



Australian Government

SISXCAI305A Conduct individualised long-term training programs

Release: 3

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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
3	Reduction of repetition. No changes to competency outcome. Title change to better reflect the scope of the unit.

Unit Descriptor

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 individual sporting or physical capacity.

Application of the Unit

This unit applies to coaches working with individuals or teams. It also applies to fitness instructors, specialised exercise trainers or personal trainers 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.

Licensing/Regulatory Information

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

Pre-Requisites

No 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. Identify participant needs.</p> | <p>1.1. Analyse <i>participant</i> requirements in selected activity according to the positional or discipline demands of the activity or sport.</p> <p>1.2. Develop participant profiles using <i>evaluation measures</i>.</p> <p>1.3. Establish <i>fixed points</i> of the program and identify <i>phases</i> within the long-term program.</p> <p>1.4. Identify <i>specific needs</i> of participants to be addressed by the long-term training program.</p> <p>1.5. Develop <i>objectives</i> for the long-term program and each phase of the program, in consultation with the participant.</p> <p>1.6. Identify the need for <i>support personnel</i> within the program.</p> |
| <p>2. Plan the long-term training program for an individual.</p> | <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 <i>equipment</i> and <i>resource requirements</i> for each stage of the program.</p> <p>2.4. Select equipment and exercises within the program.</p> <p>2.5. Include evaluation measures to monitor the program.</p> <p>2.6. Select <i>training methods</i> to meet the needs and expectations of the participant.</p> <p>2.7. Schedule and document all aspects of the program.</p> |
| <p>3. Deliver the long-term training program.</p> | <p>3.1. Explain and demonstrate a range of warm-up exercises to prepare participants for activity or competition according to the <i>basic principles of biomechanics and best practice</i>.</p> <p>3.2. Explain and demonstrate safe performance of exercises and activities.</p> |

ELEMENT**PERFORMANCE CRITERIA**

- 3.3. Explain and demonstrate safe use of equipment according to manufacturer instructions.
 - 3.4. Monitor and document skill performance, fitness levels and wellbeing of participant throughout the program.
 - 3.5. Monitor and adjust incorrect or unsafe exercise technique by the participant during the program.
 - 3.6. Liaise with other coaches, instructors and *support personnel* in cases where they work with the same participant.
 - 3.7. Use motivation techniques to encourage adherence to the program.
 - 3.8. Explain and demonstrate a range of cool-down exercises to aid recovery from activity or competition according to the basic principles of biomechanics.
4. Evaluate and modify the long-term training program.
 - 4.1. Evaluate the program according to methods outlined in the plan and in consultation with participant and support personnel.
 - 4.2. Use evaluation measures to assess ongoing participant progress.
 - 4.3. Evaluate own performance using self-reflection methods and identify potential improvements for future performances.
 - 4.4. Make modifications to the program where required in response to feedback from participant and own self-reflection outcomes.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to enable the design 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 and maintain confidentiality of participant information
- teamwork skills to:
 - coach and motivate an individual through a long-term training program
 - liaise with other coaches, fitness personnel or instructors.

Required knowledge

- biomechanics, anatomical systems and the principles of skill acquisition to enable effective planning and preparation of long-term training programs
- 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 and related organisation policies and procedures to enable the selection and safe use of appropriate 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 ability to:

- assess participant needs, and develop a long-term training program to meet objectives
- plan and conduct individualised training sessions that meet participant expectations, comply with legislative and organisational requirements, and demonstrate use of a range of training techniques
- evaluate and modify 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 or individuals with real or simulated training goals
- documentation, such as participant 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 or individuals
- 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

Guidance information for assessment

- portfolio of training plans and evaluation measures
- third-party reports from a supervisor detailing appropriate work performed by the individual.

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

- SISSSPT303A Conduct basic warm-up, stretching and cool-down programs
- SISSSTC402A Develop strength and conditioning 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 candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participants may include:

- different ages
- those with specific training goals
- experienced and inexperienced
- competitors in team or individual sports
- amateur and professional.

Evaluation measures may include:

- field assessments of fitness components
- interviews or discussions with participants
- lab assessments
- performance history
- performances in familiar and unfamiliar environments
- subjective assessments
- training and competitive performances
- training diary
- trials.

Fixed points may include:

- structure of competition or performance
- facilities
- rules
- individual and team involvement
- intended peaks
- selection dates and criteria
- participants' lifestyles
- support personnel.

Phases may include:

- macro-cycles
- micro-cycles
- meso-cycles
- pre-season
- in-season
- post-season.

Specific needs may include:

- physical
- psychological
- tactical
- technical
- leadership

- Objectives** may include:
- competition or performance
 - disability specific requirements.
 - participant enjoyment
 - competition or performance
 - tactical
 - leadership
 - social.
- Support personnel** may include:
- classifiers
 - disability specific
 - sport administrators
 - team managers
 - gear stewards
 - other coaches
 - competition managers
 - facility managers
 - fitness professionals
 - sports physician
 - sports trainer
 - sports doctor
 - officials
 - parent or guardian
 - physiotherapist
 - accredited exercise physiologist
 - sports scientist
 - remedial massage therapist
 - accredited practising dietician
 - psychologist.
- Basic principles of biomechanics** may include:
- centre of gravity
 - base of support
 - levers
 - fulcrums
 - major muscle actions.
- Components of fitness** may include:
- speed
 - strength
 - power
 - endurance
 - agility.
- Best practice** may include:
- industry code of ethics
 - industry code of behaviour
 - National Sporting Organisation guidelines
 - sports trainer regulations and guidelines
 - relevant national, state and territory, or local

government regulations and guidelines.

Equipment may include:

- cardiovascular
- free weight
- hydraulic
- sport specific
- exercise balls
- 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
- facilities
- support personnel
- time.

Training methods may include:

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

Unit Sector(s)

Cross Sector.

Competency Field

Coaching and Instruction.