



Australian Government

Assessment Requirements for SISSCO003

Meet participant coaching needs

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- plan, conduct and evaluate three sport-specific coaching sessions on three occasions for a duration of at least 30 minutes each that involves:
 - customising the session plans to meet the individual needs of participants from two of the following population groups:
 - boys
 - girls
 - adolescent boys
 - adolescent girls
 - adult men
 - adult women
 - pregnant women
 - older adults
 - those with a physical disability
 - those who are deaf or hard of hearing
 - the blind and visually impaired
 - those with an intellectual disability
 - culturally and linguistically diverse groups
 - applying inclusive and non-discriminatory coaching practices.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to meeting individual participant needs
- key areas of diversity, their characteristics and ways to accommodate in coaching practices:
 - culture, race and ethnicity
 - disability
 - religious and spiritual beliefs
 - gender

- generational differences
- sexual orientation and identity
- principles of inclusion in sport:
 - inclusive learning and participation
 - how to be inclusive as a coach
 - barriers to inclusion
 - benefits versus risk of participation
- types and characteristics of specific population groups:
 - boys
 - girls
 - adolescent boys
 - adolescent girls
 - adult men
 - adult women
 - pregnant women
 - older adults
 - those with a physical disability
 - those who are deaf or hard of hearing
 - the blind and visually impaired
 - those with an intellectual disability
 - culturally and linguistically diverse groups
- factors that affect participant ability to acquire skills:
 - participation and competitive motivations
 - medical needs
 - levels of support and care
 - physical
 - previous experience
 - level of literacy skills
 - level of numeracy skills
 - cognitive factors
 - religious beliefs
 - communication strategies
 - cultural values
 - social characteristics
 - level of ability
 - impact of disability
 - aging processes
 - range of movement
 - safety factors
 - recovery techniques

- functional ability
- coaching practice adaptations:
 - coaching methods
 - equipment adaptations
 - duration of activity
 - type of activity
- development and maturation:
 - stages of growth and development
 - long term growth considerations versus early specialisation
 - impact of puberty:
 - physical
 - social
 - differences between males and females
 - overtraining and overuse in young participants
- classification systems to enable equitable competition among participants with similar functional ability and medical conditions
- competition options, rules and requirements for participants from specific population groups
- needs of female participants
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community-based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific facilities, equipment and resources
- organisational policies and procedures related to meeting participant needs
- organisational safety, emergency response and first aid procedures
- National Sporting Organisation policies applicable to inclusion.

Assessment must ensure use of:

- a sport-specific session plan
- specific population group participants specified in the Performance Evidence.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>