list-style-type: none"> b.1 school principals and deputy principals b.2 physical education teachers and masters b.3 class teachers b.4 parents and citizens associations c. school schedules and operations with respect to physical activities
7. Types of evaluation	<ul style="list-style-type: none"> a. goals set and the results achieved b. modifications made to future promotions based on the feedback received

Evidence Guide

ASSIST IN MARKETING AND PROMOTION FOR THE SQUASH INDUSTRY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of marketing and promotional activities for the squash industry and applied 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 Assist in the development of marketing and promotional strategies c.2 Implement appropriate promotional strategies under supervision c.3 Communicate with service providers and potential clients in an appropriate manner c.4 Operate effectively in schools
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 SQA 011A Use squash development and service system to operate a squash centre effectively b.2 SRS SQA 012A Use knowledge of the squash industry in Australia to operate effectively b.3 SRS SQA 013A Handle enquiries about squash coaching, participation and development 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 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 squash industry systems and structures in order to assist in the development of promotional activities to increase participation a.2 Knowledge of basic marketing and promotional strategies in order to develop promotional activities for a squash centre b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to effectively disseminate information that is understood b.2 Phone skills in order to effectively answer clients enquiries about the coaching, participation and development programs at the centre and increase participation b.3 Enquiry skills in order to make relevant enquiries and gain appropriate information to increase participation of coaching, participation and development programs b.4 Ability to communicate effectively with staff from other organisations and agencies b.5 Computing skills needed to appropriately utilise computer documents and databases
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisations for the purpose of obtaining information on relevant programs and communications <ul style="list-style-type: none"> a.1 Squash Centre Operations Manual a.2 Squash Coaches Resource Manual b. Assessment of this competency will require human resources

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</p> <p>a. Competence in this unit must be assessed once for each of the following in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>a.1 in house promotion a.2 direct mail campaign a.3 schools promotion</p> <p>and once for one of the following:</p> <p>a.4 media campaign a.5 door to door sales a.6 community promotion</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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	2	2

SRS SQA 015A ACCESS DATABASE SYSTEMS TO IDENTIFY AND SERVICE CUSTOMERS

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to access computer database systems to register customers and record relevant information about their participation in squash centre programs for future reference and for production of relevant reports and analysis.

ELEMENT	PERFORMANCE CRITERIA
1. Use squash registration database	a. The database is accessed b. The main elements of the database are identified and documented c. Clients registration details are inputted d. Appropriate program and team details are inputted e. Commonly used reports are accessed where necessary f. Appropriate filters are used to specify requirements g. Enquiries concerning clients are responded to in an appropriate manner h. Key members are identified for future personal contact for appropriate reasons
2. Maintain privacy policy	a. Appropriate and applicable privacy standards are adhered to b. Clients are advised of privacy considerations in an appropriate manner
3. Maintain membership systems	a. Different forms of membership and/or registration are identified and documented b. Clients are advised of availability, cost and benefits of membership programs c. Appropriate procedures are followed to register new clients and to modify information

Range of Variables

ACCESS DATABASE SYSTEMS TO IDENTIFY AND SERVICE CUSTOMERS

VARIABLE STATEMENT	CATEGORIES
1. Database input	<ul style="list-style-type: none"> a. types of database systems b. personal details c. types of programs d. contact recording systems e. types of contacts and registrations f. membership types g. privacy considerations h. restrictions on access
2. Registration	<ul style="list-style-type: none"> a. types of membership b. types of registration c. procedures and systems d. awareness of key members
3. Reports	<ul style="list-style-type: none"> a. card printing b. teams lists c. accounts d. database transfer e. membership types

Evidence Guide

ACCESS DATABASE SYSTEMS TO IDENTIFY AND SERVICE CUSTOMERS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of database systems to service customers 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 Input and access individual membership and registration information c.2 Access and print reports c.3 Select when and who to divulge membership information to
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 SQA 011A Use squash development and service system to operate a squash centre effectively b.2 SRS SQA 012A Use knowledge of the squash industry in Australia to operate effectively b.3 SRS SQA 014A Assist in marketing and promotion of squash industry 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 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 various computer applications, including data bases a.2 Knowledge of privacy principles as they apply to membership databases a.3 Squash industry systems and procedures in order to integrate database b. Underpinning skills: <ul style="list-style-type: none"> b.1 Keyboard and computer skills in order to effectively use the membership database
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 Squash Centre database and database system a.2 National Activity Organisation Privacy Policy a.3 Current Privacy legislation a.4 Registration forms 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 in each of the following situations in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment <ul style="list-style-type: none"> a.1 input and access personal data a.2 input and access team or program information and <p>In each of the following reports:</p> <ul style="list-style-type: none"> a.3 membership cards a.4 team lists a.5 export report

6. Context for assessment	a.6 participation report
	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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	-	-	-	2	1

SRS SQA 016A

CONDUCT MARKETING AND PROMOTIONS FOR SQUASH INDUSTRY PROGRAMS

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to implement marketing and promotional strategies for programs and events for the squash industry at a local or regional level.

ELEMENT	PERFORMANCE CRITERIA
1. Implement a promotion and report on the outcome	<ul style="list-style-type: none"> a. Types of strategies for specific programs are identified and documented b. The types of promotions relevant to the strategy and the specific program are identified and documented c. The promotion is implemented using identified information d. A report on the progress and outcomes of the promotion is made to the manager of the centre
2. Identify sources of information, procedures and programs for promotion of activities	<ul style="list-style-type: none"> a. Sources of information and procedures for promotions for specific programs are identified and documented b. Other tools and resources relevant to the promotion are sourced c. Proformas are modified where necessary d. Databases are used to assist in promotions
3. Identify relevant target markets	<ul style="list-style-type: none"> a. Key target markets are identified for the centre b. Target markets are matched with appropriate programs
4. Identify the school structure in your state and develop effective methods of establishing contacts with key staff	<ul style="list-style-type: none"> a. The structure of the school system in your state is identified and documented b. The operations of schools in the area of physical activities are identified and documented c. The responsibilities of stakeholders within the school structure are identified and documented d. Preferred methods of communications are established e. Relationships with key staff are established and maintained. f. Timely follow up is practised g. A proactive approach is taken to providing service to schools
5. Establish relationships with community organisations	<ul style="list-style-type: none"> a. Relationships with a range community based organisations and individuals are established and maintained b. Relationship with community newspapers are established and maintained
6. Participate in an evaluation of procedures for promotions	<ul style="list-style-type: none"> a. An evaluation criteria is developed in consultation with all relevant persons b. Results from promotion are evaluated c. Strategies and procedures are refined as a result of the evaluation d. The outcomes of the evaluation are documented for consideration in future promotions

Range of Variables

CONDUCT MARKETING AND PROMOTIONS FOR SQUASH INDUSTRY PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Evaluation	<ul style="list-style-type: none"> a. recording of results b. measurement c. feedback
2. Marketing strategies	<ul style="list-style-type: none"> a. grass roots development b. hero programs c. profile lead development d. direct marketing e. media advertising f. cause marketing
3. Procedures	<p>procedures in the following</p> <ul style="list-style-type: none"> a. squash centre operations manual b. individual centre manuals
4. Programs	<p>the following programs</p> <ul style="list-style-type: none"> a. grass roots development programs b. in house and interclub programs and competitions c. local coaching programs d. local development programs e. junior and adult participation programs f. local tournaments g. schools programs
5. Relevant promotions	<ul style="list-style-type: none"> a. in house promotions b. mail campaigns c. schools promotions d. telesales e. door to door sales f. community promotions g. media campaigns h. press releases, news stories
6. Resources	<ul style="list-style-type: none"> a. the candidate will need to have access to the following for the purposes of evaluation and assessment <ul style="list-style-type: none"> a.1 access to events and programs to be promoted a.2 access to relevant sections of squash centre operations manual.

Evidence Guide

CONDUCT MARKETING AND PROMOTIONS FOR SQUASH INDUSTRY PROGRAMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of conducting marketing and promotions for squash industry programs 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 Identify appropriate marketing and promotional strategies c.2 Implement appropriate promotional strategies upon instruction c.3 Communicate with service providers and potential clients in an appropriate manner c.4 Report on the outcomes of such strategies
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 SQA 107A Adapt and modify squash development and service systems to operate for optimum effectiveness and monitor use b.2 SRS SQA 018A Manage database systems to identify, service and develop customers 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 squash structures and procedures in order to conduct marketing and promotions a.2 Knowledge of basic marketing and promotional strategies a.3 Knowledge of community links in order to establish and maintain contacts a.4 Knowledge of centre registrations systems as used in the squash industry b. Underpinning skills: <ul style="list-style-type: none"> b.1 Interpersonal and Communication skills in order to develop rapport with all relevant persons when conducting marketing and promotional activities b.2 Ability to communicate effectively with staff from other organisations and agencies to ensure information is given and received correctly b.3 Computing skills needed to appropriately utilise computer documents and databases
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisations for the purpose of obtaining information on relevant programs and communications <ul style="list-style-type: none"> a.1 Squash Centre Operations Manual a.2 Squash Coaches Resource Manual b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	<p>a. Competence in this unit must be assessed once for each of the following time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <ul style="list-style-type: none"> a.1 in house promotion a.2 direct mail campaign a.3 schools promotion <p style="padding-left: 20px;">and once for one of the following:</p> <ul style="list-style-type: none"> a.4 media campaign a.5 door to door sales a.6 community promotion
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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	2	2

SRS SQA 017A ADAPT AND MODIFY SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE FOR OPTIMUM EFFECTIVENESS AND MONITOR USE

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to adapt and modify squash development and service systems by customising where necessary, to suit specific situations and monitor the use of the systems to check effectiveness.

ELEMENT	PERFORMANCE CRITERIA
1. Identify individual requirements of service systems	<ul style="list-style-type: none"> a. Specific needs are identified and documented b. Where appropriate, permission is sought to make changes c. Changes are made and trialed d. Final adjustments are made and implemented
2. Monitor service systems to ensure effectiveness	<ul style="list-style-type: none"> a. Periodical checks are made to ensure procedures are being followed correctly b. Feedback is received from staff to ensure procedures are effective c. Records are kept to monitor results d. Feedback is sought from customers to ensure procedures are effective e. Feedback is given to management and/or systems designers f. Staff is kept aware of privacy considerations

Range of Variables

ADAPT AND MODIFY SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE FOR OPTIMUM EFFECTIVENESS AND MONITOR USE

VARIABLE STATEMENT	CATEGORIES
1. Feedback	<ul style="list-style-type: none"> a. distribution of evaluation sheets to clients and subsequent assessment b. comparison of results over time and with others and industry benchmarks c. awareness of staff operations d. monitor trends
2. Information and statistics	<ul style="list-style-type: none"> a. information and statistics from the following sources <ul style="list-style-type: none"> a.1 squash centre databases a.2 National Activity Organisation a.3 State Activity Organisations a.4 Australian Sports Commission a.5 Australian Bureau of Statistics a.6 systems records
3. Necessary and appropriate modifications	<ul style="list-style-type: none"> a. understanding roles b. systems breakdowns c. need for more training d. customer focus e. simplicity and effectiveness f. prevention of duplication and confusion g. necessary physical resources (eg, pigeon holes, clipboards)
4. Proformas to be used	<ul style="list-style-type: none"> a. phone and personal enquiries b. event planning sheets c. registration forms d. planning checklists
5. Relevant systems	<ul style="list-style-type: none"> a. Squash Plus b. State management systems other relevant individual workplace systems

Evidence Guide

ADAPT AND MODIFY SQUASH DEVELOPMENT AND SERVICE SYSTEMS TO OPERATE FOR OPTIMUM EFFECTIVENESS AND MONITOR USE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of adapting and modifying squash development and service systems to operate effectively 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 Accurately assess feedback c.2 Make simple and effective changes to proformas c.3 Respond appropriately and in a timely manner c.4 Monitor and evaluate results
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 SQA 016A Conduct marketing and promotions for squash industry programs b.2 SRS SQA 018A Manage database systems to identify, service and develop customers 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 development and service systems and strategies as used in the squash industry a.2 Knowledge of fundamental service principles in order to effectively monitor effectiveness of current systems b. Underpinning skills: <ul style="list-style-type: none"> b.1 Interpersonal and Communication skills in order to develop rapport with all relevant persons when conducting marketing and promotional activities b.2 Computing skills needed to appropriately utilise computer documents and databases b.3 Evaluation skills in order to effectively assess and monitor current systems b.4 Planning skills in order to effectively manage implementation of recommendations for adjustments to current systems
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to organisations for the purpose of obtaining information on relevant programs and communications. Also written resources: <ul style="list-style-type: none"> a.1 Squash Centre Operations Manual a.2 Individual Centre Systems 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 in at least once in each of the following situations in order to ensure consistency of performance

	<p>over the range of variables and contexts applicable to the work environment</p> <ul style="list-style-type: none"> a.1 evaluation of a program a.2 review of procedures a.3 collation, monitoring and review of results a.4 identification and implementation of modifications or changes
<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 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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	1	2

SRS SQA 018A MANAGE DATABASE SYSTEMS TO IDENTIFY, SERVICE AND DEVELOP CUSTOMERS

SQA

Squash

DESCRIPTION: This unit covers the knowledge and skills required to monitor and manage database systems to ensure that clients are being properly and appropriately serviced and that it is used effectively as a resource for increasing sales.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain squash registration databases	<ul style="list-style-type: none"> a. All database records are kept current b. The members are serviced to the required level c. Appropriate filters are applied to select specific types of clients d. Trends and statistics are monitored through regular reports e. Attendance records are monitored f. Contact is made in a timely manner
2. Maintain privacy policy	<ul style="list-style-type: none"> a. Staff adherence to privacy standards is monitored b. New staff are advised of their responsibilities with respect of privacy
3. Service and Promotions	<ul style="list-style-type: none"> a. Specific types of clients are targeted for promotional information b. Other systems are used in conjunction with the database to maintain communication c. The types of communication necessary and appropriate are identified

Range of Variables

MANAGE DATABASE SYSTEMS TO IDENTIFY, SERVICE AND DEVELOP CUSTOMERS

VARIABLE STATEMENT	CATEGORIES
1. Database	<ul style="list-style-type: none"> a. types of clients b. numbers of clients and their type c. participation history of clients d. current participation e. types of contacts and registrations f. membership types
2. Database access	<ul style="list-style-type: none"> a. privacy considerations b. restrictions on access
3. Monitored	<ul style="list-style-type: none"> a. typical development paths through history b. participation frequency targets c. demographic profiles d. analysis of a range of trends by <ul style="list-style-type: none"> d.1 age d.2 sex d.3 program type d.4 entry level d.5 program time d.6 frequency d.7 spend per visit d.8 additional sales
4. Promotional information	<ul style="list-style-type: none"> a. direct mail promotions b. use of special offers and incentives c. promotion to relatives and friends of clients d. marketing of sponsors products and services
5. Reports	<ul style="list-style-type: none"> a. card printing b. teams lists c. accounts d. database transfer e. membership types f. statistical
6. Service	<ul style="list-style-type: none"> a. appropriate forms of service to include <ul style="list-style-type: none"> a.1 regular newsletters a.2 birthday cards and other greetings a.3 follow up of lack of participation a.4 special rewards a.5 other membership benefits

Evidence Guide

MANAGE DATABASE SYSTEMS TO IDENTIFY, SERVICE AND DEVELOP CUSTOMERS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of managing database systems to identify, service and develop customers 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 Select appropriate targets for service and promotion</p> <p>c.2 Access and print reports</p> <p>c.3 Accurately read trends and select appropriate action</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 SQA 016A Conduct marketing and promotions for squash industry programs</p> <p>b.2 SRS SQA 017A Adapt and modify squash development and service systems to operate for optimum effectiveness and monitor use</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 database systems as used in the squash industry</p> <p>a.2 Knowledge of fundamental service principles in order to effectively monitor effectiveness of current systems</p> <p>b. Underpinning skills:</p> <p>b.1 Computing skills needed to appropriately utilise computer documents and databases</p> <p>b.2 Evaluation skills in order to effectively assess and monitor current systems</p> <p>b.3 Planning skills in order to effectively manage implementation of recommendations for adjustments to current systems</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to:</p> <p>a.1 squash centre database and database system</p> <p>a.2 National Activity Organisation Privacy Policy</p> <p>a.3 Current Privacy legislation</p> <p>a.4 Appropriate reporting mechanisms</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 in each of the following situations time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>a.1 servicing clients</p> <p>a.2 promoting to clients</p> <p>a.3 monitoring statistics and</p> <p>in one each of the following reports:</p>

	<ul style="list-style-type: none"> a.4 statistical a.5 demographic a.6 participation a.7 history
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, List and identify & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	1	2	1

STRENGTH AND CONDITIONING

SAC

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SRS SAC 001A TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

SAC Strength and conditioning

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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the athlete for involvement in a strength and conditioning program	<ul style="list-style-type: none"> a. The basic skills of strength and conditioning are explained to the athlete and relevant support personnel b. The principles of the physiological adaptations to training are explained to the athlete and relevant support personnel c. A range of approaches for programming for specific outcomes are explained to the athlete and relevant support personnel
2. Assess the athlete's readiness for involvement in a strength and conditioning program	<ul style="list-style-type: none"> a. Background and previous experience in strength and conditioning programs are discussed with the athlete and relevant support personnel b. Athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the basic skill/s of strength and conditioning are assessed c. Appropriate testing protocols are selected and implemented to assess the athlete's readiness to develop/acquire the basic skills of strength and conditioning d. The core lifts and exercises that form the basis of the basic skills of strength and conditioning to be included in the program are selected based on testing e. Factors which may affect the acquisition of the basic skills of strength and conditioning are recognized and addressed as result of testing
3. Design a strength and conditioning program	<ul style="list-style-type: none"> a. A strength and conditioning program is design for the athlete based on the general requirements of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. Implement a strength and conditioning program	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected and implemented that match the athletes readiness, the environment, the basic skill/s to be developed and the available equipment b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of strength and conditioning c. Relevant information, explanations and demonstrations to teach or develop the core lifts and exercises that form the basis of basic strength and conditioning are delivered concisely and precisely in accord with the best practice principles of strength and conditioning d. Questioning and communication skills are demonstrated in accord with the best practice principles of strength and conditioning e. Where appropriate, observable body movements are explained for each stage of the core lifts and exercises that form the basis of the basic skills of strength and conditioning in priority of importance

	<ul style="list-style-type: none"> f. The component parts of the core lifts and exercises that form the basis of the basic skills of strength and conditioning are taught or introduced at appropriate times during the athletes development g. Sufficient space and resources are allocated for core lifts and exercises that form the basis of the basic skills of strength and conditioning being performed h. Where appropriate, technological aids and new training trends are used to supplement presentations. i. Where appropriate, adaptations to include pre-adolescent athletes into strength & conditioning programs are explained and implemented j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience k. Athletes are given the opportunity to comment and/or ask questions l. Adjustments are made in response to changes in conditions and/or external influences
<p>5. Monitor and adjust a strength and conditioning program</p>	<ul style="list-style-type: none"> a. Athletes are observed to see that the core lifts and exercises that form the basis of the basic skills of strength and conditioning are conducted in accord with the best practice principles of strength and conditioning b. Performance of core lifts and exercises that form the basis of the basic skills of strength and conditioning are assessed and, where necessary, corrected in accord with the best practice principle of strength and conditioning c. Correction techniques applied to improve skill execution on an individualized and/or group basis d. Observation is undertaken with minimal disruption to the flow of the training session e. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring
<p>6. Evaluate the athlete's performance and modify the program</p>	<ul style="list-style-type: none"> a. Appropriate testing protocols are implemented to evaluate the athlete's progress b. Strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. A range of approaches for programming for specific outcomes	<ul style="list-style-type: none"> a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric
2. Adaptations to include pre-adolescent athletes	<ul style="list-style-type: none"> a. refers to recommended programming guidelines in relation to <ul style="list-style-type: none"> a.1 appropriate sets and reps a.2 preferences for the use body weight support and resistance exercises a.3 benefits of appropriate training b. should follow the best practice principles of strength and conditioning
3. Anatomical/physiological considerations	<ul style="list-style-type: none"> a. energy systems b. major muscle groups and their actions (including ligaments) c. physiological responses/adaptations to training d. microscopic structure of the muscles e. neural system
4. Athlete/s	<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
5. Introductory 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 b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 respiratory b.2 cardiovascular
6. 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
7. Basic skills of strength and conditioning	<ul style="list-style-type: none"> a. includes <ul style="list-style-type: none"> a.1 core lifts and exercises a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport

	<ul style="list-style-type: none"> a.3 a range of approaches for programming for specific outcomes aim to b.1 improve athletic performance b.2 improve athlete's ability to safely perform core lifts and exercises b.3 maximise the application of the principles of physiological adaptation to training b.4 maximise the impact of programming for specific outcomes c. involves <ul style="list-style-type: none"> c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs c.2 including specific groups c.3 assessing and correcting technique
8. Best practice principles of strength and conditioning	<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 Australian Sports Commission's <i>harassment free sport</i> policy a.4 Australian Sports Commission's drugs in sport policy a.5 National Activity Organisation's regulations and guidelines a.6 relevant National, State/Territory or Local government regulations and guidelines a.7 employer organisations policies and procedures a.8 the culture of the sport/activity a.9 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.10 current and past good practice demonstrated by self or peers in the same or similar situation a.11 practices and approaches such as those outlined in the <i>Strength and Conditioning Level 1 Coaching Guide</i>
9. 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 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
10. Conditions and/or external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. injury / illness of athletes d. volume / intensity of other training commitments e. competition program f. sport specific coach influence
11. Core lifts and exercises that form the basis of the basic skills of strength and conditioning	<ul style="list-style-type: none"> a. In relation to the basic skills of strength and conditioning include <ul style="list-style-type: none"> a.1 bench press a.2 squat a.3 chin ups a.4 lat pull-downs a.5 power clean a.6 push press a.7 various single joint movements a.8 abdominal and lower back exercises a.9 running technique

12. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. appropriate footwear and clothing and personal equipment (activity specific) b. technical equipment - safe working order c. assess, prescribe and monitor athlete loading d. the Australian Coaching Council's <i>coaches code of conduct</i> policy e. Australian Sports Commission doping policy f. State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises g. gymnasiums, Local Council facilities and private facilities h. appropriate safety equipment is made available to the athlete such as those outlined in the <i>Strength and Conditioning Level 1 Coaching Guide</i>
13. Principles of the physiological adaptation to training	<ul style="list-style-type: none"> a. hypertrophy adaptations b. neural adaptations a. cellular adaptations
14. Resources	<ul style="list-style-type: none"> b. human/physical c. gymnasium equipment d. training equipment e. health and safety provisions f. indoor/outdoor facilities
15. Strength and conditioning programs	<ul style="list-style-type: none"> a. programs designed to develop the basic skills of strength and conditioning
16. 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
17. 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
18. Testing protocols	<ul style="list-style-type: none"> a. to conduct appropriate test to measure the following physiological parameters <ul style="list-style-type: none"> a.1 aerobic performance a.2 anaerobic performance a.3 strength/power a.4 speed/agility

Evidence Guide

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

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, exercises and activities to teach or develop the basic skills of strength and conditioning 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 Prepare the athlete for involvement in a strength and conditioning program c.2 Assess the athlete's readiness for involvement in a strength and conditioning program c.3 Design a strength and conditioning program c.4 Implement a strength and conditioning program c.5 Monitor and adjust a strength and conditioning program c.6 Evaluate the athlete's performance and modify the program c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the basic skills of strength and conditioning c.8 Interpretation and analysis of athletic performance with the view of modifying current plans c.9 Teach or introduce the component parts of the core lifts and exercises that form the basic skills of strength and conditioning at appropriate times during the athletes development
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 004A Plan a sport and recreation session for clients b.1 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.1 SRS COA 007A Provide fundamental information about the principles of eating for peak performance
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Understanding of safe and appropriate drills, exercises and practice sessions for the athlete a.2 Understanding of introductory human anatomy and physiology a.3 Understanding of basic biomechanics a.4 Understanding of the component parts of the core lifts and

	<p>exercises that form the basic skills of strength and conditioning</p> <p>a.5 Understanding of the adaptations to include pre-adolescent athletes</p> <p>a.6 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the basic skills of strength and conditioning</p> <p>b. Underpinning skills</p> <p>b.1 Ability to manage a group in a sports setting</p> <p>b.2 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete</p> <p>b.3 Ability to plan weight, plyometric and conditioning programs</p> <p>b.4 Ability to correct of technique of basic weight, plyometric and conditioning exercises</p>
4. Resource implications	<p>a. Assessment of this competency requires access to an appropriate sports training 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</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual sports training setting</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	2	2	1

SRS SAC 002A TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

SAC Strength and conditioning

DESCRIPTION: This unit covers the knowledge and skills to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the athlete for involvement in a strength and conditioning program	<ul style="list-style-type: none"> a. The <i>intermediate skills of strength and conditioning</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i> b. The <i>principles of the physiological adaptations to training</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i> c. <i>A range of approaches for programming for specific outcomes</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i>
2. Assess the athlete's readiness for involvement in a strength and conditioning program	<ul style="list-style-type: none"> a. Background and previous experience in <i>strength and conditioning programs</i> are discussed with the <i>athlete</i> and relevant <i>support personnel</i> b. Athlete/s readiness to acquire and perform the <i>core lifts and exercises that form the basis of the intermediate skill/s of strength and conditioning</i> are assessed c. Appropriate <i>testing protocols</i> are selected and implemented to assess the athlete's readiness to develop/acquire the <i>intermediate skills of strength and conditioning</i> d. The <i>core lifts and exercises that form the basis of the intermediate skills of strength and conditioning</i> to be included in the program are selected based on testing e. Factors which may affect the acquisition of the <i>intermediate skills of strength and conditioning</i> are recognized and addressed as result of testing
3. Design a strength and conditioning program	<ul style="list-style-type: none"> a. A strength and conditioning program is design for the athlete based on the <i>performance parameters</i> of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. Implement a strength and conditioning program	<ul style="list-style-type: none"> a. <i>Teaching methods</i> and <i>coaching styles</i> are selected and implemented that match the athletes readiness, the environment, the intermediate skill/s to be developed and the available equipment b. <i>Feedback</i> is provided to the <i>athlete</i> and other <i>support personnel</i> in accord with the <i>best practice principles of strength and conditioning</i> c. Relevant information, explanations and demonstrations to teach or develop the <i>core lifts and exercises that form the basis of intermediate strength and conditioning</i> are delivered concisely and precisely in accord with the <i>best practice principles of strength and conditioning</i> d. Questioning and communication skills are demonstrated in accord with the <i>best practice principles of strength and conditioning</i> e. Where appropriate, observable body movements are explained for each stage of the <i>core lifts and exercises that form the basis of the intermediate skills of strength and conditioning</i> in priority of

	<p>importance</p> <ul style="list-style-type: none"> f. The component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning are taught or introduced at appropriate times during the athletes development g. Sufficient space and resources are allocated for core lifts and exercises that form the intermediate skills of strength and conditioning being performed h. Where appropriate, technological aids and new training trends are used to supplement presentations i. Where appropriate, adaptations to include pre-adolescent athletes into strength & conditioning programs are explained and implemented j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience k. Athletes are given the opportunity to comment and/or ask questions l. Adjustments are made in response to changes in conditions and/or external influences
<p>5. Monitor and adjust a strength and conditioning program</p>	<ul style="list-style-type: none"> a. Athletes are observed to see that the core lifts and exercises that form the intermediate skills of strength and conditioning are conducted in accord with the best practice principles of strength and conditioning b. Performance of core lifts and exercises that form the intermediate skills of strength and conditioning are assessed and, where necessary, corrected in accord with the best practice principle of strength and conditioning c. Correction techniques applied to improve skill execution on an individualized and/or group basis d. Observation is undertaken with minimal disruption to the flow of the training session e. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring
<p>6. Evaluate the athlete's performance and modify the program</p>	<ul style="list-style-type: none"> a. Appropriate testing protocols are implemented to evaluate the athlete's progress b. Sport specific performance parameters are utilized to evaluate the athlete's progress c. strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. A range of approaches for programming for specific outcomes	<ul style="list-style-type: none"> a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric
2. Adaptations to include pre-adolescent athletes	<ul style="list-style-type: none"> a. refers to recommended programming guidelines in relation to <ul style="list-style-type: none"> a.1 appropriate sets and reps a.2 preferences for the use body weight support and resistance exercises a.3 benefits of appropriate training b. should follow the best practice principles of strength and conditioning
3. Anatomical/physiological considerations	<ul style="list-style-type: none"> a. energy systems b. major muscle groups and their actions (including ligaments) c. physiological responses / adaptations to training d. microscopic structure of the muscles e. neural system
4. Athlete/s	<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 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. 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
6. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums

<p>7. Intermediate skills of strength and conditioning</p>	<p>e. major muscle actions</p> <hr/> <p>a. includes</p> <p>a.1 core lifts and exercises</p> <p>a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport</p> <p>a.3 a range of approaches for programming for specific outcomes</p> <p>b. aim to</p> <p>b.1 improve athletic performance</p> <p>b.2 improve athlete's ability to safely perform core lifts and exercises</p> <p>b.3 maximise the application of the principles of physiological adaptation to training</p> <p>b.4 maximise the impact of programming for specific outcomes</p> <p>c. involves</p> <p>c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs</p> <p>c.2 including specific groups</p> <p>c.3 assessing and correcting technique</p>
<p>8. Best practice principles of strength and conditioning</p>	<p>a. refers to</p> <p>a.1 the sport's coaches or instructors <i>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 Australian Sports Commission's drugs in sport policy</p> <p>a.5 National Activity Organisation's regulations and guidelines</p> <p>a.6 relevant National, State/Territory or Local government regulations and guidelines</p> <p>a.7 employer organisations policies and procedures</p> <p>a.8 the culture of the sport/activity</p> <p>a.9 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations</p> <p>a.10 current and past good practice demonstrated by self or peers in the same or similar situation</p> <p>a.11 practices and approaches such as those outlined in the <i>Strength and Conditioning Level 2 Coaching Guide</i></p>
<p>9. 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 not-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>10. Conditions and/or external influences</p>	<p>a. environmental/weather conditions</p> <p>b. other facility users</p> <p>c. injury / illness of athletes</p> <p>d. volume / intensity of other training commitments</p> <p>e. competition program</p> <p>f. sport specific coach influence.</p>

<p>11. Core lifts and exercises that form the basis of the intermediate skills of strength and conditioning</p>	<p>a. In relation to the intermediate skills of strength and conditioning include</p> <ul style="list-style-type: none"> a.1 bench press a.2 squat a.3 chin ups a.4 lat pull-downs a.5 power clean a.6 push press a.7 various single joint movements a.8 abdominal and lower back exercises a.9 running technique a.10 variations of the <ul style="list-style-type: none"> a.10.1 power clean a.10.2 squat a.11 power snatch a.12 sprint/agility technique analysis and correction a.13 other drills, exercises and activities such as those detailed in the <i>Strength and Conditioning Level 2 Coaching Guide</i>
<p>12. Organisational health and safety requirements, safe and appropriate dress and equipment</p>	<p>a. refers to</p> <ul style="list-style-type: none"> a.1 appropriate footwear and clothing and personal equipment (activity specific) a.2 technical equipment - safe working order a.3 assess, prescribe and monitor athlete loading a.4 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.5 Australian Sports Commission doping policy a.6 state policies on Occupational Health and Safety issues pertaining to safe work practises a.7 gymnasiums, Local Council facilities and private facilities a.8 appropriate safety equipment is made available to the athlete such as those outlined in the <i>Strength and Conditioning Level 2 Coaching Guide</i>
<p>13. Performance parameters</p>	<ul style="list-style-type: none"> a. biomechanical of an activity to which the client wishes to return (ie, sport specific movements) b. physiological components of an activity to which the client wishes to return c. psychological components of an activity to which the 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 client is involved f. beneficial asymmetries g. joint ranges for each sport
<p>14. Principles of the physiological adaptation to training</p>	<ul style="list-style-type: none"> a. hypertrophy adaptations b. neural adaptations c. cellular adaptations
<p>15. Resources</p>	<ul style="list-style-type: none"> a. human/physical b. gymnasium equipment c. training equipment d. health and safety provisions e. indoor / outdoor facilities
<p>16. Strength and conditioning programs</p>	<ul style="list-style-type: none"> a. programs designed to develop the intermediate skills of strength and conditioning
<p>17. Support personnel</p>	<ul style="list-style-type: none"> a. administrators b. coach/es c. sports scientists d. sports medicine providers

	<ul style="list-style-type: none"> 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 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) b.9 experiential or problem solving approaches
19. Testing protocols	<ul style="list-style-type: none"> a. incorporates <ul style="list-style-type: none"> a.1 organization of equipment a.2 setting-up of equipment a.3 analysis and interpretation of results b. to conduct appropriate test to measure the following physiological parameters <ul style="list-style-type: none"> b.1 aerobic performance b.2 anaerobic performance b.3 strength/power b.4 speed/agility

Evidence Guide

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning</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 Prepare the athlete for involvement in a strength and conditioning program</p> <p>c.2 Assess the athlete's readiness for involvement in a strength and conditioning program</p> <p>c.3 Design a strength and conditioning program</p> <p>c.4 Implement a strength and conditioning program</p> <p>c.5 Monitor and adjust a strength and conditioning program</p> <p>c.6 Evaluate the athlete's performance and modify the program</p> <p>c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the intermediate skills of strength and conditioning</p> <p>c.8 Interpretation and analysis of athletic performance with the view of modifying current plans</p> <p>c.9 Teach or introduce the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning at appropriate times during the athletes development</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 SAC 001A Teach or develop the basic skills of strength and conditioning</p> <p>b. This unit must be assessed after attainment of competency in or, in conjunction with, the following unit(s):</p> <p>b.2 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>b.3 SRX CAI 005A Conduct a sport and recreation session for clients</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.7 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>c.8 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.9 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills</p> <p>c.10 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills</p> <p>c.11 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.12 SRS COA 006A Implement the fundamental principles of sports psychology</p> <p>c.13 SRS COA 007A Provide fundamental information about the principles of eating for peak performance</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Understanding of the performance parameters in which the athlete is involved</p> <p>a.2 Understanding of safe and appropriate drills, exercises and</p>

	<p>practice sessions for the athlete</p> <p>a.3 Understanding of basic anatomy and physiology</p> <p>a.4 Understanding of basic biomechanics</p> <p>a.5 Understanding of the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning</p> <p>a.6 Understanding of the adaptations to include pre-adolescent athletes</p> <p>a.7 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the intermediate skills of strength and conditioning</p> <p>b. Underpinning skills</p> <p>b.1 Ability to assess and/or research the specific performance parameters of the sport in which the athlete is involved</p> <p>b.2 Ability to manage a group in a sports setting</p> <p>b.3 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete</p> <p>b.4 Ability to plan weight, plyometric and conditioning programs based on the specific performance parameters of the sport in which the athlete is involved</p> <p>b.5 Ability to correct of technique of intermediate weight, plyometric and conditioning exercises</p>
4. Resource implications	<p>a. Assessment of this competency requires access to an appropriate sports training 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</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual sports training setting</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	3	2	3	2	3	1

SURF LIFESAVING

SLS

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SRS SLS 001A INTERPRET AND APPLY THE FUNDAMENTAL RULES OF SURF LIFE SAVING AT A BEGINNER LEVEL

SLS Surf life saving

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

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for an event	a. Assess the condition of the event to ensure they satisfying the organisation's rules and regulations for a surf life saving event b. Assess the environment, facilities and equipment to ensure they comply with the organisation's regulations for a surf life saving event c. Safety and other risks are assessed to ensure they are within acceptable levels prior to commencement of the event d. Necessary action is taken based on the assessment of the conditions
2. Observe an event and identify information on which to base fundamental decisions	a. The event is observed to ensure it is conducted in accordance with the organisation's rules and regulations b. Observation is undertaken with minimal disruption to the conduct of the event c. Breaches of rules and regulations are identified and documented
3. Interpret and apply rules and regulations in accord with the spirit of the event	a. Relevant information on which to make decisions is identified and documented b. The interpretation of rules or regulations is consistent with current guidelines of surf life saving c. Accurate and consistent decision making based on fairness, <u>equity</u> , <u>support</u> and participant safety is demonstrated
4. Communicate decisions and manage the outcomes of decision making while officiating	a. Communicate the decisions clearly and in accordance with the prescribed procedures for surf life saving at <u>introductory level</u> of competition b. The reactions of competitors is managed in accordance with the fundamental rules and regulations of surf life saving

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Range of Variables

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF SURF LIFE SAVING AT A BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Communicate	a. in writing b. verbally
2. Equipment	a. technical equipment- whistles, loud hailer, microphone, public address system, radios, mobile phones b. personal equipment - uniform, white/navy shorts/pants/skirt, white blouse or collared shirt, white sweater and hat
3. External influences	a. environmental a.1 water conditions a.2 beach conditions b. weather conditions c. public d. spectators e. media
4. Fundamental rules and regulations	a. course layout b. event procedures (starting, finishing, judging) c. juniors (under 8/under 14)
5. Information	a. competition qualification policy b. competition categories c. disabled competitors d. dress of competitors e. sponsor identification f. gear specifications g. scrutineering h. competition area i. competition section j. beach positions k. setting of competition courses l. competitor limitations m. starting times n. reporting o. marshalling o.1 teams events p. level of carnival being conducted (eg, club/branch) q. type of event/discipline r. scoring/recording s. participant reactions
6. Introductory level	a. participants without experience in surf life saving officiating b. participants must be over 16 years of age c. participants may have special needs - gender, social disadvantage, minority ethnic, cultural groups, disability, medical condition d. participants with adequate health status

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7. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
8. Other officials	<ul style="list-style-type: none"> a. referees b. liaison officers c. judges d. scrutineers e. stewards f. timekeepers g. marshalls h. results recorders i. media liaison officer j. announcer k. emergency services coordinator l. chief water safety officer for junior activity competitions m. medical and first aid personnel n. team managers o. handlers p. coaches
9. Resources	<ul style="list-style-type: none"> a. teams of officials b. competition area c. water courses <ul style="list-style-type: none"> c.1 swimming c.2 boat c.3 skis c.4 boards c.5 multi-discipline d. beach courses <ul style="list-style-type: none"> d.1 sprint d.2 flags d.3 march past e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. communications equipment <ul style="list-style-type: none"> f.1 radios f.2 loud hailers f.3 microphones f.4 whistles f.5 public address system g. health and safety provisions <ul style="list-style-type: none"> g.1 sunscreen g.2 ice g.3 medical kit g.4 shade g.5 rescue craft h. sponsorship
10. Rules and regulations	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

INTERPRET AND APPLY THE FUNDAMENTAL RULES OF SURF LIFE SAVING AT A BEGINNER LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the rules of surf life saving as they apply to junior or beginner level and apply 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 event</p> <p>c.2 Observe an event and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision</p> <p>c.4 Communicate the decision to competitors, other officials and public/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 SLS 002A Use basic communication strategies to officiate surf life saving at an beginner level</p> <p>b.2 SRS SLS 004A Demonstrate fundamental positioning skills relevant to officiate surf life saving at an 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 surf life saving</p> <p>a.2 Knowledge of the relevant nipper rules and regulations of surf life saving</p> <p>a.3 Knowledge of relevant equipment and safety requirements</p> <p>a.4 Knowledge of environmental hazards</p> <p>a.5 Knowledge of presentation requirements for officials</p> <p>a.6 Basic knowledge of the role of other officials</p> <p>b. Underpinning skills:</p> <p>b.1 Communication skills in order to communicate effectively with all relevant persons</p> <p>b.2 Listening skills in order to receive feedback in a constructive way from all relevant persons</p> <p>b.3 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved</p> <p>b.4 Recording skills in order to accurately record results</p> <p>b.5 Use of auditory devices</p>
<p>4. Resource implications</p>	<p>a. Assessment of this unit of competency requires access to a surf life saving event, equipment and competitors competing at club or branch level</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

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5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of two (2) carnivals or 15 hours 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	1	2	1

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SRS SLS 002A USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise fundamental communication strategies required to conduct a surf life saving event at an beginner level.

ELEMENT	PERFORMANCE CRITERIA
1. Use fundamental oral communication skills	<ul style="list-style-type: none"> a. Decisions are communicated to competitors and other officials through basic verbal information b. Voice is used effectively when communicating with others c. Feedback from competitors and other officials is received in a positive and constructive manner
2. Use fundamental auditory devices	<ul style="list-style-type: none"> a. The use of necessary equipment is demonstrated to clearly convey decisions to competitors
3. Make effective use of body language	<ul style="list-style-type: none"> a. A positive nature is projected using an open body stance and posture when interacting with others b. Eye contact is made when communicating with others
4. Receive feedback	<ul style="list-style-type: none"> a. Feedback provided by others is discussed in a rational and constructive way b. Changes to improve the quality of officiating are implemented based on informal discussions with all relevant persons

Range of Variables

USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. External Influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water conditions a.2 beach conditions b. weather conditions c. public d. spectators e. media
2. Feedback	<ul style="list-style-type: none"> a. informal b. individual and group performances
3. Information	<ul style="list-style-type: none"> a. competition qualification policy b. competition categories c. disabled competitors d. dress of competitors e. sponsor identification f. gear specifications g. scrutineering h. competition area i. competition sections j. beach positions k. setting of competition courses l. competitor limitations m. starting times n. reporting o. marshalling p. teams events q. level of carnival being conducted (eg, club/branch) r. type of event/discipline s. scoring/recording t. participants reactions
4. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
5. Necessary equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 radios a.3 public address system a.4 whistles b. personal equipment – uniform <ul style="list-style-type: none"> b.1 white shorts or white slacks or white skirt b.2 white blouse or collared shirt b.3 white sweater and hat

6. Other officials	<ul style="list-style-type: none"> a. referees b. liaison officers c. judges d. scrutineers e. stewards f. timekeepers g. marshalls h. results recorders i. media liaison officer j. announcer k. emergency services coordinator l. chief water safety officer for junior activity competitions m. medical and first aid personnel n. team managers o. handlers p. coaches
7. Positive and constructive manner	<ul style="list-style-type: none"> a. interact in a friendly and professional manner
8. Relevant persons	<ul style="list-style-type: none"> a. competitors b. other officials c. administrators d. coaches e. team managers f. parents
9. Resources	<ul style="list-style-type: none"> a. teams of officials b. competition area c. water courses <ul style="list-style-type: none"> c.1 swimming c.2 boat c.3 skis c.4 boards c.5 multi-discipline d. beach courses <ul style="list-style-type: none"> d.1 sprint d.2 flags d.3 march past e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. communications equipment <ul style="list-style-type: none"> f.1 radios f.2 loud hailers f.3 microphones f.4 whistles f.5 public address system g. health and safety provisions <ul style="list-style-type: none"> g.1 sunscreen g.2 ice g.3 medical kit g.4 shade g.5 rescue craft h. sponsorship

Evidence Guide

USE FUNDAMENTAL COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of fundamental communications strategies to officiate surf life saving 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 competitors and other officials in an effective manner c.2 Use fundamental auditory devices c.3 Convey a confident and friendly manner through body and posture c.4 Receive feedback and take appropriate action
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 SLS 001A Interpret and apply the fundamental rules of surf life saving at beginner level b.2 SRS SLS 004A Demonstrate fundamental positioning skills relevant to officiate surf life saving at 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 surf life saving a.2 Knowledge of the relevant nipper rules and regulations of surf life saving a.3 Basic knowledge of relevant equipment and safety requirements a.4 Knowledge of environmental hazards a.5 Knowledge of presentation requirements for officials a.6 Basic knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to communicate effectively with all relevant persons b.2 Listening skills in order to receive feedback in a constructive way from all relevant persons b.3 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.4 Recording skills in order to accurately record results b.5 Use of auditory devices
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a surf life saving carnival and competitors competing at a club or branch level of competition b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	<p>a. Competence in this unit must be assessed over a minimum of two (2) carnivals in order to ensure consistency of performance is in accordance with National Activity Organisation guidelines for officiating</p>
6. Context for assessment	<p>a. Competency must be demonstrated in an actual officiating 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 involve observation of the official in action, as well as a written/oral assessment on the 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	1	2	2	3	2

SRS SLS 003A ASSIST IN THE PREVENTION OF EMERGENCIES IN SURF LIFE SAVING COMPETITIONS

SLS

Surf life saving

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Check and report problems which may prevent emergencies from being safely handled</p>	<p>a. The basic type/s, principles and limitations of emergency equipment and facilities located in the competition area are identified and documented</p> <p>b. The acts and conditions which could prevent emergencies from being safely handled are identified and documented</p> <p>c. The immediate competition area is identified and regularly checked for any acts and conditions which could lead to emergencies being safely handled</p> <p>d. Acts and conditions that could prevent an emergency are reported to the supervisor of the competition area or other appropriate persons in accordance with the organisation's procedures</p> <p>e. Procedures are recommended to the supervisor of the competition which could minimise or prevent emergencies from occurring</p>
<p>2. Report problems which may lead to emergencies</p>	<p>a. The acts and conditions which could lead to emergencies are identified and documented</p> <p>b. The immediate competition area is regularly checked for any acts and conditions which could lead to emergencies</p> <p>c. Hazards and other acts and conditions that could lead to an emergency are corrected or reported to the supervisor of the competition area or other appropriate person in accordance with the organisation's procedures</p>

Range of Variables

ASSIST IN THE PREVENTION OF EMERGENCIES IN SURF LIFE SAVING COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. Acts and conditions	<ul style="list-style-type: none"> a. size of surf b. rips/currents c. sharks d. debris e. beach conditions f. wind g. heat h. conduct of events <ul style="list-style-type: none"> h.1 beach h.2 boats h.3 craft h.4 skis h.5 swimming i. body temperature j. hydration
2. Introductory level	<ul style="list-style-type: none"> a. participants without experience in surf life saving officiating b. participants must be over 16 years of age c. participants may have special need - gender, social disadvantage, minority ethnic and cultural groups, disability, medical condition d. participants with adequate health status e. competitors at club/branch level
3. External influences	<ul style="list-style-type: none"> a. environmental b. water conditions c. beach conditions d. weather conditions e. public f. spectators g. media
4. Information	<ul style="list-style-type: none"> a. relevant National Activity Organisation rules and regulations b. national junior activity resource guide c. competition qualification policy d. competition categories e. disabled competitors f. dress of competitors g. sponsor identification h. gear specifications i. scrutineering j. competition area k. competition sections l. beach positions m. setting of competition courses n. competitor limitations o. starting times p. reporting q. marshalling

	<ul style="list-style-type: none"> r. teams events s. level of carnival being conducted (club/branch) t. type of event/discipline u. scoring/recording v. participant's reactions
5. Hazards	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 weather conditions a.2 water conditions a.3 beach conditions b. gear and equipment c. public d. spectators e. competitors body temperature, level of hydration and glucose
6. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
7. Other officials	<ul style="list-style-type: none"> a. referees b. liaison officers c. judges d. scrutineers e. stewards f. timekeepers g. marshalls h. results recorders i. media liaison officer j. announcer k. emergency services coordinator l. chief water safety officer for junior activity competitions m. medical and first aid personnel n. team managers o. handlers p. coaches
8. Resources	<ul style="list-style-type: none"> a. teams of officials b. competition area c. water courses <ul style="list-style-type: none"> c.1 swimming c.2 boat c.3 skis c.4 boards c.5 multi-discipline d. beach courses <ul style="list-style-type: none"> d.1 sprint d.2 flags d.3 march past e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. communications equipment <ul style="list-style-type: none"> f.1 radios f.2 loud hailers f.3 microphones f.4 whistles f.5 public address system g. health and safety provisions <ul style="list-style-type: none"> g.1 sunscreen

	<ul style="list-style-type: none"> g.2 ice g.3 medical kit g.4 shade g.5 rescue craft h. sponsorship
<p>9. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

ASSIST IN THE PREVENTION OF EMERGENCIES IN SURF LIFE SAVING COMPETITIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of assisting in the prevention of emergencies at a surf life saving competition and applied 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 Ensure safety at surf life saving competitions c.2 Take appropriate action to detect and report potential emergency situations c.3 Take appropriate action to prevent potential emergency 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 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRS SLS 001A Interpret and apply the fundamental rules of surf life saving at an introductory level b.2 SRS SLS 002A Use basic communication strategies to officiate of surf life saving at a beginner level b.3 SRS SLS 004A Demonstrate fundamental positioning skills relevant to officiate of surf life saving at a 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 surf life saving a.2 Knowledge of safety and emergency procedures a.3 Knowledge of the relevant nipper rules and regulations of surf life saving a.4 Knowledge of environmental hazards and potential dangerous conditions a.5 Basic knowledge of the role of other officials a.6 Knowledge of the presentation requirements for officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Communication skills in order to communicate effectively with all relevant persons b.2 Listening skills in order to receive feedback in a constructive way from all relevant persons b.3 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.4 Use of auditory devices
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a surf life saving event, equipment and participants competing at a club or branch level of competition b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	<p>a. Competence in this unit must be assessed over minimum of two (2) carnivals or 30 hours 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 officiating 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 involve observation of the official prior to and during an event to ensure compliance with National Activity Organisation emergency procedure guidelines as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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	-

SRS SLS 004A DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully demonstrate the use of the fundamental positioning skills required to manage surf life saving events at an introductory level.

ELEMENT	PERFORMANCE CRITERIA
1. Adopt appropriate position to marshal events	a. The appropriate positioning required to marshal surf life saving events are identified and documented b. The appropriate positioning required to marshal surf life saving events is identified and applied
2. Adopt appropriate position to start events	a. The appropriate positioning required to start surf life saving events are identified and documented b. The appropriate positioning required to start surf life saving events is identified and applied
3. Adopt appropriate position to judge events	a. The appropriate positioning to judge surf life saving events are identified and documented b. The appropriate position to judge surf life saving events is identified and applied
4. Adopt appropriate position to record event results	a. The appropriate positioning to record surf life saving events are identified and documented b. The appropriate position to record surf life saving events is identified and applied
5. Adjust position to ensure optimal position is achieved throughout the event	a. The conditions for which adjusting position when starting or judging events are identified and documented b. Position is adjusted as required to achieve the optimal position during an event to assist with decision making

Range of Variables

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Communication	<ul style="list-style-type: none"> a. in writing b. verbally
2. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 radios a.3 public address system a.4 whistles b. personal equipment - uniform <ul style="list-style-type: none"> b.1 white shorts or white slacks or white skirt b.2 white blouse or collared shirt b.3 white sweater and hat
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water conditions a.2 beach conditions b. weather conditions c. public d. spectators e. media
4. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. organising competitors c. competitors readiness for a start d. deciding and evaluating place getters e. relevant National Activity Organisation rules and regulations f. national junior activity resource guide g. section 2 of National Activity Organisation competition manual pages 2.1 – 2.18 <ul style="list-style-type: none"> g.1 competition categories g.2 disabled competitors g.3 competition area g.4 competition sections g.5 beach positions g.6 setting of competition courses g.7 competitor limitations g.8 starting times g.9 teams events h. level of carnival being conducted (eg, club/branch) i. type of event/discipline j. scoring/recording k. participants reactions l. infringements m. competitive positioning n. participant reactions
5. Introductory level	<ul style="list-style-type: none"> a. participants with or without experience in surf life saving officiating b. participants must be over 16 years of age c. participants may have special needs - gender, social disadvantage,

	<ul style="list-style-type: none"> minority ethnic and cultural groups, disability, medical condition d. participants with adequate health status e. competitors at nippers or club/branch level
6. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
7. Other officials	<ul style="list-style-type: none"> a. referees b. liaison officers c. judges d. scrutineers e. stewards f. timekeepers g. marshalls h. results recorders i. media liaison officer j. announcer k. emergency services coordinator l. chief water safety officer for junior activity competitions m. medical and first aid personnel n. team managers o. handlers p. coaches
8. Positioning	<ul style="list-style-type: none"> a. swimming events <ul style="list-style-type: none"> a.1 belt race a.2 surf race a.3 surf teams a.4 run-swim-run b. surf boat c. board d. ski e. surfboard riding f. rescue and resuscitation/march past g. beach events <ul style="list-style-type: none"> g.1 beach sprint and relay g.2 beach flags h. officials working as a team
9. Resources	<ul style="list-style-type: none"> a. competition area b. courses <ul style="list-style-type: none"> b.1 water b.2 beach c. competitor equipment <ul style="list-style-type: none"> c.1 boats c.2 reels c.3 skis c.4 boards d. materials <ul style="list-style-type: none"> d.1 flags d.2 buoys d.3 anchors d.4 starter gun d.5 batons e. health and safety provisions <ul style="list-style-type: none"> e.1 sunscreen e.2 first aid kit e.3 ice e.4 ambulance f. outdoor facilities <ul style="list-style-type: none"> f.1 shade

	<ul style="list-style-type: none"> g. equipped patrol h. rescue craft i. communications equipment j. administration equipment k. bell or siren for stand by alarm
<p>10. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

DEMONSTRATE FUNDAMENTAL POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT A BEGINNER LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of fundamental positioning skills relevant to officiate surf life saving at beginner level and applied 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 appropriately to marshal events c.2 Position appropriately to start events c.3 Position appropriately to judge events c.4 Position appropriately to record events c.5 Adjust position appropriately to achieve optimal position throughout 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 SRS SLS 001A Interpret and apply the fundamental rules of surf life saving at an introductory level b.2 SRS SLS 002A Use basic communication strategies to officiate surf life saving at an introductory 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 surf life saving a.2 Knowledge of nipper rules and regulations of surf life saving a.3 Knowledge of safety and emergency procedures a.4 Knowledge of environmental hazards a.5 Knowledge of presentation requirements for officials a.6 Basic knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Positioning skills in order to officiate at surf life saving b.2 Observation skills in order to observe and adjust officiating position as required b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials b.4 Communication skills in order to communicate effectively with other officials b.5 Listening skills in order to receive feedback from other officials and act accordingly b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.7 Use of auditory devices
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a surf life saving event, equipment and participants competing at a club or branch level of competition 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 minimum of two (2) carnivals or 15 hours 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 an actual officiating 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 involve observation of the official in action, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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 SLS 005A INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage a surf life saving event or carnival at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a surf life saving event or carnival	a. Participant's status and condition as suitable for an event or carnival are assessed and documented b. The environment, facilities and equipment are assessed to ensure they are in accordance with requirements for the event or carnival c. Safety and other risks are confirmed as within acceptable levels prior to commencement of the event or carnival d. Appropriate action is taken based on an assessment of the conditions
2. Observe a surf life saving competition and identify information on which to base decisions	a. Competitors are observed to see that the competition is conducted in accordance with the rules and regulations of the organisation b. Observation is undertaken with minimal disruption to the competition c. Breaches of rules and regulations are recognised and documented d. Take appropriate action to address breaches of rules and regulations
3. Interpret and apply rules and regulations in accord with the spirit of the competition	a. Decisions are made using relevant information b. The interpretation of rules or regulations is consistent with national trends of surf life saving c. Decisions are made accurately and consistently, and are based on fairness, equity, support and participant safety d. Decisions are made in a decisive manner e. Decisions are applied in an appropriate manner for the smooth conduct of the competition
4. Communicate decisions and manage the outcomes of decision making while officiating	a. Decisions are communicated in accordance with the prescribed procedures for surf life saving at a regional level of competition b. The reactions of participants are managed in accordance with the rules and regulations of the organisation

Range of Variables

INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Communicated	<ul style="list-style-type: none"> a. in writing b. verbally c. aurally
2. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 radios a.3 whistles b. personal equipment <ul style="list-style-type: none"> b.1 uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat c. equipment for visual aids (video finishes)
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water conditions a.2 beach conditions b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 rain b.3 lightning b.4 storms c. spectators d. other facility users e. television/promotional schedules f. television equipment
4. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring/recording d. competitive positioning e. participant reactions f. National Activity Organisation competition manual/competition bulletins g. level of carnival being conducted (club/branch) h. type of event or discipline i. competition qualification policy j. competition categories k. disabled competitors l. dress of competitors m. sponsor identification n. gear specifications o. scrutineering p. competition area q. competition sections r. beach positions s. setting of competition courses t. competitor limitations u. starting times v. reporting w. marshalling x. teams events

5. Intermediate level	<ul style="list-style-type: none"> a. participants with level one experience in surf life saving officiating b. participants must be over 16 years of age c. participants in officiating roles except referees and sectional referees d. participants with adequate health status e. participants may have special needs <ul style="list-style-type: none"> e.1 gender e.2 social disadvantage e.3 minority ethnic and cultural groups e.4 disability e.5 medical condition f. competitors at regional level of competition
6. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
7. Other officials	<ul style="list-style-type: none"> a. referee b. deputy referee/s c. sectional referee/s d. liaison officers e. judges f. scrutineers g. referee steward h. timekeepers i. starters j. marshalls k. check marshalls l. results recorder m. results stewards n. media liaison officer o. announcers p. presentation steward q. emergency services coordinator r. gear stewards s. video operators t. chief water safety officer for junior activity competitions u. medical/first aid officer for endurance competitions v. coaches w. team manager(s) x. handlers (for craft/ironperson events)
8. Resources	<ul style="list-style-type: none"> a. teams of officials b. competition area c. water courses <ul style="list-style-type: none"> c.1 swimming c.2 boat c.3 skis c.4 boards d. beach courses <ul style="list-style-type: none"> d.1 sprint d.2 flags d.3 march past e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. communications equipment <ul style="list-style-type: none"> f.1 radios f.2 loud hailers f.3 microphones

	<ul style="list-style-type: none"> f.4 whistles f.5 public address system g. health and safety provisions <ul style="list-style-type: none"> g.1 sunscreen g.2 ice g.3 medical kit g.4 shade g.5 rescue craft h. sponsorship
<p>9. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the rules of surf life saving at a regional level and apply them 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 competition</p> <p>c.2 Observe surf life saving competition and recognise when breaches of rules and regulations occur</p> <p>c.3 Make a correct decision in a decisive manner</p> <p>c.4 Communicate that decision to competitors, club officials, public, and other officials</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 SLS 006A Manage the format and results of surf life saving competitions at an intermediate level</p> <p>b.2 SRS SLS 007A Use communication strategies to officiate surf life saving at an intermediate level</p> <p>b.3 SRS SLS 008A Demonstrate positioning skills relevant to officiate surf life saving at an 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 Knowledge of the rules and regulations of surf life saving</p> <p>a.2 Knowledge of relevant equipment and safety requirements</p> <p>a.3 Knowledge of environmental hazards and potential dangerous conditions</p> <p>a.4 Knowledge of the legal responsibilities of officials</p> <p>a.5 Knowledge of the presentation requirements for officials</p> <p>a.6 Knowledge of the role of other officials</p> <p>a.7 Knowledge of emergency procedures</p> <p>b. Underpinning skills:</p> <p>b.1 Positioning skills in order to officiate at surf life saving</p> <p>b.2 Observation skills in order to observe and adjust officiating position as required</p> <p>b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials</p> <p>b.4 Communication skills in order to communicate effectively with other officials</p> <p>b.5 Listening skills in order to receive feedback from other officials and act accordingly</p> <p>b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved</p> <p>b.7 Use of auditory devices</p>

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a surf life saving competition, equipment and participants competing at a regional 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 must be assessed over a minimum of four (4) carnivals 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 an actual officiating situation at a regional level</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 a regional level of competition, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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	1

SRS SLS 006A MANAGE THE FORMAT AND RESULTS OF SURF LIFE SAVING COMPETITIONS AT AN INTERMEDIATE LEVEL

SLS

Surf life saving

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish criteria for participation in a surf life saving event/competition	a. Eligibility is determined according to the organisation's competition manual b. Selection and entry criteria are established and followed according to established procedures c. Participants are advised accordingly
2. Plan and implement the format of a surf life saving competition/event	a. Alternative competition formats are identified and explained in terms of suitability for the specified competition b. A competition format, timetable and team of officials is selected that meets the objectives of the competition and the requirements of the organisation c. A timetable is prepared and distributed to all competitors and officials d. A process for modifying the timetable is established and distributed to all participants e. The timetable is modified and amendments are documented and distributed to all individuals f. The modified timetable is implemented as documented
3. Coordinate the recording and processing of the results of a surf life saving competition/event	a. Result notifications are interpreted and the results are documented as directed by the organising body b. Decisions received about disqualification's and penalties are recorded and communicated to participants affected by the decisions, according to the requirements of the organising 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 using the necessary devices e. Competition format is maintained according to results

Range of Variables

MANAGE THE FORMAT AND RESULTS OF SURF LIFE SAVING COMPETITIONS AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. All individuals	<ul style="list-style-type: none"> a. competitors b. coaches c. officials d. media e. organising body
2. Communicated	<ul style="list-style-type: none"> a. in writing b. verbally c. orally
3. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 radios a.3 whistles b. personal equipment - uniform <ul style="list-style-type: none"> b.1 white shorts or white slacks or white skirt b.2 white blouse or collared shirt b.3 white sweater and hat c. equipment for visual aids - video finishes
4. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water conditions a.2 beach conditions b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 rain b.3 lightning b.4 storms c. spectators d. other facility users e. television/promotional schedules f. television equipment
5. Information	<ul style="list-style-type: none"> a. competition manuals b. entries c. television schedules d. carnival program e. weather/tidal information f. level of carnival being conducted (branch, state) g. type of event or discipline h. competition qualification policy i. competition categories j. disabled competitors k. dress of competitors l. sponsor identification m. gear specifications n. scrutineering o. competition area p. competition sections q. beach positions

	<ul style="list-style-type: none"> r. setting of competition courses s. competitor limitations t. starting times u. reporting v. marshalling v.1 teams events w. scoring/recording x. participant reactions
6. Intermediate level	<ul style="list-style-type: none"> a. participants with level one experience in surf life saving officiating b. participants must be over the age of 16 c. participants with adequate health status d. participants in officiating roles except referees and sectional referees e. competitors at regional level of competition f. participants may have special needs <ul style="list-style-type: none"> f.1 gender f.2 social disadvantage f.3 minority ethnic and cultural groups f.4 disability f.5 medical condition
7. Modified timetable	<ul style="list-style-type: none"> a. withdrawals and late entries b. cancellations c. postponements d. venue changes e. television f. presentations
8. National trends	<ul style="list-style-type: none"> a. competition safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
9. Other officials	<ul style="list-style-type: none"> a. referee b. deputy referee/s c. sectional referee/s d. liaison officers e. judges f. scrutineers g. referee steward h. timekeepers i. starters j. marshalls k. check marshalls l. results recorder m. results stewards n. media liaison officer o. announcers p. presentation steward q. emergency services coordinator r. gear stewards s. video operators t. chief water safety officer for junior activity competitions u. medical/first aid officer for endurance competitions v. coaches w. team manager(s) x. handlers (for craft/ironperson events)
10. Resources	<ul style="list-style-type: none"> a. teams of officials b. competition area c. water courses <ul style="list-style-type: none"> c.1 swimming c.2 boat

	<ul style="list-style-type: none"> c.3 skis c.4 boards d. beach courses <ul style="list-style-type: none"> d.1 sprint d.2 flags d.3 march past e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. communications equipment <ul style="list-style-type: none"> f.1 radios f.2 loud hailers f.3 microphones f.4 whistles f.5 public address system g. health and safety provisions <ul style="list-style-type: none"> g.1 sunscreen g.2 ice g.3 medical kit g.4 shade g.5 rescue craft h. sponsorship
<p>11. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

MANAGE THE FORMAT AND RESULTS OF SURF LIFE SAVING COMPETITIONS AT AN INTERMEDIATE LEVEL

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of managing the format and results of an intermediate level surf life saving event 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 Plan and conduct a surf life saving event/competition c.2 Use and interpret results of competition events c.3 Use technical and communication devices c.4 Operate effectively as a team player and leader
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 SLS 005A Interpret and apply the rules of surf life saving at an intermediate level b.2 SRS SLS 007A Use communication strategies to officiate surf life saving at an intermediate level b.3 SRS SLS 008A Demonstrate positioning skills relevant to officiate surf life saving 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 Knowledge of National Activity Organisation competition manual and bulletins a.2 Knowledge of the rules and regulations of surf life saving a.3 Knowledge of relevant equipment and safety requirements a.4 Knowledge of environmental hazards and potential dangerous conditions a.5 Knowledge of the appeals process a.6 Knowledge of the presentation requirements for officials a.7 Knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Positioning skills in order to officiate at surf life saving b.2 Observation skills in order to observe and adjust officiating position as required b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials b.4 Communication skills in order to communicate effectively with other officials b.5 Listening skills in order to receive feedback from other officials and act accordingly b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.7 Use of auditory devices

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this unit of competency requires access to a surf life saving carnival, equipment, and participants competing at a regional 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 minimum of four (4) carnivals or 30 hours 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 an actual officiating situation 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 official in action at a regional level of competition, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating 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

SRS SLS 007A USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication strategies required to manage a surf life saving event or carnival at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	<ul style="list-style-type: none"> a. Decisions are explained to participants and other relevant persons b. Effective use of voice is demonstrated when communicating with others c. Feedback is received from participants and other officials in a positive and constructive manner d. Interaction with all persons is conducted in a friendly and professional manner
2. Receive and provide feedback	<ul style="list-style-type: none"> a. Aspects of competitor's and official's behaviour that require comment upon are identified and documented b. Feedback to competitors and other officials is provided in a positive and constructive manner c. Feedback from others is received formally and informally
3. Use auditory devices	<ul style="list-style-type: none"> a. The procedures for the use of auditory devices are identified and documented b. The use of auditory devices to convey decisions and instructions to competitors and officials is demonstrated
4. Make effective use of body language	<ul style="list-style-type: none"> a. An open body stance and posture when interacting with others is demonstrated b. Firm, confident signals and movements when officiating are applied

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Auditory devices	<ul style="list-style-type: none"> a. whistles b. loud hailers c. public address system d. radios
2. Equipment	<ul style="list-style-type: none"> a. technical equipment - loud hailers, radios, whistles b. personal equipment - uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat c. equipment for visual aids - video finishes
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water condition a.2 sand condition b. weather conditions <ul style="list-style-type: none"> b.1 heat/cold b.2 wind b.3 humidity b.4 lightning b.5 dehydration c. spectators d. media
4. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring/recording d. competitive positioning e. participant reactions f. National Activity Organisation competition manual/competition bulletins g. level of carnival being conducted (branch, state) h. type of event or discipline i. competition qualification policy j. competition categories k. disabled competitors l. dress of competitors m. sponsor identification n. gear specifications o. scrutineering p. competition area q. competition sections r. beach positions s. setting of competition courses t. competitor limitations u. starting times v. reporting w. marshalling x. teams events y. participant reactions <p>is imparted</p> <ul style="list-style-type: none"> a. in writing

	<ul style="list-style-type: none"> b. verbally c. aurally
5. Intermediate level	<ul style="list-style-type: none"> a. participants with level one experience in surf life saving officiating b. participants must be over 16 years of age c. competitors up to regional level d. participants with adequate health status e. participants may have special needs <ul style="list-style-type: none"> e.1 gender e.2 social disadvantage e.3 minority ethnic and cultural groups e.4 disability e.5 medical condition
6. Other officials	<ul style="list-style-type: none"> a. referees b. judges c. scrutineers d. stewards e. starters f. marshalls g. recorders h. timekeepers i. recorders j. media liaison officer k. the announcer l. the medical officer m. the emergency services coordinator n. the chief water safety officer o. team managers p. sports administrators q. coaches r. first aid personnel
7. Resources	<ul style="list-style-type: none"> a. competition area b. water courses <ul style="list-style-type: none"> b.1 Swimming b.2 boat b.3 skis b.4 boards c. beach courses <ul style="list-style-type: none"> c.1 sprint c.2 flags c.3 march past c.4 rescue and resuscitation d. materials <ul style="list-style-type: none"> d.1 flags d.2 buoys d.3 anchors d.4 starter gun d.5 batons e. health and safety provisions <ul style="list-style-type: none"> e.1 sunscreen e.2 medical kit e.3 ice e.4 rescue craft e.5 shade f. grants and sponsorship

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE 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 officiate surf life saving at an intermediate level and applied 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 competitors and other officials in an effective manner c.2 Communicate orally with competitors and other officials in an effective manner c.3 Provide and receive feedback c.4 Be decisive and make effective judgements c.5 Use auditory devices c.6 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 SLS 005A Interpret and apply the rules of surf life saving at an intermediate level b.2 SRS SLS 006A Manage the format and results of surf life saving competitions at an intermediate level b.3 SRS SLS 008A Demonstrate positioning skills relevant to officiate surf life saving 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 Knowledge of rules and regulations of National Activity Organisation a.2 Knowledge of signals and equipment for officiating in National Activity Organisation a.3 Knowledge of relevant equipment and safety requirements a.4 Knowledge of environmental hazards and potential dangerous conditions a.5 Knowledge of presentation requirements for officials a.6 Knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Positioning skills in order to officiate at surf life saving b.2 Observation skills in order to observe and adjust officiating position as required b.3 Strategies for working in a team in order to officiate surf live saving competitions working in a team of officials b.4 Communication skills in order to communicate effectively with other officials b.5 Listening skills in order to receive feedback from other officials and act accordingly b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved

	<p>b.7 Use of auditory devices</p> <p>b.8 Recording skills in order to accurately record the results of a surf life saving competition or event</p> <p>b.9 Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event</p> <p>b.10 Delegation skills in order to ensure all activities necessary are completed</p> <p>b.11 Supervision skills in order to ensure all delegated work is completed effectively and efficiently</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an surf life saving carnival, equipment and participants competing at a regional 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 four (4) carnivals or 30 hours 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 officiating 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 involve observation of the official in action at a regional level of competition, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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	2	3	1

SRS SLS 008A DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

SLS Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully demonstrate the use of the positioning skills required to manage an surf life saving event at an intermediate level.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Adopt appropriate position to act as an official at beach events</p>	<p>a. The appropriate positioning required to act as a beach event official is identified and documented</p> <p>b. The positioning required for beach event officials is applied</p>
<p>2. Adopt appropriate position/s to act as an official at water events</p>	<p>a. The appropriate positioning required to act as a water event official is identified and documented</p> <p>b. The positioning required for water event officials is applied</p>

Range of Variables

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Beach event officials	<ul style="list-style-type: none"> a. scrutineers b. stewards c. starters d. marshalls e. recorders f. timekeepers g. recorders h. isolation official
2. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 radios a.3 whistles b. personal equipment - uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat c. equipment for visual aids
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water conditions a.2 beach conditions b. weather conditions <ul style="list-style-type: none"> b.1 wind b.2 rain b.3 lightning b.4 heat/cold b.5 humidity b.6 dehydration c. public d. spectators e. media
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations b. infringements c. scoring/recording d. competitive positioning e. participant reactions f. National Activity Organisation competition manual/competition bulletins g. level of carnival being conducted (branch, state) h. type of event or discipline i. competition qualification policy j. competition categories k. disabled competitors l. dress of competitors m. sponsor identification n. gear specifications o. scrutineering p. competition area q. competition sections r. beach positions s. setting of competition courses t. competitor limitations

	<ul style="list-style-type: none"> u. starting times v. reporting w. marshalling x. teams events y. participant reactions z. other officials – sectional referee; carnival referee <p>is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. audibly
<p>6. Intermediate level</p>	<ul style="list-style-type: none"> a. participants with level one experience in surf life saving officiating b. participants with adequate health status c. participants must be over 16 years of age d. competitors up to regional level e. participants may have special needs <ul style="list-style-type: none"> e.1 gender e.2 social disadvantage e.3 minority ethnic and cultural groups e.4 disability e.5 medical condition
<p>7. Positioning considerations</p>	<ul style="list-style-type: none"> a. beach events <ul style="list-style-type: none"> a.1 beach sprint and relay a.2 beach flags a.3 march past a.4 rescue and resuscitation a.5 first aid competition b. water events <ul style="list-style-type: none"> b.1 belt race b.2 surf race b.3 surf teams b.4 run-swim-run b.5 boat race b.6 board race b.7 ski race
<p>8. Resources</p>	<ul style="list-style-type: none"> a. competition area b. water courses <ul style="list-style-type: none"> b.1 swimming b.2 boat b.3 skis b.4 boards c. beach courses <ul style="list-style-type: none"> c.1 sprint c.2 flags c.3 march past d. groups/teams of officials e. materials <ul style="list-style-type: none"> e.1 flags e.2 buoys e.3 anchors e.4 starter gun e.5 batons f. health and safety provisions <ul style="list-style-type: none"> f.1 sunscreen f.2 medical kit f.3 ice f.4 shade f.5 rescue craft g. sponsorship arrangements are met

9. Rules and regulations	a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary bulletins c. competition bulletins
10. Water event officials	a. marshalls b. check starter c. emergency services coordinator d. radio and communications coordinator e. motor and equipment scrutineers f. referee stewards and recorders g. announcer h. patients coordinator i. duty boat crews j. course judges k. gear steward l. video operators m. competitors liaison officer n. code of ethics committee o. disputes committee convenor and panel

Evidence Guide

DEMONSTRATE POSITIONING SKILLS RELEVANT TO OFFICIATE SURF LIFE SAVING AT AN INTERMEDIATE LEVEL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of positioning skills relevant to officiate surf life saving at an intermediate level and applied 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 Position effectively to officiate beach events</p> <p>c.2 Position effectively to officiate water events</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 SLS 005A Interpret and apply the rules of surf life saving at an intermediate level</p> <p>b.2 SRS SLS 006A Manage the format and results of surf life saving competitions at an intermediate level</p> <p>b.3 SRS SLS 007A Use communication strategies to officiate surf life saving at an 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 Knowledge of rules and regulations of surf life saving</p> <p>a.2 Knowledge of relevant equipment and safety requirements</p> <p>a.3 Knowledge of safety and emergency procedures</p> <p>a.4 Knowledge of the role of other officials</p> <p>a.5 Knowledge of the presentation requirements for officials</p> <p>a.6 Knowledge of the environmental hazards and potential dangerous conditions</p> <p>a.7 Knowledge of the role of other officials</p> <p>a.8 Knowledge of the legal responsibilities of officials</p> <p>b. Underpinning skills:</p> <p>b.1 Positioning skills in order to officiate at surf life saving</p> <p>b.2 Observation skills in order to observe and adjust officiating position as required</p> <p>b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials</p> <p>b.4 Communication skills in order to communicate effectively with other officials</p> <p>b.5 Listening skills in order to receive feedback from other officials and act accordingly</p> <p>b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved</p> <p>b.7 Use of auditory devices</p> <p>b.8 Recording skills in order to accurately record the results of a surf life saving competition or event</p> <p>b.9 Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event</p>

	<p>b.10 Delegation skills in order to ensure all activities necessary are completed</p> <p>b.11 Supervision skills in order to ensure all delegated work is completed effectively and efficiently</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to surf life saving carnival, equipment and participants competing at a Regional 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 four (4) carnivals or 30 hours 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 officiating 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 involve observation of the official in action at a regional level of competition as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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	2	2

SRS SLS 009A INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN ADVANCED LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully interpret and apply the rules that are required to manage a surf life saving carnival at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions for a surf carnival	<ul style="list-style-type: none"> a. The environment, facilities and equipment are assessed to ensure they are in accordance with requirements for a surf carnival b. Safety and other risks are assessed and confirmed as being within acceptable levels prior to commencement of the surf carnival c. Appropriate action is taken based on an assessment of the conditions
2. Observe a surf carnival and identify information on which to base decisions	<ul style="list-style-type: none"> a. Participants are observed to see that the surf carnival is conducted in accordance with the rules and regulations of surf life saving b. Officials are monitored to ensure that the surf carnival is conducted in accordance with the rules and regulations of surf life saving c. Observation is undertaken with minimal disruption to the performance of the surf carnival d. Breaches of rules and regulations are documented
3. Interpret and apply rules and regulations in accord with the spirit of the surf carnival	<ul style="list-style-type: none"> a. Decisions are made using relevant information b. The interpretation of rules or regulations is consistent with national trends of surf life saving c. Decisions are made accurately and consistently, and are based on fairness and participant safety
4. Communicate decisions and manage the outcomes of decision making	<ul style="list-style-type: none"> a. Decisions are communicated in accordance with the prescribed procedures for surf life saving at the advanced level of competition b. Reactions of participants are managed in accordance with the advanced rules and regulations of surf life saving c. The reactions of officials are managed in an appropriate manner

Range of Variables

INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants with level two experience in surf life saving officiating b. carnival and sectional referees c. competitors at state/national level of competition d. participants with adequate health status e. participants may have special needs <ul style="list-style-type: none"> e.1 gender e.2 social disadvantage e.3 minority ethnic and cultural groups e.4 disability e.5 medical condition
2. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 whistles a.3 radios a.4 computers a.5 videos b. personal equipment - uniform, white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat c. equipment for visual aids
3. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water condition a.2 sand condition b. weather conditions <ul style="list-style-type: none"> b.1 heat/cold b.2 humidity b.3 dehydration b.4 lightning b.5 wind c. public d. spectators e. media f. club officials barracking/intimidation g. adherence to program schedule
4. Information	<ul style="list-style-type: none"> a. relevant rules and regulations <ul style="list-style-type: none"> a.1 area allocation a.2 carnival marshalling areas a.3 laying of buoys a.4 duty boats a.5 equipment scrutineering b. infringements c. competitive positioning d. participant reactions e. National Activity Organisation competition manual / competition bulletins f. level of carnival being conducted (branch/state/national) h. type of event or discipline i. competition qualification policy

	<ul style="list-style-type: none"> j. competition categories k. disabled competitors l. dress of competitors m. sponsor identification n. gear specifications o. scrutineering p. competition area q. competition sections r. beach positions s. setting of competition courses t. competitor limitations u. starting times v. reporting w. marshalling x. teams events y. scoring/recording z. safety and judicial procedures aa. protests, disputes, discipline bb. other officials <ul style="list-style-type: none"> bb.1 deputy referee/s bb.2 sectional referee/s <p>information is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally c. orally
5. National trends	<ul style="list-style-type: none"> a. competitors safety b. event safety c. sportsmanship d. code of conduct e. National Activity Organisation policies
6. Other officials	<ul style="list-style-type: none"> a. judges b. scrutineers c. stewards d. referee e. results f. presentation g. gear h. starters i. marshalls j. check marshalls k. recorders l. timekeepers m. recorders n. media liaison officer o. the announcer p. the medical officer q. the emergency services coordinator r. the chief water safety officer s. team managers t. coaches u. first aid personnel
7. Resources	<ul style="list-style-type: none"> a. clubhouse b. media centre c. competition area d. trophies e. official program f. water courses <ul style="list-style-type: none"> f.1 swimming f.2 boat f.3 skis

	<ul style="list-style-type: none"> f.4 boards g. beach courses <ul style="list-style-type: none"> g.1 sprint g.2 flags g.3 march past h. materials <ul style="list-style-type: none"> h.1 flags h.2 buoys h.3 anchors h.4 starter gun h.5 batons h.6 wetsuits i. health and safety provisions <ul style="list-style-type: none"> i.1 sunscreen i.2 medical kit i.3 ice i.4 rescue craft i.5 shade j. grants and sponsorship
<p>8. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplementary regulations c. competition bulletins

Evidence Guide

INTERPRET AND APPLY THE RULES OF SURF LIFE SAVING 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 the rules surf life saving at an advanced level and apply them 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 Evaluate whether conditions are suitable to commence the surf carnival c.2 Observe a surf carnival and recognise when breaches of rules and regulations occur c.3 Make a correct decision c.4 Communicate that decision to the competitors, clubs, spectators 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 SLS 010A Use communication strategies to officiate surf life saving 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 surf life saving a.2 Knowledge of the relevant modified rules and regulations of surf life saving a.3 Comprehensive knowledge of relevant equipment and safety requirements a.4 Detailed knowledge of environmental hazards and potential dangerous conditions a.5 Knowledge of presentation requirements for officials a.6 Detailed knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Positioning skills in order to officiate at surf life saving b.2 Observation skills in order to observe and adjust officiating position as required b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials b.4 Communication skills in order to communicate effectively with other officials b.5 Listening skills in order to receive feedback from other officials and act accordingly b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.7 Use of auditory devices b.8 Recording skills in order to accurately record the results of a surf life saving competition or event b.9 Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or

	<p>event</p> <p>b.10 Delegation skills in order to ensure all activities necessary are completed</p> <p>b.11 Supervision skills in order to ensure all delegated work is completed effectively and efficiently</p> <p>b.12 Negotiation skills in order to achieve agreed outcomes</p> <p>b.13 Conflict resolution strategies in order to achieve agreed outcomes</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an surf life saving carnival, equipment and participants 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 five (5) carnivals or 50 hours 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 officiating 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 involve observation of the official in action, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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 SLS 010A USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN ADVANCED LEVEL

SLS

Surf life saving

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication strategies required to manage a surf life saving carnival at an advanced level.

ELEMENT	PERFORMANCE CRITERIA
1. Use oral communication skills	a. Decisions are explained to competitors, club officials, spectators and other officials b. Information is provided to competitors, club officials, other officials and spectators c. Effective use of the voice is demonstrated when communicating d. Discussion between competitors, club officials and other officials is facilitated and documented e. Interaction with all persons is conducted in a friendly and professional manner
2. Use signals to communicate recognised surf life saving instructions	a. Signals associated with surf life saving are used to convey an explanation of decisions to competitors, club officials, spectators, other officials and media b. Signals from other officials are interpreted and documented
3. Use auditory devices	a. The effective use of technical equipment is demonstrated to communicate with competitors, club officials, spectators and other officials
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 are demonstrated in the officiating role

Range of Variables

USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING AT AN ADVANCED LEVEL

VARIABLE STATEMENT	CATEGORIES
1. Advanced level	<ul style="list-style-type: none"> a. participants with level two experience in surf life saving officiating b. carnival or sectional referees c. competitors at state or national level of competition 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
2. Auditory devices	<ul style="list-style-type: none"> a. whistles b. horns
3. Equipment	<ul style="list-style-type: none"> a. technical equipment <ul style="list-style-type: none"> a.1 loud hailers a.2 whistles a.3 radios a.4 computers a.5 videos b. personal equipment - uniform, personal equipment - uniform - white shorts or white slacks or white skirt, white blouse or collared shirt, white sweater and hat c. equipment for visual aids
4. External influences	<ul style="list-style-type: none"> a. environmental <ul style="list-style-type: none"> a.1 water condition a.2 sand condition b. weather conditions <ul style="list-style-type: none"> b.1 heat/cold b.2 humidity b.3 dehydration b.4 lightning b.5 wind c. public d. spectators e. media f. club officials barracking/intimidation g. adherence to program schedule
5. Information	<ul style="list-style-type: none"> a. relevant rules and regulations <ul style="list-style-type: none"> a.1 area allocation a.2 carnival marshalling areas a.3 laying of buoys a.4 duty boats a.5 equipment scrutineering b. infringements c. competitive positioning d. participant reactions e. National Activity Organisation competition manual / competition

	<ul style="list-style-type: none"> bulletins f. level of carnival being conducted (branch/state/national) g. type of event or discipline h. competition qualification policy i. competition categories j. disabled competitors k. dress of competitors l. sponsor identification m. gear specifications n. scrutineering o. competition area p. competition sections q. beach positions r. setting of competition courses s. competitor limitations t. starting times u. reporting v. marshalling w. teams events x. scoring/recording y. safety and judicial procedures z. protests, disputes, discipline aa. other officials bb. deputy referee/s <ul style="list-style-type: none"> bb.1 sectional referee/s cc. relevant rules and regulations dd. infringements ee. competitive positioning ff. participant reactions gg. other officials <p>information is imparted</p> <ul style="list-style-type: none"> a. in writing b. verbally
6. Other officials	<ul style="list-style-type: none"> a. judges b. scrutineers c. stewards d. referee e. results f. presentation g. gear h. starters i. marshalls j. check marshalls k. recorders l. timekeepers m. recorders n. media liaison officer o. the announcer p. the medical officer q. the emergency services coordinator r. the chief water safety officer s. team managers t. coaches u. handlers
7. Resources	<ul style="list-style-type: none"> a. clubhouse b. media centre c. public address system d. competition area e. trophies f. official program g. water courses

	<ul style="list-style-type: none"> g.1 swimming g.2 boat g.3 skis g.4 boards h. beach courses <ul style="list-style-type: none"> h.1 sprint h.2 flags h.3 march past i. materials <ul style="list-style-type: none"> i.1 flags i.2 buoys i.3 anchors i.4 starter gun i.5 batons i.6 wetsuits j. health and safety provisions <ul style="list-style-type: none"> j.1 sunscreen j.2 medical kit j.3 ice j.4 rescue craft j.5 shade k. grants and sponsorship l. human/physical m. equipment n. materials o. health and safety provisions p. indoor / outdoor facilities q. grants and sponsorship
<p>8. Rules and regulations</p>	<ul style="list-style-type: none"> a. current edition of the National Activity Organisation competition manual b. National Activity Organisation supplement bulletin c. competition bulletins

Evidence Guide

USE COMMUNICATION STRATEGIES TO OFFICIATE SURF LIFE SAVING 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 used to officiate surf life saving at an advanced level and applied 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 elite competitors, the public 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 SLS 009A Interpret and apply the rules of surf life saving 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 surf life saving a.2 Knowledge of the relevant modified rules and regulations of surf life saving a.3 Comprehensive knowledge of relevant equipment and safety requirements a.4 Detailed knowledge of environmental hazards and potential dangerous conditions a.5 Knowledge of presentation requirements for officials a.6 Detailed knowledge of the role of other officials b. Underpinning skills: <ul style="list-style-type: none"> b.1 Positioning skills in order to officiate at surf life saving b.2 Observation skills in order to observe and adjust officiating position as required b.3 Strategies for working in a team in order to officiate surf life saving competitions working in a team of officials b.4 Communication skills in order to communicate effectively with other officials b.5 Listening skills in order to receive feedback from other officials and act accordingly b.6 Decision making skills in order to make the decisions that allow agreed outcomes to be achieved b.7 Use of auditory devices b.8 Recording skills in order to accurately record the results of a surf life saving competition or event b.9 Organisational skills in order to effectively manage your responsibilities in the staging of a surf life saving competition or event

	<p>b.10 Delegation skills in order to ensure all activities necessary are completed</p> <p>b.11 Supervision skills in order to ensure all delegated work is completed effectively and efficiently</p> <p>b.12 Negotiation skills in order to achieve agreed outcomes</p> <p>b.13 Conflict resolution strategies in order to achieve agreed outcomes</p>
4. Resource implications	<p>a. Assessment of this unit of competency requires access to an surf life saving carnival, equipment and participants competing at 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 five (5) Carnivals or 50 hours 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 officiating situation at a 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, as well as a written/oral assessment on the underpinning knowledge component (rules and regulations) in compliance with National Activity Organisation guidelines for officiating</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

SWIMMING

SWI

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SRS SWI 001A APPLY THE PRINCIPLES OF MOVEMENT IN WATER

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the principles of movement in water	a. The <i>principles of movement in water</i> are identified and broken into components and documented
2. Identify the effect of the principles of movement in water on swimming movements	a. The <i>factors effecting the movement of a body in water</i> are identified b. The methods of increasing the speed of movement through water are identified and documented
3. Apply the principles of movement in water to achieve more efficient swimming movements	a. Relevant information, explanations and demonstrations to conduct efficient swimming movements are delivered concisely and precisely b. Participant's movement through water is observed and feedback is given to improve swimming movements on an individualised and/or group basis c. Where appropriate, technological aids are used to supplement presentations d. The skill is taught and the coaching/teaching method and style are monitored during the instruction and assessed following the instruction e. Participants are given the opportunity to comment and/or ask questions f. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

APPLY THE PRINCIPLES OF MOVEMENT IN WATER

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures
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 (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. Factors effecting the movement of a body in water	<ul style="list-style-type: none"> a. body alignment <ul style="list-style-type: none"> a.1 long and short axis a.2 smooth tapered shapes b. balance <ul style="list-style-type: none"> b.1 head alignment and movement b.2 balance of limbs in movement c. core Power <ul style="list-style-type: none"> c.1 hip rotation to create torque/twisting forces
4. Factors which affect 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
5. Feedback	<ul style="list-style-type: none"> a. verbal b. written c. visual d. tactile e. should be an information exchange between client and practitioner

	<ul style="list-style-type: none"> f. regarding treatment progress and their perceived well-being addresses <ul style="list-style-type: none"> f.1 agreed and evolving program objectives f.2 information pertinent to technical adjustments
6. Principles of movement in water	<ul style="list-style-type: none"> a. buoyancy b. flotation c. hydrostatic pressure d. propulsion e. lift f. drag g. acceleration h. resistance
7. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to athletes that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to athletes 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. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i> d. policies of employer organisations (anti doping policy), e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
9. 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) b.9 experiential or problem solving approaches
10. Technological aids	<ul style="list-style-type: none"> a. video cameras b. videos of other swimmers/teams c. sports science testing equipment
11. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are <ul style="list-style-type: none"> f.1 training aids should be inspected before use

- f.2 sun safety guidelines should be followed
- f.3 hydration guidelines should be followed
- f.4 competition/training facilities should be inspected before use
- f.5 access to first aid facilities/equipment
- g. conditions and external influences include
 - g.1 environmental/weather conditions
 - g.2 other facility users
 - g.3 spectators
 - g.4 parents
 - g.5 officials and administrators
 - g.6 other coaches

Evidence Guide

APPLY THE PRINCIPLES OF MOVEMENT IN WATER

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the principles of movement in water to enable participants to achieve efficient swimming movements</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 and explain the principles of movement in water</p> <p>c.2 evaluate the efficiency of a participants movement through water and recognise when and how intervention should take place to improve individual performance</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s):</p> <p>a.1 SRS CAI 004A Plan a sport and recreation session for clients</p> <p>a.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>a.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve 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 Knowledge of the principles of movement in water</p> <p>a.2 Knowledge of the effect of the principles of movement in water on swimming movements</p> <p>a.3 Knowledge of intervention strategies to achieve more efficient swimming movements in water</p> <p>a.4 Knowledge of the International Activity Organisation rules</p> <p>a.5 Knowledge of relevant equipment and safety requirements (including Occupational Health and Safety and legislative requirements)</p> <p>a.6 Knowledge of drills, activities and games used to teach swimming</p> <p>b. Underpinning skills</p> <p>b.1 Skills used to teach the skills of swimming (eg, movement, voice, use of technical aids)</p> <p>b.2 Ability to provide explanations and demonstrations (ie, self, other athletes as models, videos)</p> <p>b.3 Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills</p> <p>b.4 Feedback and questioning skills in order to communicate effectively with participants</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to</p> <p>a.1 A swimming pool and other equipment</p> <p>a.2 Suitable participants</p> <p>a.3 A current International Activity Organisation rule book</p> <p>a.4 Rules, policies and regulations of relevant peak bodies and/or employer organisations</p> <p>b. Assessment of this competency will require human resources</p>

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</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 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 SWI 002A OPERATE IN ACCORD WITH ACCEPTED AQUATICS INDUSTRY HEALTH AND SAFETY PRACTICES

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the principles of aquatic health and safety	a. The <i>principles of aquatic health and safety</i> are identified and documented
2. Apply the principles of health and safety to prepare the aquatic teaching/coaching environment	a. <i>Venue</i> and <i>equipment</i> are checked to ensure they satisfy health and safety requirements b. Safety and other risks in the <i>work environment</i> are assessed and confirmed as within acceptable levels of the activity prior to commencing participation c. Appropriate action is taken based on an assessment of the <i>conditions</i> and <i>external influences</i>
3. Apply the principles of health and safety to prepare the participants for the aquatic teaching/coaching session	a. Relevant medical clearance forms have been completed and checked prior to participation b. <i>Safety and hygiene rules and requirements</i> are explained to the participants c. The value and reasons for 'warm up' are clearly explained to participants and warm up activities are undertaken d. Participants are informed of and encouraged to comply with relevant <i>rules, codes, organisational/health and safety requirements</i> and the need to minimise damage to the environment
4. Apply the principles of health and safety to conduct an aquatic teaching/coaching session	a. <i>Equipment</i> and/or space is allocated to clients according to existing recognised procedures b. <i>Safety instructions</i> are provided before commencement of particular activities c. Relevant <i>communication aids</i> are used appropriately and effectively d. <i>Supervision and monitoring</i> of activities and participants is undertaken to ensure the physical and emotional safety of the participants e. Activities are modified as required for safety reasons f. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience g. <i>Interventions</i> are made to prevent hazards occurring and ensure client safety h. In the case of emergencies, recognised procedures are followed calmly, correctly and with speed
5. Apply the principles of health and safety to deal with an emergency situation	a. Indicators of participants who may be in difficulty are identified b. The factors involved in conducting a rescue are assessed and a rescue plan is formulated c. The <i>type of rescue</i> required, and equipment /personnel needed are determined d. A water rescue is performed calmly, correctly and with speed e. Cardiopulmonary resuscitation (CPR) is carried out, where required, on the rescued person

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| 6. Apply the principles of health and safety to conclude the teaching/coaching session | <ul style="list-style-type: none">a. The value and reasons for 'cooling down' are clearly explained to clients and cool down activities are undertakenb. Checks are made to ensure minimal environmental impact has been made to areas/facilities, and that these are left in original or improved conditionsc. Equipment and resources are collected and checkedd. Damage of non-functioning equipment which the coach/instructor is unable to deal with personally is reported to the appropriate authoritye. Arrangements for security of equipment and/or the site are correctly carried outf. Clients departure is supervised in a manner appropriate to the situation |
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Range of Variables

OPERATE IN ACCORD WITH ACCEPTED AQUATICS INDUSTRY HEALTH AND SAFETY PRACTICES

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. Coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. the culture of swimming h. 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 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
3. Communication aids and Safety instructions	<ul style="list-style-type: none"> a. use of microphones, whistles and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
4. Communicate in a style appropriate to the participants	<ul style="list-style-type: none"> a. age b. preferred language c. sensory or intellectual impairment (eg, sight loss or hearing loss) d. the <i>Swimming Coaches Code of Conduct</i> policy e. the Australian Coaching Council's <i>Coaches Code of Ethics</i> policy
5. Competitive strokes of swimming	<ul style="list-style-type: none"> a. freestyle b. breast stroke c. backstroke d. butterfly
6. Conditions and external influences	<ul style="list-style-type: none"> a. removal of any unsafe objects, activities or persons b. environmental/weather conditions

	<ul style="list-style-type: none"> c. other facility users d. spectators e. parents f. officials and administrators g. other coaches
7. Drills, activities and games to teach or develop the starts, turns and finishes	<ul style="list-style-type: none"> a. that are designed to develop the starts, turns and finishes of swimming b. such as those described in National Activity Organisation Level 2 Coaching Manual c. should include <ul style="list-style-type: none"> c.1 intermediate start, turns and finishing drills c.2 relevant modified games
8. Factors which affect 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
9. Feedback	<ul style="list-style-type: none"> a. verbal b. written c. visual d. tactile e. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being f. addresses <ul style="list-style-type: none"> f.1 agreed and evolving program objectives f.2 information pertinent to technical adjustments
10. Participant readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological, and/or d. emotional
11. Principles of aquatic health and safety	<ul style="list-style-type: none"> a. pool safety requirements b. emergency action plans c. rescue skills d. Cardio-pulmonary Resuscitation skills e. basic first aid <ul style="list-style-type: none"> e.1 cuts e.2 abrasions f. diving dangers in shallow water g. proper use of flotation devices h. supervision requirements around water i. accident records and reporting j. medical conditions and clearances k. infectious diseases and hygiene requirements l. pool safety for meets/large groups
12. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to athletes that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to athletes 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
13. Rules, policies and regulations	<ul style="list-style-type: none"> a. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i>

	<ul style="list-style-type: none"> d. policies of employer organisations (eg, anti doping policy) e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
14. Supervision, monitoring and Interventions	<ul style="list-style-type: none"> a. constant surveillance of participants to ensure their physical well being b. staying within close vicinity of participants at all time c. taking action in the event of a situation or potential situation that endangers the safety of participants
15. 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 modelling 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
16. Technological aids	<ul style="list-style-type: none"> a. video cameras b. videos of other swimmers/teams c. sports science testing equipment
17. Work environment, organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are <ul style="list-style-type: none"> f.1 training aids should be inspected before use f.2 sun safety guidelines should be followed f.3 hydration guidelines should be followed f.4 competition/training facilities should be inspected before use f.5 access to first aid facilities/equipment

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED AQUATICS INDUSTRY HEALTH AND SAFETY PRACTICES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the principles of aquatic health and safety and their application to the aquatic teaching/coaching 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 Prepare a safe environment c.2 Prepare participants for a safe session c.3 Conduct a safe session c.4 Deal with an emergency situation, including performing a rescue c.5 Safely conclude a session
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS 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 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 aquatics health and safety principles in order to apply these to a swimming class a.2 Knowledge of rescue procedures in order to apply these in a water emergency a.3 Knowledge of safety and hygiene rules and requirements as they apply to an aquatics environment b. Underpinning skills: <ul style="list-style-type: none"> b.1 Use of relevant communication aids such as whistles or microphones to communicate with participants in the water b.2 Supervision and monitoring skills in order to manage a class of participants and to adjust training to improve skills b.3 Group control skills in order to manage a class of participants effectively b.4 Water rescue skills in order to respond to a water emergency b.5 Cardio-pulmonary resuscitation 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 swimming pool and other equipment a.2 Suitable participants a.3 A current International Activity Organisation rule book a.4 rules, policies and regulations of relevant peak bodies and/or employer organisations 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
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 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	3	2	1	2	1

SRS SWI 003A OPERATE IN ACCORD WITH THE LEGAL RESPONSIBILITIES AND RISK MANAGEMENT PRINCIPLES OF THE AQUATICS INDUSTRY

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the principles of aquatics law	a. The <i>principles of aquatics law</i> are identified and documented b. The <i>legal responsibilities of the coach</i> are applied to the specific coaching situation, environment and client group c. The <i>principles of natural justice</i> are described and explained
2. Analyse the principles of risk management in relation to aquatics teaching and coaching	a. The <i>principles of risk management</i> for teaching and coaching are identified and documented b. A <i>risk management plan</i> is developed for the specific teaching or coaching situation, environment and client group
3. Apply the principles of aquatic law and risk management to the teaching/coaching environment	a. The <i>risk management plan</i> is implemented for the specific teaching or coaching situation, environment and client group b. An <i>emergency action plan</i> is developed and conveyed to the client group

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. Coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. the culture of swimming h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Communication aids and safety instructions	<ul style="list-style-type: none"> a. use of microphones, whistles and other aids to gain participants attention b. instructions regarding the safe conduct of an activity, including prohibited behaviour
3. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. parents e. officials and administrators f. other coaches
4. Emergency action plan	<ul style="list-style-type: none"> a. should contain the following elements <ul style="list-style-type: none"> a.1 signals a.2 equipment a.3 assembly areas a.4 personnel a.5 response in line with set procedures a.6 instructions a.7 reporting a.8 drills/training
5. Legal responsibilities of the coach and/or teacher	<ul style="list-style-type: none"> a. duty of care b. negligence c. ethical behaviour d. confidentiality
6. Principles of aquatics law	<ul style="list-style-type: none"> a. duty of care b. negligence c. waivers and exclusion clauses d. insurance e. pool safety and Occupational Health and Safety requirements f. sporting tribunals and natural justice g. contract negotiations h. restraint of trade i. supervision requirements around water j. record keeping and reporting requirements

7. Principles of natural justice	<ul style="list-style-type: none"> a. notice of charges b. right to be heard in answer to those charges (ie, state your case) c. right to an unbiased tribunal d. right to appeal
8. Principles of risk management	<ul style="list-style-type: none"> a. risk identification <ul style="list-style-type: none"> a.1 water safety requirements (including safety equipment) a.2 injury prevention a.3 hygiene requirements a.4 first aid requirements (including cardio-pulmonary resuscitation and life saving skills) a.5 medical conditions a.6 accident records and reporting a.7 safety requirements for spectators and competition b. risk assessment <ul style="list-style-type: none"> b.1 medical clearances b.2 supervision ratios for groups and individuals b.3 manageable risks
9. Risk management plan	<ul style="list-style-type: none"> a. should contain the following elements <ul style="list-style-type: none"> a.1 risk identification a.2 risk assessment a.3 designing and implementing a plan a.4 evaluating and modifying the plan
10. Rules, policies and regulations	<ul style="list-style-type: none"> a. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i> d. policies of employer organisations (eg, anti doping policy) e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
11. Supervision, monitoring and Interventions	<ul style="list-style-type: none"> a. constant surveillance of participants to ensure their physical well being b. staying within close vicinity of participants at all time c. taking action in the event of a situation or potential situation that endangers the safety of participants
12. Work environment, organisational health and safety requirements, safe and appropriate dress, safety and hygiene rules and requirements and venue and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are: <ul style="list-style-type: none"> f.1 training aids should be inspected before use f.2 sun safety guidelines should be followed f.3 hydration guidelines should be followed f.4 competition/training facilities should be inspected before use f.5 access to first aid facilities/equipment

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the principles of aquatic law and risk management, and their application to the aquatic teaching/coaching 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 Identify the principles of aquatics law c.2 Identify the principles of risk management in relation to aquatics teaching and coaching c.3 Apply the principles of aquatic law and risk management to the teaching/coaching environment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS 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 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 principles of aquatics law a.2 Knowledge of the principles of risk management in relation to the aquatics teaching/coaching environment b. Underpinning skills: <ul style="list-style-type: none"> b.1 Ability to prepare and implement a risk management plan for the particular teaching or coaching environment b.2 Use of relevant communication aids such as whistles or microphones to communicate with participants in the water b.3 Supervision and monitoring skills in order to manage a class of participants and to adjust training to improve skills b.4 Group control skills in order to manage a class of participants effectively b.5 Water rescue skills in order to respond to a water emergency b.6 Cardio-pulmonary resuscitation 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 swimming pool and other equipment a.2 Suitable participants a.3 A current International Activity Organisation rule book a.4 Rules, policies and regulations of relevant peak bodies and/or employer organisations b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	c. 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 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 SWI 004A COLLECT INFORMATION ON THE PHILOSOPHY AND STRUCTURE OF THE AUSTRALIAN SWIMMING AND AQUATICS INDUSTRY

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse the philosophy of the swimming coach/teacher</p>	<p>a. The importance of <i>swimming as a life skill</i> is identified and documented</p> <p>b. The role and place of <i>competitive swimming</i> is identified and documented</p> <p>c. Swimming activities appropriate to the various <i>developmental stages</i> are identified and documented</p> <p>d. The code of conduct for swimming coaches and teachers is identified and documented</p>
<p>2. Identify the structure of swimming in Australia</p>	<p>a. The role and structure of <i>peak swimming bodies in Australia</i> are identified</p> <p>b. The role and structure of swimming internationally is identified and documented</p> <p>c. <i>Swimming awards systems</i> are identified and documented</p> <p>d. Structures for developing young swimmers are identified and documented</p>
<p>3. Identify the role of the coach/teacher in the structure of swimming in Australia</p>	<p>a. The role of the swimming teacher is identified and documented</p> <p>b. The role of the swimming coach is identified and documented</p> <p>c. Career pathways for swim coaches and teachers are identified and documented</p> <p>d. Development pathways for swim coaches and teachers are identified and documented</p>

Range of Variables

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

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. Coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. the culture of swimming h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Competitive swimming	<ul style="list-style-type: none"> a. swimming activities that are organised for the purposes of competition at a range of levels <ul style="list-style-type: none"> a.1 local a.2 regional a.3 state a.4 national a.5 international b. involves a training regime for the athlete and coach in preparation for these events
3. Developmental stages	<ul style="list-style-type: none"> a. physical b. social c. psychological, and/or d. emotional
4. Factors which affect 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
5. Peak swimming bodies in Australia	<ul style="list-style-type: none"> a. Australian Swimming Incorporated b. Australian Swimming Coaches and Teachers Association c. AUSTSWIM
6. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to athletes that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to athletes 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

7. Rules, policies and regulations	<ul style="list-style-type: none"> a. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i> d. policies employer organisations (eg, anti doping policy), e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
8. Swimming as a life skill	<ul style="list-style-type: none"> a. the aim for all Australians to gain basic swimming skills in order to operate safely in aquatic situations
9. Work environment, organisational health and safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are: <ul style="list-style-type: none"> f.1 training aids should be inspected before use f.2 sun safety guidelines should be followed f.3 hydration guidelines should be followed f.4 competition/training facilities should be inspected before use f.5 access to first aid facilities/equipment

Evidence Guide

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

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the philosophy and structure of swimming in Australia and the role of the coach/teacher 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 the structure and roles of the peak swimming bodies c.2 describe the rules and regulations of the International Activity Organisation c.3 describe the swimming awards systems c.4 identify the stages of growth and development c.5 describe the codes of conduct for swimming coaches and teachers c.6 describe the development pathways for swimmers, and teachers and coaches
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS 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 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 structure and roles of the peak swimming bodies a.2 Knowledge of the rules and regulations of the International Activity Organisation a.3 Knowledge of swimming awards systems a.4 Knowledge of growth and development principles a.5 Knowledge of codes of conduct for swimming coaches and teachers a.6 Knowledge of development pathways for swimmers a.7 Knowledge of development pathways for teachers and coaches b. Underpinning skills: <ul style="list-style-type: none"> b.1 Research skills in order to collect relevant information b.2 Analytical skills in order to decide what information is relevant b.3 Use of technology skills in order to use necessary technology to collect identified information b.4 Communication (written and verbal) skills in order to develop rapport with relevant persons and to document that information
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 swimming pool and other equipment a.2 Suitable participants a.3 A current International Activity Organisation rule book a.4 Rules, policies and regulations of relevant peak bodies and/or employer organisations

	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
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 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	2

SRS SWI 005A TEACH OR DEVELOP THE COMPETITIVE STROKES OF SWIMMING

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the competitive strokes and starts, turns and finishes of swimming	a. The basic biomechanical principles of the competitive strokes and starts, turns and finishes of swimming are identified and each part is broken into its components b. Observable body movements are identified for each stage of the skill in priority of importance to performance of the skill c. A technique checklist is identified and documented
2. Identify preferred teaching/coaching methods and styles to develop the competitive strokes and starts turns and finishes of swimming	a. Teaching methods are identified and explained in the context of specific skills b. Explanation establishes the types and use of feedback during coaching/teaching c. Explanation establishes the use of demonstrations when coaching/teaching d. Explanation establishes the types and use of questions in the coaching/ teaching process e. Explanation establishes the types and use of coaching or teaching styles in relation to a range of coaching/ teaching situations
3. Assess participants readiness to acquire and perform the competitive strokes and starts turns and finishes of swimming	a. The competitive strokes and starts, turns and finishes to be developed are identified and documented b. Factors which affect acquisition of the competitive strokes of swimming and starts turns and finishes are identified and documented in relation to skill acquisition of participants c. Participants are assessed regarding their readiness to acquire the competitive stroke , or start, turn or finish being taught or developed
4. Conduct drills, activities and/or games to teach or develop the competitive strokes and starts turns and finishes of swimming	a. Teaching methods and coaching/instructing styles of are selected to match the participants readiness , the environment , the activity and the equipment available b. Sufficient space and resources are allocated for the drill, activity and/or game c. Relevant information, explanations and demonstrations to ensure drills, activities and/or games are delivered concisely and precisely 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. Participants are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted best practice of swimming g. Participants skill execution is observed and correction techniques applied to improve stroke technique or starts, turns and finishes on an individualised and/or group basis

	<ul style="list-style-type: none">h. Observation is undertaken with minimal disruption to the flow of the drill, activity or gamei. Modifications are made to the activity when necessaryj. The skill is taught and the teaching method and coaching/teaching style are monitored during the instruction and assessed following the instructionk. 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 the competitive strokes and starts turns and finishes of swimming 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. Participants are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

TEACH OR DEVELOP THE COMPETITIVE STROKES OF SWIMMING

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. the culture of swimming h. 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 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
3. Communicate in a style appropriate to the participants	<ul style="list-style-type: none"> a. age b. preferred language c. sensory or intellectual impairment (eg, sight loss or hearing loss) d. the <i>Swimming Coaches Code of Conduct</i> policy e. the Australian Coaching Council's <i>Coaches Code of Ethics</i> policy
4. Competitive strokes of swimming	<ul style="list-style-type: none"> a. freestyle b. breast stroke c. backstroke d. butterfly
5. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. parents e. officials and administrators f. other coaches

6. Drills, activities and games to teach or develop the starts, turns and finishes	<ul style="list-style-type: none"> a. that are designed to develop the starts, turns and finishes of swimming b. such as those described in National Activity Organisation Level 2 Coaching Manual c. should include <ul style="list-style-type: none"> c.1 intermediate start, turns and finishing drills c.2 relevant modified games
7. Factors which affect 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
8. 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
9. Participant readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological d. emotional
10. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to athletes that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to athletes 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
11. Rules, policies and regulations	<ul style="list-style-type: none"> a. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i> d. policies of employer organisations (eg, anti doping policy), e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
12. Starts, turns and finishes of swimming	<ul style="list-style-type: none"> a. general starting skills b. stroke specific starting skills c. relay starts d. general turning skills (tumble and twist turn) e. stroke specific turning skills f. medley turns g. safety considerations in teaching starts and turns h. general finishing skills i. stroke specific finishing skills
13. 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

	<ul style="list-style-type: none"> b.2 shaping approaches b.3 modelling 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
14. Technological aids	<ul style="list-style-type: none"> a. video cameras b. videos of other swimmers/teams c. sports science testing equipment
15. Work environment, organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are: <ul style="list-style-type: none"> f.1 training aids should be inspected before use f.2 sun safety guidelines should be followed f.3 hydration guidelines should be followed f.4 competition/training facilities should be inspected before use f.5 access to first aid facilities/equipment

Evidence Guide

TEACH OR DEVELOP THE COMPETITIVE STROKES OF SWIMMING

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop the competitive swimming strokes, starts, turns and finishes in the work environment 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 session c.2 Teach all competitive strokes, starts, turns and finishes c.3 Observe participants and recognise when and how intervention should take place to improve individual skill performance c.4 Conduct drills, activities and games to teach or develop the competitive strokes, starts, turns and finishes c.5 Modify teaching methods and activities on an individualised and/or group basis to improve skill 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 competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS 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 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
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the competitive strokes of swimming a.2 Knowledge of starts, turns and finishes a.3 Knowledge of drills, activities and games to teach the competitive strokes of swimming a.4 Knowledge of the International Activity Organisation rules a.5 Knowledge of relevant equipment and safety requirements (including Occupational Health and Safety and legislative requirements) b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills used to teach the skills of swimming (eg, movement, voice, use of technical aids) b.2 Ability to provide explanations and demonstrations (ie, self, other athletes as models, videos) b.3 Monitoring/observation skills in order to make necessary adjustments to training programs to improve skills b.4 Feedback and questioning skills in order to communicate effectively with participants b.5 Ability to conduct drills, activities and/or games in accordance with the accepted best practice in coaching swimming

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 swimming pool and other equipment a.2 Suitable participants a.3 A current International Activity Organisation rule book a.4 Rules, policies and regulations of relevant peak bodies and/or employer organisations 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 during at least three (3) sessions 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 an real coaching or teaching situation with real clients 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 SWI 006A PLAN AND PREPARE A PROGRAM FOR A COMPETITIVE SWIMMER

SWI

Swimming

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan a long term program	<ul style="list-style-type: none"> a. Selected activity or discipline within an activity is analysed and documented b. Profiles are developed for each individual, subgroup and/or group participating in the long term program using appropriate assessment measures c. Fixed points of the program are established and phases within the long term program are identified and documented d. Objectives for the long term program, and each phase within the long term program are developed in consultation with the swimmers, and reflect the analysis of the activity and the swimmer's profiles e. A process to develop identified aims is designed and integrates all components of the long term program f. Requirements for each session within the program are planned g. The long term program empowers the swimmers h. Methods and scheduling of monitoring the long term program are planned prior to implementation
2. Plan for competitive/performance situations within the long term program	<ul style="list-style-type: none"> a. A competition/performance strategy is developed which matches the swimmers and/or teams' profiles b. Strengths and weaknesses of the opposition are identified in activities in which information will affect the swimmers' performances c. Athlete and/or team tactics are developed to match the competition/performance strategy and the opposition profile where that is identified d. Support needs for the competition/performance are identified and documented e. Job descriptions are developed for support personnel f. Support needs are matched with available resources g. Potential barriers to communication with swimmers during competition/ performance are identified, and within relevant rules and regulations, strategies are developed to overcome these barriers
3. Plan rehabilitation programs	<ul style="list-style-type: none"> a. The body's physiological responses to injury and the healing processes are identified and documented b. Potential psychological responses to injury are identified and documented
4. Liaise with other coaches/specialists of swimmers	<ul style="list-style-type: none"> a. On-going liaison between coaches/instructors is established where coaches/instructors work with the same swimmer b. Role and responsibilities of the individual coaches/instructors are identified and documented c. Potential conflicts are identified and resolved
5. Selection procedures are	<ul style="list-style-type: none"> a. Selection policies, procedures and criteria are established b. Methods of testing and assessing swimmers are critiqued

identified

- c. Data required is identified in relation to the ***context of the selection*** and the ***strategy*** explained
- d. ***Strategy*** for determining an individual's skills in a team environment is developed
- e. ***Development program*** for non-selected swimmers is designed
- f. Process for evaluating the management of swimmers not selected is identified

Range of Variables

PLAN AND PREPARE A PROGRAM FOR A COMPETITIVE SWIMMER

VARIABLE STATEMENT	CATEGORIES
1. Analysed	<ul style="list-style-type: none"> a. physical b. psychological c. tactical d. technical e. leadership skills
2. Assessment measures	<ul style="list-style-type: none"> a. field assessments of fitness components b. interviews with swimmers c. observation of performance d. performance history
3. Best practice principles of swimming and/or aquatics activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. coaches and/or Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the development of teaching and coaching swimming c. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy d. national activity organisation regulations and guidelines e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. the culture of swimming h. current and past good practice demonstrated by self or peers in the same or similar situation
4. Components	<ul style="list-style-type: none"> a. physical b. psychological c. tactical d. technical and leadership skills
5. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. parents e. officials and administrators f. other coaches
6. Conflict resolution	<ul style="list-style-type: none"> a. discussion b. mediation c. negotiation
7. Context of selection	<ul style="list-style-type: none"> a. level of participation selected swimmers will be involved in b. duration of the participation c. duration of the selection
8. Development program	<ul style="list-style-type: none"> a. support provided b. options discussed c. goals identified d. achievement strategy identified

9. Empowers	<ul style="list-style-type: none"> a. awareness of the underlying principles and reasons for the program b. opportunities for self directed learning c. training diary d. input into the program e. swimmer's needs and commitments outside the activity are recognised
10. Fixed points	<ul style="list-style-type: none"> a. structure and subdivision of the competition/performance b. availability of facilities c. rules of the activity d. rules of the competition/performance e. individual and/or team involvement f. intended peaks g. selection dates and criteria h. swimmer's lifestyle and availability of support personnel
11. Healing processes	<ul style="list-style-type: none"> a. first aid treatment for injuries common to the activity b. recovery and rehabilitation period and activities c. return to participation
12. Job descriptions	<ul style="list-style-type: none"> a. total time b. timing of position c. skills d. tasks and communication
13. Monitoring	<ul style="list-style-type: none"> a. fitness assessments b. lab assessments c. discussion with swimmers d. training and competitive performances e. training diaries
14. Objectives	<ul style="list-style-type: none"> a. swimmer enjoyment b. competition/performance c. physical d. psychological e. tactical f. technical and leadership skills g. selection h. principles of training <ul style="list-style-type: none"> h.1 specificity h.2 progressive overload h.3 rest and recovery h.4 reversibility h.5 frequency h.6 intensity h.7 duration h.8 periodisation h.9 tapering h.10 peaking h.11 individuality and maintenance
15. Phases	<ul style="list-style-type: none"> a. macro-cycles b. micro-cycles c. meso-cycles d. pre-season e. in-season f. post-season
16. Potential barriers	<ul style="list-style-type: none"> a. background noise b. time availability c. stress level of coach/instructor and the swimmers d. information overload
17. Potential conflicts	<ul style="list-style-type: none"> a. coaching/instructing styles

	<ul style="list-style-type: none"> b. training program c. competition/performance program d. discipline procedures e. techniques f. tactics and time commitments
18. Profile	<ul style="list-style-type: none"> a. physical b. psychological c. tactical d. technical e. leadership skills
19. Psychological responses	<ul style="list-style-type: none"> a. denial b. despair c. anger and coping strategies
20. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of coaches to athletes that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to athletes 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
21. Requirements	<ul style="list-style-type: none"> a. objectives b. structure c. specific activities d. range of activities e. time f. equipment and safety
22. Rules, policies and regulations	<ul style="list-style-type: none"> a. current edition of the International Activity Organisation rules b. best practice <i>Codes of Ethics</i> such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. Australian Coaching Council's <i>Code of Ethics</i> d. policies of employer organisations (eg, anti doping policy), e. Australian Sports Commission's <i>Harassment-Free Sport Policy</i>
23. Strategy	<ul style="list-style-type: none"> a. weighting given to different sources of information b. weighting given to different information
24. Strategies	<ul style="list-style-type: none"> a. sign language b. time outs c. swimmers in charge in participation environment
25. Strengths and weaknesses	<ul style="list-style-type: none"> a. physical b. psychological c. tactical d. technical and leadership skills
26. Support needs	<ul style="list-style-type: none"> a. training facilities b. equipment c. finance d. transport e. coach/instructor f. management and/or specialist support
27. Tactics	<ul style="list-style-type: none"> a. written competition/performance strategy b. strategy communicated to swimmers
28. Testing and assessing	<ul style="list-style-type: none"> a. past performances b. discussion with trainees

	<ul style="list-style-type: none"> c. physical ability tests d. trial e. performances in familiar environment f. performances in unfamiliar environment g. where relevant to the activity h. positions trialed in i. subjective assessments
<p>29. Work environment, organisational health and safety requirements, safe and appropriate dress, safety and hygiene rules and requirements, venue and equipment</p>	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment <ul style="list-style-type: none"> c.1 pace clock c.2 stopwatch c.3 whiteboard c.4 clipboards d. lifesaving equipment <ul style="list-style-type: none"> d.1 flotation devices d.2 stretcher e. pool safety equipment as listed in state Occupational Health and Safety requirements for pools f. other recommended safety guidelines are: <ul style="list-style-type: none"> f.1 training aids should be inspected before use f.2 sun safety guidelines should be followed f.3 hydration guidelines should be followed f.4 competition/training facilities should be inspected before use f.5 access to first aid facilities/equipment

Evidence Guide

PLAN AND PREPARE A PROGRAM FOR A COMPETITIVE SWIMMER

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of planning a long term training program for a competitive swimmer/s 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 Develop a long term program for competitive swimmer/s that improves the performance of the swimmer, while maintaining their well-being</p> <p>c.2 Plan for competitive/ performance situations within the long term program</p> <p>c.3 Plan rehabilitation programs</p> <p>c.4 Liaise with other coaches/ instructors of swimmers</p> <p>c.5 Establish selection procedures</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s):</p> <p>a.1 SRS SWI 001A Apply the principles of movement in water</p> <p>a.2 SRS SWI 002A Operate in accord with accepted aquatics industry health and safety practices</p> <p>a.3 SRS SWI 003A Operate in accord with the legal responsibilities and risk management principles of the aquatic industry</p> <p>a.4 SRS SWI 004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry</p> <p>a.5 SRS SWI 005A Teach or develop the competitive strokes of swimming</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 individualised long-term training program</p> <p>b.2 SRX CAI 009A Conduct, monitor and adjust individualised long-term training 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 Provide information regarding drugs in sport issues</p> <p>c.3 SRS COA 013A Support clients to adopt the principles of sports psychology</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 Swimming specific knowledge to teach the skills being included in the training program</p> <p>a.2 Advanced principles of skill acquisition</p> <p>a.3 Fundamental human anatomy and physiology</p> <p>a.4 Fundamental principles of biomechanics</p> <p>a.5 Fundamental structure and function of anatomical systems</p> <p>a.6 Principles of planning and periodisation</p> <p>a.7 Fundamental principles of group management</p>

	<ul style="list-style-type: none"> a.8 Fundamental principles of growth and development and their relationship to coaching pedagogy a.9 Sources of information a.10 Legislation relevant to confidentiality a.11 National swimming organisations' policies and procedures a.12 Employer organisations policies and procedures a.13 Policies, procedures and requirements specific to the venue/facility a.14 Knowledge of drills, activities and games to teach swimming specific skills a.15 Knowledge of the rules and regulations of swimming a.16 Knowledge of relevant equipment and safety requirements (Note: this may include Occupational Health and Safety and legislative requirements) 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 plan an individualised training program to improve physical performance b.3 Ability to communicate effectively with participants in order to convey training requirements b.4 Ability to convey and interpret information in order to effectively communicate with participants b.5 Adequate literacy and numeracy skills in order to develop training programs b.6 Ability to apply swimming specific rules and regulations b.7 Ability to provide demonstrations in order to show participants what is being taught b.8 Ability to analyse skills and break them into their component parts
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to relevant swimming facilities, equipment and swimmers participating at a competitive 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 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, swimmers or other appropriate persons

KEY 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

TENNIS

TEN

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SRS TEN 001A TEACH OR DEVELOP ADVANCED SKILLS OF TENNIS

TEN

Tennis

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

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse an advanced skill of tennis</p>	<p>a. The fundamental <i>principles of biomechanics</i> are explained in the context of <i>advanced tennis skills</i></p> <p>b. An <i>advanced skill</i> and its purpose are identified and the skill is broken into components</p> <p>c. Observable body movements and stroke production are identified for each stage of the skill in priority of importance to performance of the skill</p> <p>d. The <i>biomechanics</i> for the production of force (power) are identified and applied to stroke production</p> <p>e. The other <i>biomechanical</i> factors involved in tennis are identified</p> <p>f. The tactical implications of each stroke are explained</p>
<p>2. Identify preferred teaching methods and coaching/ instructing styles to develop the advanced skills of tennis</p>	<p>a. Teaching methods are identified and explained in the context of specific skills</p> <p>b. Explanation establishes the types and use of feedback during coaching/instructing</p> <p>c. Explanation establishes the use of demonstrations when coaching/instructing</p> <p>d. Explanation establishes the types and use of questions in the coaching/instructing process</p> <p>e. Explanation establishes the types and use of coaching or instructing styles in relation to a range of coaching/instructing situations</p>
<p>3. Assess player/s readiness to acquire and perform the advanced skill/s of tennis</p>	<p>a. The skill/s to be developed are identified</p> <p>b. Factors which affect the acquisition of the advanced skills of tennis are identified and described in relation to skill acquisition of players</p> <p>c. Player/s are assessed regarding their readiness to acquire the advanced skill being taught or developed and lessons are adjusted accordingly</p> <p>d. Player/s are assessed and classified according to the national tennis player's ratings</p>
<p>4. Conduct drills, activities and/or games to teach or develop the advanced skills of tennis</p>	<p>a. Teaching methods and coaching/instructing 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 <i>resources are</i> 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 tennis</p> <p>d. Where appropriate, technological aids including video and training equipment are used to supplement presentations.</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Players are observed to see that the <i>drills, activities and/or games</i> are conducted in accord with the <i>rules, regulations and accepted policies of tennis</i></p>

	<ul style="list-style-type: none">g. Player/s skill execution is observed and correction techniques applied to improve skill execution on an individualised and group basish. Observation is undertaken with minimal disruption to the flow of the drill, activity or gamei. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instructionj. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a successful outcome is achieved
5. Review and adapt the teaching of an advanced skill in response to feedback	<ul style="list-style-type: none">a. Relevant points of emphasis are made before, during and after session/sb. Modifications to the teaching method and coaching style are implemented in response to the evaluationc. Player/s are given the opportunity to comment and/or ask questionsd. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

TEACH OR DEVELOP ADVANCED SKILLS OF TENNIS

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in tennis	<ul style="list-style-type: none"> a. the <i>tennis coaches code of conduct</i> policy b. the Australian Coaching Council's <i>Coach's code of ethics</i> policy c. National Activity Organisation's educational policy d. International code of conduct e. junior code of conduct f. National Activity Organisation's policies <ul style="list-style-type: none"> f.1 procedures manuals f.2 anti doping policy g. accreditation of coaches through National Coaching Accreditation Scheme h. Australian Sports Commission harassment free sport policy
2. Advanced skills of tennis	<ul style="list-style-type: none"> a. technique development including optimal stroke production and grips for the following <ul style="list-style-type: none"> a.1 forehand and backhand and variations a.2 volleys and overhead smash and variations a.3 serve and variations a.4 return of serve a.5 approach shots b. biomechanical principles <ul style="list-style-type: none"> b.1 balance and centre of gravity b.2 footwork - forwards, sideways, backwards b.3 use of elastic energy b.4 use of body segments to produce force b.5 injury prevention b.6 angles b.7 match play b.8 examining models of other players
3. Communicate in a style appropriate to the players	<ul style="list-style-type: none"> a. the <i>tennis coaches code of conduct</i> policy b. the Australian Coaching Council's <i>Coaches code of conduct</i> policy c. age d. sensory or intellectual impairment <ul style="list-style-type: none"> d.1 sight loss d.2 hearing loss e. wheelchair players f. size of group (recommended ratio of 1:4)
4. Conditions and external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. position of seating e. lights
5. Drills, activities and games	<ul style="list-style-type: none"> a. that are designed to teach or develop the advanced skills of tennis b. such as those described in appropriate materials c. should include <ul style="list-style-type: none"> c.1 partner and group drills c.2 stroke technique activities c.3 modified games c.4 footwork activities

	<ul style="list-style-type: none"> c.5 dynamic balance drills and activities on and off the court c.6 activities to develop quick reactions
6. Organisation's health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. tennis shoes b. modified and appropriate racquets c. safe court surface and environment d. balls lying on the court e. instructions on the use of the ball machine and other equipment f. personal equipment <ul style="list-style-type: none"> f.1 appropriate clothing
7. Other biomechanical factors	<ul style="list-style-type: none"> a. racquet technology b. string types and tensions c. balls d. court surfaces
8. Resources	<ul style="list-style-type: none"> a. tennis court b. tennis balls and racquets c. training aids and equipment d. video
9. Rules and regulations	<ul style="list-style-type: none"> a. current International Activity Organisation edition of the <i>rules of tennis</i> b. policies of the employer organisation such as <ul style="list-style-type: none"> b.1 National Activity Organisation's procedures manuals

Evidence Guide

TEACH OR DEVELOP ADVANCED SKILLS OF TENNIS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of drills, activities and games to teach or develop advanced skills of tennis 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 Demonstrate the advanced skills of tennis c.3 Teach and correct advanced tennis skills c.4 Review and adapt coaching methods to improve effectiveness c.5 Evaluate if weather conditions and court surface are suitable to commence the training c.6 Observe players and recognise when and how intervention should take place to improve individual skill performance
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency or in conjunction with 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 TEN 002A Apply the advanced tactics and strategies of tennis 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 biomechanical and physiological principals of tennis a.2 Knowledge of the advanced skills of tennis a.3 Knowledge of drills, activities and games to teach the advanced skills of tennis a.4 Knowledge of the rules and regulations of tennis a.5 Knowledge of the relevant modified rules and regulations of tennis a.6 Knowledge of relevant equipment and safety requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to play to a national tennis player rating of N7 or higher b.2 Teach the advanced skills of tennis b.3 Ability to provide demonstrations (self, other athletes as models,

	<p>videos)</p> <p>b.4 Communicate effectively</p> <p>b.5 Apply group management skills</p> <p>b.6 Conduct a safe, enjoyable and educational coaching session</p> <p>b.7 Skills used to apply the rules of tennis</p>
4. Resource implications	<p>a. Assessment of this competency requires access to a tennis facility, equipment and players competing at an advanced level (players who have a national tennis player rating of N7 or higher)</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 three or more sessions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>b. The sessions must include:</p> <p>b.1 A group coaching session</p> <p>b.2 An individual coaching session</p> <p>b.3 A session in the coach's own 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 within the range of variable 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:</p> <p>c.1 observation of the coach in action as stated above</p> <p>c.2 interview about the coaching session</p> <p>c.3 submission of lesson plans</p> <p>c.4 Video-technique analysis</p> <p>c.5 Written assessment on the underpinning knowledge component (breakdown of advanced skills; drills, activities and games to develop advanced skills; rules and regulations)</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	3	-	2	-

SRS TEN 002A APPLY THE ADVANCED TACTICS AND STRATEGIES OF TENNIS IN A COMPETITIVE SITUATION

TEN

Tennis

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 tennis.

ELEMENT	PERFORMANCE CRITERIA
1. Assess <i>player/s</i> readiness to implement advanced tactics and strategies of tennis	a. The <i>advanced tactics and/or strategies</i> 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 tennis are identified
2. Develop advanced tactics and strategies of tennis	a. <i>Relevant information, explanations and demonstrations to conduct activities and/or games</i> are delivered to develop player/s advanced tactics and strategies
3. Undertake pre-match analysis and preparation	a. Player/s are prepared in accord with psychological approaches commonly used at advanced levels within tennis b. Strengths and weaknesses of opponent are analysed in relation to the strengths and weaknesses of own play and the game plan and tactics devised accordingly c. Charting is used in pre-match analysis d. The appropriate nutritional requirements, according to the conditions, are selected and organised prior to the match
4. Undertake in-match analysis and decision making	a. Psychological approaches commonly used at advanced levels within tennis are adopted to enhance performance b. The player is prepared to analyse the strengths and weaknesses of own play and opponent's play c. Statistics of match are recorded and relevant notes relating to tactics and strategies are taken
5. Undertake post-match analysis and follow-up	a. Psychological approaches commonly used at advanced levels within tennis are adopted to debrief player b. Strengths and weaknesses of own player and opponent are analysed and recorded for future referral c. Statistics and charts are analysed for future referral

Range of Variables

APPLY THE ADVANCED TACTICS AND STRATEGIES OF TENNIS IN A COMPETITIVE SITUATION

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in tennis	<ul style="list-style-type: none"> a. the <i>tennis coaches code of conduct</i> policy b. the Australian Coaching Council's <i>Coach's code of ethics</i> policy c. National Activity Organisation's educational policy d. International code of conduct e. junior code of conduct f. National Activity Organisation's policies <ul style="list-style-type: none"> f.1 procedures manuals f.2 anti doping policy g. accreditation of coaches through the Australian Coaching Council's National Coaching Accreditation Scheme h. Australian Sports Commission harassment free sport policy
2. Activities and games	<ul style="list-style-type: none"> a. that are designed to teach or develop the advanced tactics and strategies of tennis b. such as those described in appropriate materials c. should include <ul style="list-style-type: none"> c.1 ground stroke drills c.2 passing drills c.3 approach shot drills c.4 net drills c.5 serve tactics c.6 serve return drills c.7 speciality shot drills
3. Advanced tactics and strategies of tennis	<ul style="list-style-type: none"> a. singles tactics b. doubles tactics c. shot selection and placement d. combining technical abilities with tactical knowledge e. zones and angles on court f. differing styles of play g. exploiting an opponent's weaknesses h. decision making i. timing j. anticipation k. weather conditions l. court surfaces m. charting
4. Player/s readiness	<ul style="list-style-type: none"> a. physical b. social c. psychological d. emotional
5. Relevant information, discussions and demonstrations to conduct activities and/or games	<ul style="list-style-type: none"> a. keeping verbal instructions to a minimum b. placing an emphasis on practical involvement c. providing feedback on an individualised basis d. selecting methods of teaching/learning to suit player/s readiness and available equipment e. monitoring and adjusting instruction in accord with player/s responses

6. Resources	during and/or between sessions a. tennis court b. tennis balls and racquets c. training aids and equipment d. video
7. Rules and regulations	a. current International Activity Organisation edition of the <i>rules of tennis</i> b. policies of the employer organisation such as b.1 National Activity Organisation's procedures manuals

Evidence Guide

APPLY THE ADVANCED TACTICS AND STRATEGIES OF TENNIS 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 drills, activities and games to teach or develop advanced skills of tennis 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 Observe players and recognise when and how intervention should take place to improve single and double tactics and strategies c.2 Select appropriate tactics and strategies to suit players and opponents c.3 Select appropriate drills suitable to skill level c.4 Prepare players for competition
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency or in conjunction with 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 training programs b.3 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs b.4 SRS TEN 001A Teach or develop advanced skills of tennis 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 advanced tactics and strategies of tennis a.2 Knowledge of activities and games to teach the advanced tactics and strategies of tennis a.3 Knowledge of the psychological skills and nutritional requirements for competition a.4 Knowledge of the rules and regulations of tennis a.5 Knowledge of relevant equipment and safety requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to play to a national tennis player rating of N7 or higher and effectively demonstrate all strokes b.2 Skills used to apply the rules of tennis b.3 Teach the advanced tactics and strategies of tennis b.4 Ability to provide demonstrations (self, other athletes as models, videos)

	<ul style="list-style-type: none"> b.5 Communicate effectively b.6 Apply group management skills b.7 Conduct a safe, enjoyable and educational coaching session
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a tennis facility, equipment and players competing at an advanced level (players who have a national tennis player rating of N7 or higher) 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 three or more sessions in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment b. The sessions must include: <ul style="list-style-type: none"> b.1 A group coaching session b.2 An individual coaching session b.3 A session in the coach's own 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 within the range of variable 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: <ul style="list-style-type: none"> c.1 Observation of the coach in action as stated above c.2 Interview about the coaching session c.3 Submission of lesson plans c.4 Video-technique analysis c.5 Written assessment on the underpinning knowledge component (breakdown of advanced skills; drills, activities and games to develop advanced tactics and strategies) 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	3	1	3	1

SRS TEN 003A ORGANISE A TENNIS TOURNAMENT

TEN

Tennis

DESCRIPTION: This unit covers the knowledge and skills to organise and conduct a tennis tournament.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to run a tournament	<ul style="list-style-type: none"> a. The seeding of all players participating is determined and documented b. The type of draw is determined, depending on facilities, time and number of players c. A draw is prepared for the tournament d. Necessary officials, equipment and resources are organised
2. Conduct a tournament	<ul style="list-style-type: none"> a. The tournament is conducted according to the rules, regulations and policies of the organising body b. Results are recorded accurately, published and distributed to all relevant persons

Range of Variables

ORGANISE A TENNIS TOURNAMENT

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice in tennis	<ul style="list-style-type: none"> a. the <i>tennis coaches code of conduct</i> policy b. the Australian Coaching Council's <i>Coach's code of ethics</i> policy c. National Activity Organisation's educational policy d. international code of conduct e. junior code of conduct f. National Activity Organisation's policies <ul style="list-style-type: none"> f.1 procedures manuals f.2 anti doping policy g. accreditation of coaches through National Coaching Accreditation Scheme h. Australian Sports Commission harassment free sport policy
2. Communicate in a style appropriate to the administrators, players and officials	<ul style="list-style-type: none"> a. the <i>Tennis coaches code of conduct</i> policy b. the Australian Coaching Council's <i>Coaches code of conduct</i> policy c. age d. sensory or intellectual impairment (eg, sight loss or hearing loss) e. wheelchair players f. size of group (recommended ratio of 1:4)
3. Conditions and external influences include	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. position of seating e. lights
4. Organisation's health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. tennis shoes b. modified and appropriate racquets c. safe court surface and environment d. balls lying on the court e. instructions on the use of the ball machine and other equipment f. personal equipment <ul style="list-style-type: none"> f.1 appropriate clothing
5. Relevant persons	<ul style="list-style-type: none"> a. players b. coach c. officials d. media e. club or organisation f. governing body
6. Resources	<ul style="list-style-type: none"> a. tennis court b. tennis balls and racquets c. training aids and equipment d. video
7. Rules and regulations	<ul style="list-style-type: none"> a. current International Activity Organisation edition of the <i>Rules of tennis</i>' b. policies of the employer organisation such as <ul style="list-style-type: none"> b.1 National Activity Organisation's procedures manuals
8. Type of draw	<ul style="list-style-type: none"> a. round robin

| b. knock-out

Evidence Guide

ORGANISE A TENNIS TOURNAMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of organising a tennis tournament 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 Determine the appropriate type of draw, taking into consideration the facilities available, the time the tournament is scheduled to run and the number of players participating in the tournament</p> <p>c.2 Prepare a draw that allows all players to participate on an equitable basis while providing entertainment for spectators and supporters</p> <p>c.3 Ensure the tournament is conducted according to the rules, regulations and policies of the governing body</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency or in conjunction with 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 Knowledge of the rules and regulations of tennis</p> <p>a.2 Knowledge of relevant equipment and safety requirements for conducting a tennis tournament</p> <p>a.3 Occupational Health and Safety requirements with conducting a tennis tournament</p> <p>a.4 Knowledge of the various types of draws relevant to tennis tournaments</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills (written and verbal) in order to communicate effectively with players, officials, administrators, media and all other relevant persons</p> <p>b.2 Interpersonal skills in order to develop rapport with players, officials, administrators and all other relevant persons</p> <p>b.3 Decision making skills in order to decide on the best course of action in a situation</p> <p>b.4 Negotiation skill in order to achieve desired outcomes for all relevant persons</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a tennis facility, equipment and players competing at an advanced level (players who have a national tennis player rating of N7 or higher)</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 three or more 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	<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
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KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	3	2	3	2