



**Australian Government**

# **SISSSCO513 Plan and implement high performance training and recovery programs**

**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 SISXCAI507A Implement high-performance training programs.</p> <p>Competency outcome changed. Re-categorised from Cross-Sector Coaching and Instruction field to Sport Specific Sport Coaching Field. Aspects from SISSCGP412A Implement recovery programs and SISSCGP414A Implement water based training programs have been included to reflect the more holistic approach that is now used by high performance coaches.</p>

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sport-specific knowledge to implement a high-performance training program designed to refine the skills and performance of individuals participating at a high level.

## Application of the Unit

This unit applies to coaches working with individuals or teams at a minimum of state representative level.

## Licensing/Regulatory Information

No licensing, legislative, 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.

- |   |   |
|---|---|
| <p>1. Assess athlete ability to meet the demands of high-level performance.</p> | <p>1.1 Identify <b><i>requirements of high-level performance</i></b> for the athlete's sport.</p> <p>1.2 Use approved <b><i>assessment methods</i></b> appropriate to demands of participation in the activity to assess athlete fitness and skill levels.</p> <p>1.3 Measure, record and evaluate data obtained from assessment activities against current identified <b><i>demands of participation</i></b>.</p> <p>1.4 Establish high-performance athlete aims and priorities for the training program.</p> <p>1.5 Establish agreed program needs and objectives.</p>  |
| <p>2. Plan a training and recovery program to meet athlete requirements.</p>    | <p>2.1 Investigate current national and international trends and innovations in high performance training program design.</p> <p>2.2 Implement <b><i>principles of high performance training program design</i></b> to meet identified needs of athlete and high-performance objectives of the sport.</p> <p>2.3 Consider competition requirements and align <b><i>competition opportunities</i></b> within training program.</p> <p>2.4 Incorporate <b><i>cross training</i></b> opportunities where appropriate.</p> <p>2.5 Incorporate <b><i>principles of recovery</i></b> into training program design.</p> <p>2.6 Identify and select <b><i>equipment</i></b> and <b><i>resource requirements</i></b> for each stage of the program.</p> <p>2.7 Include <b><i>evaluation methods</i></b> to monitor training program.</p> <p>2.8 Schedule and document all aspects of training program.</p> |
| <p>3. Implement the program.</p>  | <p>3.1 Explain and demonstrate safe performance of exercises and activities.</p> <p>3.2 Explain and demonstrate safe use of equipment according to manufacturer instructions.</p> <p>3.3 Use <b><i>motivation techniques</i></b> to enhance athlete performance.</p>  |
| <p>4. Monitor and adjust the training and recovery program.</p>                 | <p>4.1 Monitor and modify athlete progress in consultation with <b><i>support personnel</i></b>.</p> <p>4.2 Identify errors, potential problems and areas for improvement in</p>  |

- performance and communicate these with athlete.
- 4.3 Monitor skill performance, physical performance and ***athlete wellbeing*** throughout training program and adapt coaching methods and instructional styles where applicable.
  - 4.4 Adjust sessions or training program according to results of ***monitoring***.
  - 4.5 Provide feedback to athlete to improve performance.
  - 4.6 Evaluate training and recovery program according to methods outlined in plan and in consultation with athlete and support personnel.
  - 4.7 Identify symptoms of negative adaptation.
  - 4.8 Refer athletes who have symptoms of negative adaptation to relevant support personnel.
5. Manage competitive or performance events during the program.
- 5.1 Address relevant competitive and or performance strategies, tactics and support needs.
  - 5.2 Continually monitor high-performance athlete condition throughout ***competition events*** to determine factors that affect performance.
  - 5.3 Implement changes according to results of monitoring.

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - ensure requirements of athletes are understood and included in planning
  - ensure aspects of a training program are understood and agreed upon by the athletes
- planning and organising skills to enable the planning of a high-performance training program to meet identified athlete needs
- literacy and numeracy skills to effectively schedule, document and evaluate results of high-performance training programs
- research skills to obtain information on trends, innovations and best practice principles of the sport and high-performance training methods
- teamwork skills to:
  - coach and motivate an individual in a high-performance training program
  - liaise effectively with support personnel.

### Required knowledge

- relevant activity or sport-specific knowledge, including rules and regulations, to coach the skills being included in the training program
- advanced principles of skill acquisition in order to plan and deliver high-performance training programs to meet identified needs
- anatomy, physiology and biomechanics to enable effective and safe planning and implementation of high-performance training programs, including:
  - type and the structure of joints as they relate to joint mobility, joint integrity and risk of injury
  - major muscles, their actions, and the role of muscles during contraction
  - structure and function of the musculoskeletal system
  - structure of the cardio-respiratory system and the relationship between exercise intensity and circulatory and ventilation responses
- organisational policies and procedures to enable the safe and appropriate conduct and recording of long-term training programs and maintain confidentiality of participant information
- National Sporting Organisation (NSO) best practice principles
- equipment manufacturer information and organisational requirements to enable the safe and effective use of exercise and training equipment.

## 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:

- assess athlete needs and develop and implement a training program to meet objectives for high-performance situations in line with current trends, innovations and best practice principles of the sport
- plan training sessions that meet athlete expectations, comply with legislative and organisation requirements, and allow the individual to demonstrate the use of training techniques used during a high-performance training program
- apply knowledge of anatomy, physiology and biomechanics and principles of recovery to the development of a high-performance training program
- evaluate and modify the training program according to feedback received and the results of evaluation procedures
- monitor and manage competitive and or performance situations during a long-term program.

#### Context of and specific resources for assessment

Assessment must ensure:

- development and implementation of multiple high-performance training programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment with appropriate facilities, equipment and materials
- a range of athletes with real or simulated training goals
- documentation such as athlete performance history and manufacturer specifications for equipment use.

#### 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:

- observation of preparing and planning for a long-term training program, including the assessment of athletes
- observation of interacting with a range of athletes, including conveying information for safe participation in training program sessions and monitoring the use of

equipment

- oral and or written questioning to assess knowledge of the body systems being developed through the implementation of a range of exercises
- portfolio of training plans and evaluation measures
- third-party reports from a supervisor detailing appropriate work performed by the individual.

**Guidance information for assessment**

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

- SISSSCO304 Customise coaching for athletes with specific needs
- SISXCAI305A Conduct individualised long-term training programs.

## 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.

***Requirements of high-level performance*** may include:

- physiological and fitness targets
- psychological targets
- tactical and strategic approaches
- skill performance or technique development targets
- competition or performance targets.

***Assessment methods*** may include:

- performance in the activity
- tests of skills, techniques, tactics and strategies
- tests of psychological and physiological readiness.

***Demands of participation*** may include:

- psychological and physiological
- skills
- techniques
- tactics
- strategies.

***Principles of high performance training program design*** may include:

- specificity
- progressive overload
- rest and recovery
- reversibility
- frequency
- intensity
- duration
- periodisation
- tapering
- peaking
- individuality and maintenance.

***Competition opportunities*** may include:

- leagues
- local
- pre-season
- regional
- national
- state
- benchmark international events.

***Cross training*** may include:

- land based complementary activities



***Principles of recovery*** may include:

- water based fitness and recovery activities.
- training stimulus
- adaptation
- tapering
- training volume and intensity
- planning for recovery.

***Equipment*** may include:

- cardiovascular
- free weight
- hydraulic
- exercise balls
- sport specific
- bars
- steps
- bands
- resistance
- pin-loaded
- electronically-braked
- air-braked
- pool-based.

***Resource requirements*** may include:

- ratio of coaches to athletes
- ratio of equipment to athletes
- equipment
- time
- finance
- transport
- accommodation.

***Evaluation methods*** may include:

- fitness assessments
- lab assessments
- discussions
- training and competition performances
- training diaries.

***Motivation techniques*** may include:

- goal setting
- positive feedback.

***Support personnel*** may include:

- classifiers
- disability specific
- sport administrators
- team managers
- gear stewards
- other coaches
- competition managers
- facility managers

- fitness professionals
- officials
- sports physician
- sports trainer
- sports doctor
- parent or guardian
- physiotherapist
- accredited exercise physiologist
- sports scientist
- remedial massage therapist
- accredited practising dietician
- psychologist.

***Athlete wellbeing*** may include:

- injury status
- psychological status
- emotional status
- general self-esteem
- anger and or stress management
- detraining
- health
- self-discipline.

***Monitoring*** may include:

- questioning and discussing
- observing
- cross-referencing
- ongoing functional assessments of performance
- consulting with other support personnel or specialists.

***Competition events*** may include:

- state
- national
- international
- amateur
- professional.

## **Unit Sector(s)**

Sport

## **Competency Field**

Sport Coaching