



Australian Government

SISXCAI005 Conduct individualised long-term training programs

Release: 1

SISXCAI005 Conduct individualised long-term training programs

Modification History

Not applicable.

Application

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 skills or physical capacity.

This unit applies to sport, fitness or recreation professionals working with individuals, groups or teams. These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Coaching and Instruction

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Identify participant needs and expectations.

2. Plan the program.

PERFORMANCE CRITERIA

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

- 1.1 Review and analyse participant requirements according to demands of the activity.
- 1.2 Develop participant profiles using evaluation measures.
- 1.3 Establish fixed points and phases of the program.
- 1.4 Identify specific participant needs to be addressed by the program.
- 2.1 Develop program goals and phase objectives in consultation with participant.

- 2.2 Identify need for support personnel within the program.
 - 2.3 Select exercises/drills and training methods to meet identified needs and objectives of the program.
 - 2.4 Identify staff, equipment and resource requirements for each phase of the program.
 - 2.5 Develop evaluation measures to monitor the program.
 - 2.6 Schedule and document all aspects of the program.
3. Deliver long-term training program.
 - 3.1 Explain and demonstrate exercises/drills, techniques and equipment to participants.
 - 3.2 Monitor and document skill performance, fitness levels and wellbeing of participant throughout the program.
 - 3.3 Monitor participant and adjust incorrect or unsafe techniques, as required.
 - 3.4 Liaise with other coaches, instructors and support personnel working with the participant.
 - 3.5 Use motivation techniques to encourage program adherence.
4. Evaluate and modify training program.
 - 4.1 Seek feedback from participant and other personnel, as required.
 - 4.2 Review own performance and identify potential improvements.
 - 4.3 Modify program where required in response to feedback from participant and own self-reflection outcomes.

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	DESCRIPTION
Oral communications skills to:	explain particular aspects of the long-term training program to participants and confirm participant understanding.
Teamwork skills to:	coach and motivate an individual through a long-term training program.

Unit Mapping Information

SISXCAI305A Conduct individualised long term training programs

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for SISXCAI005 Conduct individualised long-term training programs

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 at least five long-term training programs for participants with different individual sporting skills or physical capacity, incorporating:
 - • explanation and demonstration of:
 - suitable skills-related exercises/drills and techniques
 - progressive skill acquisition and whole or part skills drills
 - warm-up and cool-down exercises/techniques
 - tactical, competition or performance
 - a variety of appropriate training methods for:
 - specificity
 - rest and recovery
 - reversibility
 - frequency
 - intensity
 - duration
 - periodisation
 - tapering
 - peaking
 - individuality
 - maintenance.

Knowledge Evidence

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

- basic aspects of legislation related to planning, conducting and evaluating long-term sport, fitness or recreation programs:
 - work health and safety/occupational health and safety requirements
 - equal opportunity and anti-discrimination
 - privacy and confidentiality
 - working with children requirements

- organisational policies and procedures related to planning, conducting and evaluating programs:
 - safety procedures
 - risk analysis processes
 - communication protocols
 - roles and responsibilities of different people, and types of tasks undertaken
 - reporting channels
 - reporting and record keeping
 - frequency and scope of equipment checks
- components of long-term training programs:
 - objectives
 - equipment
 - time
 - location
 - content
 - order
 - phases: warm-up, conditioning, cool-down
- participant needs:
 - competition or performance targets
 - assist with self-improvement
 - fitness targets
 - lifestyle adjustments
 - social opportunities
- resource requirements for sessions:
 - physical
 - human
 - financial
 - transport and related logistical
- assessment and training requirements to address:
 - progressive skill acquisition
 - whole or part skills drills
 - skill-related components of fitness
 - health-related components of fitness
- training methods and related programming techniques for:
 - specificity
 - rest and recovery
 - reversibility
 - frequency
 - intensity
 - duration

- periodisation
- tapering
- peaking
- individuality
- maintenance
- fixed points in programs:
 - structure of competition or performance
 - facilities
 - rules
 - individual and team involvement
 - intended peaks
 - selection dates and criteria
 - participant lifestyle
 - support personnel
- likely demands of participants and sessions:
 - physical
 - emotional
 - psychological
 - group
 - individuals within groups
 - disability requirements
- objectives of participant and program:
 - participant enjoyment
 - competition or performance targets
 - tactical
 - leadership
 - social
- evaluation measures:
 - field assessments of fitness components
 - field assessments of skill components
 - interviews or discussions with participants
 - performance history
 - performance in familiar and unfamiliar environments
 - subjective assessments
 - training and competitive performances
 - training diary
 - trials
- biomechanics, anatomical systems and the principles of skill acquisition to enable effective planning and preparation of long-term training programs:
 - levers

- centre of gravity
- base of support
- fulcrum
- major muscle actions
- principles of periodisation:
 - microcycle
 - mesocycle
 - macrocycle
 - annual planning and phasing:
 - preparatory phase
 - competitive phase
 - transition phase
- periodisation and growth and development necessary to enable effective planning and preparation of long-term training programs
- equipment for identified sport or activity
- role of support personnel in long-term training programs.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
 - safety, e.g. helmets, head gear, gloves
 - the participant can participate in program activities, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
 - program plans
 - program and equipment checklists
 - participant feedback or evaluation forms
- appropriate:
 - ratio of support personnel e.g. coaches to athletes
 - ratio of equipment to athletes
 - time period
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
 - staff and participants in an industry workplace who are assisted by the individual during the assessment process or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop and implement several long-term training programs for a range of participants and activities over an industry realistic period of time.

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

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