



Australian Government

SISSSCO004 Plan, conduct and review coaching programs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver coaching programs in a specific sport. This can include seasonal programs depending on the specific sport.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisation.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan sport-specific programs.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Gather and review sport-specific participant information to assess participant developmental readiness.
- 1.2. Set sport-specific program objectives to meet participant developmental readiness.
- 1.3. Determine program content to address sport-specific program objectives.
- 1.4. Select coaching practices to meet sport-specific program objectives.
- 1.5. Develop and document sport-specific program plans.

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| 2. Conduct sport-specific programs. | 2.1. Communicate and confirm participant understanding of sport-specific program instructions and safe participation requirements. |
| | 2.2. Present, sequence and pace sport-specific program activities according to sport-specific program plans. |
| | 2.3. Select and use communication styles to achieve sport-specific program objectives. |
| | 2.4. Observe participant practice to assess participant ability to perform activities. |
| | 2.5. Modify sport-specific program activities as required to meet participant needs and environmental conditions. |
| | 2.6. Monitor sport-specific programs to identify and address risks to participant safety. |
| | 2.7. Analyse participant performance and provide feedback to participants to improve performance. |
| | 2.8. Conduct end of sport-specific program review to evaluate sport-specific program plan and inform future sport-specific program planning processes. |
| 3. Promote good behaviour. | 3.1. Communicate and model sport-specific participation behaviour standards. |
| | 3.2. Monitor participation to identify poor behaviour. |
| | 3.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures. |
| 4. Reflect on coaching practice. | 4.1. Seek feedback from others to identify areas to improve own sport-specific coaching practice. |
| | 4.2. Reflect on own sport-specific coaching practice to identify areas for improvement. |
| | 4.3. Analyse findings and incorporate learnings in future sport-specific programs. |
| | 4.4. Seek opportunities to address identified professional development needs. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

Reading skills to:

- interpret sport-specific program plans
- interpret documents that describe sport-specific

- organisational policies and procedures.
- Writing skills to:
- record attendance.
- Oral communications skills to:
- use age-appropriate language to engage participants
 - ask open and closed questions and actively listen to determine and meet participant needs
 - interact with participants in a polite and positive manner
 - give sport-specific instructions to participants.
- Numeracy skills to:
- estimate time and space requirements for sport-specific program activities.

Unit Mapping Information

SISSSCO303 Plan and deliver coaching programs

Links

Companion Volume Implementation Guides -

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