



**Australian Government**

# **SISSCO303 Plan and deliver coaching programs**

**Release: 1**

## SISSSCO303 Plan and deliver coaching programs

### 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	Replaces but is not equivalent to SISSCGP305A Plan coaching programs for junior sports players.  Competency outcome changed. Unit re-categorised from Coaching General Principles to Sport Coaching to better reflect the intent of the unit. Unit modified for generic application, not just junior players. Added delivery element to unit (previously only plan) and amended critical aspects accordingly.

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and deliver sports coaching programs. The unit focuses on the application of planning and organisational skills to determine developmental activities and delivery methods according to sports participants needs.

### Application of the Unit

This unit applies to those conducting coaching activities in a variety of sport contexts including schools and clubs.

### Licensing/Regulatory Information

Each National Sporting Organisation (NSO) has specific training and assessment requirements for industry accreditation of coaches. These requirements will vary between different sports and those developing training and assessment for this unit should undertake consultation with the relevant NSO or State Sporting Organisation (SSO) to determine any specific arrangements for courses, trainers and assessors to facilitate RPL for individuals to achieve the required registration status to operate as a coach in that sport.

## **Pre-Requisites**

SISSCO101 Develop and update knowledge of coaching practices.

## **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.

- |   |  |
|---|--|
| 1. Establish coaching program requirements. | <p>1.1 Clarify <i>needs and expectations</i> of participants.</p> <p>1.2 Identify special requirements according to participant needs, including characteristics of junior participants.</p> <p>1.3 Assess <i>readiness</i> of participants and confirm appropriate developmental goals.</p> <p>1.4 Identify and assess <i>constraints</i> and <i>risks</i> associated with designing learning programs for participants according to <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>1.5 Determine <i>resources</i> required for delivering the coaching program.</p> <p>1.6 Select delivery methods to suit group or individual learning needs and <i>participant characteristics</i>.</p> |
| 2. Develop a coaching program.              | <p>2.1 Design a <i>coaching program</i> that reflects participant characteristics, provides appropriate sequencing of skill acquisition and is inclusive of all participants.</p> <p>2.2 Document coaching programs in appropriate detail and required formats.</p> <p>2.3 Seek agreement on program plan from senior coaches where required.</p> <p>2.4 Confirm availability of appropriate resources and equipment with senior coaches where required.</p>   |
| 3. Deliver the program                      | <p>3.1 Communicate instructions and relevant information in a manner suitable to participants.</p> <p>3.2 Analyse individual participant and group progress against program goals and apply appropriate strategies to address <i>performance issues</i>.</p> <p>3.3 Devise skill development progression and regression activities according to needs of individuals and groups.</p> <p>3.4 Seek feedback from participants regarding their progress during the program and modify as required.</p> <p>3.5 Identify risks to participant safety and take action to minimise risk.</p>  |

- 3.6 Monitor venue, environment and equipment for availability, damage or deterioration and modify program as required.
- 4. Facilitate individual and group learning.
  - 4.1 Establish a coaching facilitation relationship with group using ***appropriate communication*** and ***interpersonal skills***.
  - 4.2 Initiate relationships with and between learners to foster a positive learning environment.
  - 4.3 Facilitate group dynamics to maintain engagement of all participants and ensure individual and group enjoyment.
  - 4.4 Recognise and manage ***inappropriate behaviour*** to maintain effective learning environment according to relevant legislation and organisational policies and procedures.
- 5. Identify and implement strategies to improve coaching.
  - 5.1 Seek ***feedback*** on quality of coaching, and areas for improvement.
  - 5.2 Evaluate personal experience and feedback from others to identify opportunities for improvement.
  - 5.3 Research current and emerging trends in coaching.
  - 5.4 Revise coaching program to incorporate improvements.

## Required Skills and Knowledge

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

### Required skills

- language and literacy skills to document coaching programs in required detail and formats
- communication skills to:
  - consult with participants and elicit information required to determine appropriate program to meet participant needs
  - source, interpret and confirm information to inform program planning
  - convey information about the safe use of equipment to participants
  - deliver engaging presentations to support coaching
- self-management skills to review and reflect on own coaching performance to facilitate personal development
- planning and organising skills to:
  - determine required venues and resources to provide an appropriate and safe learning environment for participants
  - source, allocate and coordinate resources and equipment necessary for planned coaching program
  - evaluate and manage risks associated with delivery of the coaching program
- problem-solving skills to:
  - develop sport-specific coaching programs with correct sequencing of learning activities that provide appropriate progression and regression
  - recognise and accommodate the needs and differences of learners of different ages and varying maturity and ability levels
  - select coaching styles and methods appropriate to the purpose of the coaching program and characteristics of participants
- literacy skills to document session plans
- technology skills to access internet and use digital equipment
- numeracy skills to support effective time management to structure coaching activities within available timeframes.

### Required knowledge

- physical, psychological and social characteristics of different participants and related stages for learning and coaching activities to enable the development of appropriate coaching programs
- appropriate sequencing of skill development progression and regression activities across coaching sessions suited to individuals and groups
- structure of coaching sessions and sequencing sessions in a program
- learning principles and delivery methods including those appropriate to junior learners
- activity or sport-specific knowledge including rules, technical and tactical fundamentals
- sport-specific equipment and resource requirements constraints and options
- techniques for the recognition and resolution of inappropriate behaviours to enable safe

and inclusive conduct of coaching programs

- characteristics of behaviours and abilities which may indicate learner difficulties
- risk-analysis processes to enable assessment of the potential impact of planned program on participant safety
- evaluation processes to enable improvements to be made to the program
- documentation and recording systems
- legislation and organisational policies and procedures to enable safe and ethical coaching programming.

## 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:

- design and document multi-session coaching plans to meet the diverse needs of a range of sports participants of differing ages and maturity levels
- apply knowledge of participant's physical and psychological development stage and related learning needs or capacities
- assess constraints and risks associated with developing coaching programs
- plan coaching programs and methods to deliver appropriate sequencing of skills that are consistent with professional codes of behaviour
- deliver, monitor and adjust coaching programs that meet the needs of participants and respond to problems or issues that arise.

#### Context of and specific resources for assessment

Assessment must ensure:

- design of coaching programs relevant to the individual's current or intended role that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- information on sports participants characteristics and learning goals
- coaching program templates or formats
- sporting venue or facility, participants and equipment
- resources required for planning and delivery of sports coaching programs.

#### 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:

- written or oral questioning to assess knowledge of organisational policies and procedures and legislative requirements when planning coaching
- portfolio of coaching programs and documentation
- observation of interacting with a range of participants, including conveying information for safe participation



- observation of dealing with contingencies, such as the changing availability of equipment or venues
- observation of delivering sessions as part of a coaching program
- observation of modification of coaching program based on feedback obtained
- 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:

- SISXCAI306A Facilitate groups
- sport specific technical units.

## 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.

*Needs and expectations* may include:

- physical
- emotional
- motivational
- psychological
- individual
- group.

*Readiness* may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- skill level
- injury and incapacity
- developmental stages
- social characteristics
- attention spans and motivation.

*Constraints* may include:

- access to industry experts
- access to sporting facilities and equipment
- access to practice opportunities
- cost of training
- time required
- scheduling
- numbers and groupings of participants.

*Risks* may include:

- inappropriate facilities or equipment
- inadequate equipment or resources
- level of challenge and difficulty
- inappropriate coaching methods to suit needs and characteristics of learner or learners
- overtraining
- adverse weather
- sport specific injuries
- illness
- accidents
- behaviour of participants
- inappropriate activities and instructions.

*Relevant legislation* may

- work health and safety

include:

- child protection
- anti-discrimination
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

***Organisational policies and procedures*** may include:

- work health and safety
- use and maintenance of equipment and resources
- time and budget requirements
- sporting bodies policies
- member protection
- codes of behaviour
- code of ethics.

***Resources*** may include:

- sport-specific facilities or venues
- playing fields, courts or pitches
- equipment
- technology
- support personnel
- other coaches.

***Participant characteristics*** may include:

- age
- maturity
- gender
- physical and psychological development
- ability
- preferred learning styles
- level of prior experience.

***Coaching programs*** may include:

- learning outcomes and goals
- sequencing of sessions
- resource requirements
- risk management strategies
- duration and focus of sessions
- participant's characteristics and needs
- long and medium term learning objectives.

***Performance issues*** may include:

- incorrect technique
- lack of motivation
- lack of attention.

***Appropriate communication*** may include:

- tone and level of voice
- clear and concrete presentations
- appropriate terminology and language to suit age group
- effective verbal and body language

***Interpersonal skills*** may include:

- critical listening and questioning skills and techniques
- constructive and supportive feedback.
- establishing trust
- building and maintaining rapport
- engaging and motivating learners
- developing a sense of fun
- demonstrating sensitivity to different levels of ability, diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- providing encouragement and support.

***Inappropriate behaviour*** may include:

- disruptive behaviour
- violent or inappropriate language
- verbal or physical abuse
- bullying
- insensitive verbal or physical behaviour towards other learners or the coach
- dominant or overbearing behaviour
- non-compliance with safety and other instructions.

***Feedback*** may include:

- verbal
- written
- video recording of session
- critical questioning and review of personal performance
- self-reflection or diary.

## **Unit Sector(s)**

Sport

## **Competency Field**

Sport Coaching