



Australian Government

SISSSCO101 Develop and update knowledge of coaching practices

Release: 1

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	<p>Replaces but is not equivalent to SISSCGP201A Apply legal and ethical coaching practices.</p> <p>Competency outcome changed. Unit re-categorised from Coaching General Principles to Sport Coaching to better reflect the intent of the unit.</p> <p>Element 1 Source and apply general information on coaching general principles and Element 2 Source and apply information on legal and ethical issues that impact on coaching revised to map directly to ASC Coaching General Principles course and specifically reference NSO requirements. Element 3 Develop Coaching practices PC 4 and 5 removed. Now included in SISSSCO202 Coach beginner or novice players to develop fundamental motor skills.</p>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and update information on coaching, including the legal and ethical issues that must be considered by coaches.

The unit focuses on the ability to source and comprehend general principles of coaching as well as National Sporting Organisation (NSO) sport specific requirements and covers the initial and ongoing development of a person's required knowledge base. It does not cover the technical requirements related to coaching in particular sport, these skills are covered in other units.

This information underpins effective performance as a coach.

Application of the Unit

This unit describes a key function for all people who require an essential knowledge of coaching general principles to support work activities. This unit applies to individuals who undertake entry level coaching roles in any sport in any location. It is particularly relevant for those wishing to operate as a community coach.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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| <p>1. Source and apply general information on coaching general principles.</p> | <p>1.1 Identify <i>sources of information</i> to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS).</p> <p>1.2 Access and comprehend NSO <i>sport specific information</i> relevant to coaching in chosen sport.</p> <p>1.3 Identify a range of sources of information to update knowledge of coaching.</p> |
| <p>2. Source and apply information on legal and ethical issues that impact on coaching.</p> | <p>2.1 Obtain information on <i>legal obligations</i> and <i>legal issues</i> affecting coaches.</p> <p>2.2 Obtain information on <i>ethical responsibilities</i> and <i>ethical issues</i> affecting coaches.</p> <p>2.3 Identify sport specific <i>risks</i> and <i>principles of risk management</i> that can be incorporated into coaching.</p> <p>2.4 Identify the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport.</p> <p>2.5 Analyse information to determine own specific responsibilities as a coach.</p> |
| <p>3. Develop coaching practices.</p> | <p>3.1 Identify the roles and responsibilities of coaches and <i>support personnel</i> according to specific <i>sport or activity skills</i> and <i>best practice principles</i>.</p> <p>3.2 Determine <i>coaching styles</i> appropriate to competition and participation.</p> <p>3.3 Obtain information on <i>game centred</i> and <i>technique centred</i> approaches to coaching.</p> <p>3.4 Identify a range of strategies to apply information sourced to role as a coach.</p> |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to identify, interpret and sort relevant information
- communication skills including active listening and questioning to obtain information and to provide a summary of information
- literacy skills to read and comprehend the content of plain English information documents about legal and ethical issues, industry accreditation schemes and codes of behaviour
- problem-solving skills to identify methods of incorporating risk management principles into sport specific coaching duties.

Required knowledge

- structure and function of the NCAS
- current sport specific rules, laws and regulations, best practice codes and principles
- NSO requirements for coaches, including member protection
- legal liability and duty of care
- ethical responsibilities of a coach
- state and territory specific requirements for working with children
- industry best practice equipment and safety requirements, including risk management principles
- organisational policies and procedures to enable all coaching activities
- coaching styles and practices applicable to a range of ages and learning abilities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- source general coaching information and apply this to role as a coach for a specific sport
- acquire general knowledge of the NCAS and the role of NSOs
- develop an understanding of the key legal obligations and ethical issues related to role as a coach for a specific sport, including member protection and risk management
- identify coaching styles, approaches and practices appropriate to the needs of different participants.

Context of and specific resources for assessment

- Assessment must ensure:
- knowledge of legal and ethical coaching practices as they relate to the individual's current or intended sport.
- Assessment must also ensure access to:
- appropriate communication technology, to facilitate the processes involved in sourcing coaching information
- to information sources in order to conduct research and collect sufficient information
- NSO sport specific rules, regulations and requirements for coaches for individual's chosen sport
- NCAS information and ASC Coaches code of behaviour
- plain English documents that describe key legislation and ethical responsibilities related to coaching
- specific sport or activity best practice principles, rules, policies and regulations related to coaching.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of legal and ethical responsibilities of a coach
- projects to research differing aspects of coaching and delivery of the sourced information in a brief written

or oral presentation

- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- written and oral questioning or interview to test knowledge the key content of legislation and industry codes of behaviour
- third-party reports from a supervisor detailing performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- formal and informal research
- media
- reference books
- legislation or plain English publications describing the law and responsibilities to comply
- Australian Sports Commission (ASC)
- libraries
- NSOs
- industry journals
- internet
- informal discussions and networking with officials
- industry seminars
- training courses
- participation in industry accreditation schemes
- industry codes of behaviour or ethics.

Sport specific information may include:

- codes of practice for coaches
- policies and procedures related to:
 - risk management
 - equipment:
 - availability
 - standard
 - maintenance
 - ratio of coach to participants
 - provision of first aid
 - facilities and location
 - security:
 - participants
 - support personnel
 - environment
- property.

Legal obligations may include:

- unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel

Legal issues may include:

- suspected physical or sexual abuse
- improper use of information.
- unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel
- suspected physical or sexual abuse
- improper use of information.

Ethical responsibilities may include:

- bullying
- physical, verbal and sexual harassment
- physical, verbal and sexual abuse
- inappropriate relationships
- drugs in sport
- inclusive practices
- cheating
- reporting ethical breaches
- maintaining professional standards of behaviour
- responding appropriately to participants, support personnel and parents or guardians.

Ethical issues may include:

- inappropriate behaviour of participants, coaches, instructors and support personnel
- cheating
- relationships between participants and coaches or instructors
- coach as role model regarding social drug use
- bullying
- dealing with non payment of fees
- dealing with difficult supporters or parents.

Risks may include:

- sport or activity-specific injuries
- illness
- adverse weather
- accidents
- hazardous objects
- inappropriate facilities or equipment
- level of challenge or difficulty
- insufficient supervision resulting in injury
- inappropriate behaviour resulting in injury.

Principles of risk management may include:

- relevant activity specific safety requirements (including personal protective equipment)
- injury prevention
- risk identification and hazard control

Support personnel may include:

- risk minimisation
- medical conditions and clearances
- safety requirements for spectators and support personnel
- adequate supervision and ratios
- record keeping of participant history
- emergency incident procedures.
- administrators and managers
- other coaches or instructors
- assistants
- volunteers
- officials
- sports scientists
- medical and allied health professionals
- parents and guardians.

Sport or activity skills may include:

- physical or motor skills
- tactical or mental skills
- a combination of physical and tactical, forming a sequence of skills.

Best practice principles may include:

- sport or activity-specific codes of behaviour and policies
- the ASC Coach Code of Behaviour
- organisation sport specific codes of behaviour
- national sport or activity organisation regulations and guidelines
- relevant national, state, territory or local government regulations and guidelines
- employer organisation's policies and procedures
- the culture of the sport or activity
- accepted or expected preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation.

Coaching styles may range from direct to indirect and include:

- friendly and approachable while maintaining a 'professional distance'
- directive regarding non-negotiable issues such as safety factors
- casual
- critical friend
- motivational
- disciplinarian
- humorous when appropriate
- organised and efficient
- supportive and encouraging.

Game centred refers to:

- learners playing the game (modified or mini) as the central organisational feature
- modified activities that emphasise specific tactics.

Technique centred refers to:

- skills are presented in a gradual fashion with successful repetition as a key objective
- skills facilitate development of movement patterns from elementary to mature, then applied to the game.

Unit Sector(s)

Sport

Competency Field

Sport Coaching