



Australian Government

Department of Education, Employment and Workplace Relations

SISXCAI305A Conduct individualised long-term training programs

Release: 1

SISXCAI305A Conduct individualised long-term training programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to apply sport or activity-specific knowledge to plan, implement and evaluate long-term training programs designed to develop an individual's sporting capacity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals and groups. The unit is applicable to those working with individuals and sporting groups, in fitness centres, gyms or autonomously in the fitness industry.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify participant needs.	<p>1.1. Analyse participant requirements in selected activity according to the positional or discipline demands of the activity.</p> <p>1.2. Develop participant profiles using assessment measures.</p> <p>1.3. Establish fixed points of the program and identify phases within the long-term program.</p> <p>1.4. Identify participant's specific needs to be addressed by the long-term training program.</p> <p>1.5. Develop objectives for the long-term program and each phase of the program, in consultation with the participant.</p> <p>1.6. Identify the need for support personnel within the program.</p>
2. Plan the long-term training program for an individual.	<p>2.1. Select exercises and training methods to meet the identified needs and objectives of the program.</p> <p>2.2. Incorporate a competition or performance strategy into the program where applicable.</p> <p>2.3. Identify equipment and resource requirements for each stage of the program.</p> <p>2.4. Select equipment and exercises within the program according to organisational policies and procedures and relevant legislation.</p> <p>2.5. Include evaluation methods to monitor the program.</p> <p>2.6. Select training methods to meet the needs and expectations of the participant.</p> <p>2.7. Schedule and document all aspects of the program.</p>
3. Deliver the long-term training program.	<p>3.1. Explain and demonstrate a range of warm-up exercises to prepare participants for activity or competition according to the basic principles of biomechanics and best practice.</p> <p>3.2. Explain and demonstrate safe performance of exercises and activities.</p> <p>3.3. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions.</p> <p>3.4. Monitor and document skill performance, fitness levels and wellbeing of participant throughout the program.</p> <p>3.5. Monitor and adjust incorrect or unsafe exercise</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>technique by the participant during the program.</p> <p>3.6. Liaise with other coaches and instructors in cases where they work with the same participant.</p> <p>3.7. Use motivation techniques to encourage adherence to the program.</p> <p>3.8. Explain and demonstrate a range of <i>cool-down</i> exercises to aid recovery from activity or competition according to the <i>basic principles of biomechanics</i>.</p>
4. Evaluate and modify the long-term training program.	<p>4.1. Evaluate the program according to methods outlined in the plan and in consultation with participant and support personnel.</p> <p>4.2. Use <i>testing methods</i> to assess ongoing participant progress.</p> <p>4.3. Evaluate own performance using self-reflection methods and identify potential improvements for future performances.</p> <p>4.4. Make modifications to the program where required in response to <i>feedback</i> from <i>participant and own self-reflection outcomes</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning and organising skills to enable the planning of an individualised long-term training program to meet identified needs
- communication skills to demonstrate particular aspects of the long-term training program to participants and ensure they are understood
- literacy and numeracy skills to schedule, document and evaluate results of long-term training programs
- teamwork skills to:
 - coach and motivate an individual through a long-term training program
 - liaise with other coaches or instructors.

Required knowledge

- biomechanics, anatomical systems and the principles of skill acquisition to enable effective planning and preparation of long-term training programs

REQUIRED SKILLS AND KNOWLEDGE

- periodisation and growth and development necessary to enable effective planning and preparation of long-term training programs
- legislation to enable the safe conduct of program activities
- rules and regulations of the relevant governing body for each sport or activity
- organisational policies and procedures to enable safe and effective planning and conduct of individualised long-term training programs
- equipment for identified sport or activity to enable the selection and safe use of appropriate equipment.

Evidence Guide

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 following is essential:

- assesses participant needs, and develops a long-term training program to meet objectives
- plans and conducts individualised training sessions that meet participant expectations, comply with legislative and organisational requirements, and demonstrate use of a range of training techniques
- evaluates and modifies the training program according to feedback received and the results of evaluation procedures.

Context of and specific resources for assessment

Assessment must ensure development and implementation of multiple long-term training programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- sport or activity-specific facilities, equipment and materials
- a range of athletes with real or simulated training goals
- documentation, such as participants' 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 participants, including conveying information for safe participation in long-term training program sessions and monitoring the use of equipment
- oral and or written questioning to assess knowledge of relevant exercises for specific training needs

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • portfolio of training plans and evaluation measures • third-party reports from a supervisor detailing appropriate work performed by the candidate. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • SISSSPT303A Conduct basic warm-up, stretching and cool-down programs • SISSSTC402A Develop strength and conditioning programs.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>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 candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Participants</i> may include:	<ul style="list-style-type: none"> • different ages • those with specific training goals • experienced and inexperienced • competitors in team or individual sports • amateur and professional.
<i>Assessment measures</i> may include:	<ul style="list-style-type: none"> • field assessments of fitness components • interviews with participants • observation of performance • performance history • training diary.
<i>Fixed points</i> may include:	<ul style="list-style-type: none"> • structure of competition or performance • facilities • rules • individual and team involvement • intended peaks

RANGE STATEMENT	
	<ul style="list-style-type: none"> • selection dates and criteria • participants' lifestyles • support personnel.
<i>Phases</i> may include:	<ul style="list-style-type: none"> • macro-cycles • micro-cycles • meso-cycles • pre-season • in-season • post-season.
<i>Specific needs</i> may include:	<ul style="list-style-type: none"> • physical • psychological • tactical • technical • leadership • competition or performance • disability or special needs.
<i>Objectives</i> may include:	<ul style="list-style-type: none"> • participant enjoyment • competition or performance • tactical • leadership • social.
<i>Support personnel</i> may include:	<ul style="list-style-type: none"> • coach or instructor • manager • administrator • sports scientist • sports medicine provider • agent • parent or guardian.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • cardiovascular • free weight • hydraulic • exercise balls • bars • steps • bands • resistance • pin-loaded • electronically-braked • air-braked

RANGE STATEMENT	
	<ul style="list-style-type: none"> pool-based.
<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> ratio of coaches to athletes ratio of equipment to athletes facilities time.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> occupational health and safety emergency procedures risk-analysis procedures confidentiality assessment procedures selection, use and storage of equipment time constraints and scheduling requirements code of ethics.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> occupational health and safety equal opportunity anti-discrimination privacy consumer protection.
<i>Evaluation methods</i> may include:	<ul style="list-style-type: none"> fitness assessments lab assessments discussion with participants training and competitive performances training diaries.
<i>Training methods</i> may include:	<ul style="list-style-type: none"> specificity progressive overload rest and recovery reversibility frequency intensity duration periodisation tapering peaking individuality maintenance.
<i>Basic principles of biomechanics</i> may include:	<ul style="list-style-type: none"> centre of gravity base of support levers fulcrums

RANGE STATEMENT	
	<ul style="list-style-type: none"> major muscle actions.
<i>Best practice</i> may include:	<ul style="list-style-type: none"> industry code of ethics industry code of conduct sports trainer regulations and guidelines relevant national, state and territory, or local government regulations and guidelines.
<i>Testing methods</i> may include:	<ul style="list-style-type: none"> discussions physical ability tests trials performances in familiar and unfamiliar environments subjective assessments.

Unit Sector(s)

Unit sector	Cross Sector
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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