



Australian Government

SISSSCO003 Meet participant coaching needs

Release: 1

SISSSCO003 Meet participant coaching needs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to adapt coaching practices in a specific sport to meet individual participant needs from a diverse range of population groups including but not limited to:

- boys
- girls
- adolescent boys
- adolescent girls
- adult men
- adult women
- pregnant women
- older adults
- those with a physical disability
- those who are deaf or hard of hearing
- the blind and visually impaired
- those with an intellectual disability
- culturally and linguistically diverse groups.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Pre-requisite Unit

Nil

Competency Field

Sport Coaching

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Identify individual participant coaching needs.

2. Conduct coaching to meet individual participant needs.

3. Evaluate inclusive coaching practices.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Use questioning to identify and confirm individual participant needs, expectations and preferences.
- 1.2. Apply principles of classification to determine disability class for participants with a disability.
- 1.3. Assess participant functional ability and developmental readiness to acquire and perform sport-specific skills.
- 1.4. Review individual participant needs to identify potential inclusion barriers and coaching risks.

- 2.1. Customise session plans to address potential inclusion barriers and mitigate coaching risks.
- 2.2. Select and adapt equipment, coaching practice and communication styles to meet participant needs.
- 2.3. Maintain professional boundaries with participants according to organisational policies and procedures.
- 2.4. Monitor participation engagement, performance and safety risks and adjust coaching practices to maximise inclusion and training outcomes.

- 3.1. Monitor sessions to identify opportunities for increasing inclusion and improving training outcomes.
- 3.2. Seek feedback from others to identify areas to improve own coaching practice.
- 3.3. Reflect on own coaching practice to identify areas for improvement.
- 3.4. Recognise own limitations in supporting inclusion and seek advice to address.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

Reading skills to:

DESCRIPTION

- interpret participant information to identify individual participant needs
- interpret organisational policies and procedures relevant to inclusion.

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|--------------------------------|---|
| Writing skills to: | <ul style="list-style-type: none">• document modifications to session plans in required detail and format. |
| Oral communications skills to: | <ul style="list-style-type: none">• use appropriate language to engage participant population groups• ask open and closed questions and actively listen to determine and meet individual participant needs• interact respectfully with diverse population groups. |
| Learning skills to: | <ul style="list-style-type: none">• reflect on personal coaching approaches with diverse population groups as part of the review process. |
| Problem-solving skills to: | <ul style="list-style-type: none">• respond to individual needs of participants from diverse population groups. |

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISSSCO003 Meet participant coaching needs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- plan, conduct and evaluate three sport-specific coaching sessions on three occasions for a duration of at least 30 minutes each that involves:
 - customising the session plans to meet the individual needs of participants from two of the following population groups:
 - boys
 - girls
 - adolescent boys
 - adolescent girls
 - adult men
 - adult women
 - pregnant women
 - older adults
 - those with a physical disability
 - those who are deaf or hard of hearing
 - the blind and visually impaired
 - those with an intellectual disability
 - culturally and linguistically diverse groups
 - applying inclusive and non discriminatory coaching practices.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- organisational policies and procedures applicable to meeting individual participant needs
- key areas of diversity, their characteristics and ways to accommodate in coaching practices:
 - culture, race and ethnicity
 - disability
 - religious and spiritual beliefs
 - gender

- generational differences
- sexual orientation and identity
- principles of inclusion in sport:
 - inclusive learning and participation
 - how to be inclusive as a coach
 - barriers to inclusion
 - benefits versus risk of participation
- types and characteristics of specific population groups:
 - boys
 - girls
 - adolescent boys
 - adolescent girls
 - adult men
 - adult women
 - pregnant women
 - older adults
 - those with a physical disability
 - those who are deaf or hard of hearing
 - the blind and visually impaired
 - those with an intellectual disability
 - culturally and linguistically diverse groups
- factors that affect participant ability to acquire skills:
 - participation and competitive motivations
 - medical needs
 - levels of support and care
 - physical
 - previous experience
 - level of literacy skills
 - level of numeracy skills
 - cognitive factors
 - religious beliefs
 - communication strategies
 - cultural values
 - social characteristics
 - level of ability
 - impact of disability
 - aging processes
 - range of movement
 - safety factors
 - recovery techniques

- functional ability
- coaching practice adaptations:
 - coaching methods
 - equipment adaptations
 - duration of activity
 - type of activity
- development and maturation:
 - stages of growth and development
 - long term growth considerations versus early specialisation
 - impact of puberty:
 - physical
 - social
 - differences between males and females
 - overtraining and overuse in young participants
- classification systems to enable equitable competition among participants with similar functional ability and medical conditions
- competition options, rules and requirements for participants from specific population groups
- needs of female participants
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community-based sport environment. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water
- sport-specific facilities, equipment and resources
- organisational policies and procedures related to meeting participant needs
- organisational safety, emergency response and first aid procedures
- National Sporting Organisation policies applicable to inclusion.

Assessment must ensure use of:

- a sport-specific session plan
- specific population group participants specified in the Performance Evidence.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

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