Assessment Requirements for SISSSCO003
Meet participant coaching needs
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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 discrimimatory 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 -