



Australian Government

Department of Education, Employment and Workplace Relations

SISSCGP201A Apply legal and ethical coaching practices

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply legal and ethical coaching practices that comply with specific sport or activity best practice principles.

Application of the Unit

This unit applies to those coaching sessions or programs for a range of sports or activities. This may include those coaching sports such as tennis, basketball or rugby in training and or competition settings such as courts and fields.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

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.

1. Apply legal responsibilities to coaching.

- 1.1. Identify ***legal responsibilities*** according to ***sport or activity requirements, participants and organisational policies and procedures***.
- 1.2. Analyse the application of sport or activity-specific legal responsibilities to own role as a coach.
- 1.3. Develop ***strategies*** to manage possible ***legal issues*** and ***risks*** associated with coaching.

2. Apply ethical responsibilities to coaching or instruction.

- 2.1. Identify ***ethical responsibilities*** according to sport or activity requirements, participants and organisational policies and procedures.
- 2.2. Analyse the application of sport or activity-specific ethical responsibilities to own role as coach or instructor.
- 2.3. Develop strategies to manage possible ***ethical issues*** associated with coaching or instruction.

3. Develop coaching practices.

- 3.1. Identify the roles and responsibilities of coaches and ***support personnel*** according to specific ***sport or activity skills*** and ***best practice principles***.
- 3.2. Determine ***coaching styles*** appropriate to the sport or activity and ensure interaction with participants and support personnel is professional.
- 3.3. Access ***relevant information*** according to organisational policies and procedures, and sport or activity ***rules, policies and regulations***.
- 3.4. Prepare and implement ***session plans*** according to the specific skill development requirements, legal and ethical responsibilities and participant's needs and ***learning styles***.
- 3.5. Provide a ***model of good practice*** to participants and support personnel.

Required Skills and Knowledge

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

Required skills

- planning and organisation skills to ensure sports or activities are structured appropriately and are compliant with legal and ethical standards
- communication and interpersonal skills to:
 - support coaching roles and responsibilities
 - clearly convey information about skills and safety aspects
- interact with participants and support personnel in a professional and ethical manner
- literacy skills to:
 - research legal and ethical responsibilities
 - interpret relevant information and prepare session plans
- problem-solving skills to:
 - analyse the effectiveness of coaching styles and make appropriate modifications where necessary
 - anticipate and respond appropriately to non-routine situations and potential risks.

Required knowledge

- legal responsibilities and organisational policies and procedures to enable all coaching activities to be conducted safely and ethically
- sport or activity rules, policies and regulations and best practice codes and principles to support legal, ethical and professional practice
- locations or facilities to assist in the planning process and enable management of potential risks and any special restrictions that may apply
- coaching or instruction techniques and practices applicable to a range of ages and learning abilities
- principles of growth, development and learning styles to enable the selection and sequencing of appropriate activities for different needs and preferences.

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:

- carries out coaching role in a professional manner according to organisational policies and procedures, legal and ethical standards and sport or activity-specific codes of conduct
- anticipates legal and ethical issues that may arise during sport or activities, and manages these appropriately according to legal requirements and sport or activity codes of conduct
- determines coaching styles appropriate to the needs of participants and develops session plans according to best practice principles and specific rules, policies and regulations.

Context of and specific resources for assessment

Assessment must ensure application of legal and ethical coaching practices as they relate to the candidate's current or intended sport.

Assessment must also ensure access to:

- resources and information regarding legal and ethical information and organisational policies and procedures
- specific sport or activity best practice principles, rules, policies and regulations, and information outlining the skills to be developed
- participants to take part in the specific sport or activity
- equipment and suitable location or facility to coach or instruct the sport or activity.

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:

- oral or written questioning to assess knowledge of legal and ethical responsibilities of a coach or instructor
- observation of safe coaching activities, including management of potential legal or ethical issues
- third-party reports from a supervisor detailing

performance.

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

- SISSCGP304A Coach junior sports players.

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.

Legal responsibilities may include:

- occupational health and safety
- equal opportunity
- anti discrimination
- fair trading practices
- duty of care
- negligence
- waivers and exclusion clauses
- insurance
- working with children
- mandatory reporting
- disability discrimination
- racial vilification and harassment
- racial discrimination
- privacy and confidentiality
- principles of natural justice.

Sport or activity requirements may include:

- equipment:
 - availability
 - standard
 - maintenance
- ratio of coach to participants
- provision of first aid
- facilities and location
- security:
 - participants
 - support personnel
 - environment
 - property.

Participants may include:

- experienced or inexperienced
- adults
- children
- infants
- school or youth groups
- club members and general public.

Organisational policies and procedures may include:

- occupational health and safety
- access and storage of information
- confidentiality
- conflict resolution
- communication protocols
- use and maintenance of equipment and facilities
- hygiene practices
- code of ethics.

Strategies may include:

- elimination plans
- risk management plan
- adequate supervision and ratios
- knowledge of participants backgrounds
- record keeping
- ongoing evaluation of potential issues or risks.

Legal issues may include:

- unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel
- suspected physical or sexual abuse
- improper use of information.

Risks may include:

- sport or activity-specific injuries
- illnesses
- collisions
- accidents
- hazardous objects
- insufficient supervision resulting in injury
- inappropriate behaviour resulting in injury.

Ethical responsibilities may include:

- bullying
- physical, verbal and sexual harassment
- physical, verbal and sexual abuse
- inappropriate relationships
- drugs in sport
- cheating
- reporting ethical breaches
- maintaining professional standards of behaviour
- responding appropriately to participants, support personnel and parents or guardians.

Ethical issues may include:

- inappropriate behaviour of participants, coaches, instructors and support personnel

- cheating
 - relationships between participants and coaches or instructors
 - bullying
 - dealing with non payment of fees
 - dealing with difficult supporters or parents.
- Support personnel may include:***
- administrators and managers
 - other coaches or instructors
 - assistants
 - volunteers
 - sports scientists
 - health professionals
 - parents and guardians.
- Sport or activity skills may include:***
- physical or motor skills
 - tactical or mental skills
 - a combination of physical and tactical, forming a sequence of skills.
- Best practice principles may include:***
- sport or activity-specific codes of conduct and policies
 - the Australian Sports Commission Coach's Code of Ethics Policy
 - coaches or instructor's Codes of Conduct:
 - State Sport or Activity Education Centres
 - The National Coaching or Instructor's Accreditation Scheme
 - Sport or activity-specific national coaching or instructing organisations
 - the Australian Coaching Council's Coaches Code of Conduct policy
 - national sport or activity organisation regulations and guidelines
 - relevant national, state, territory or local government regulations and guidelines
 - employer organisation's policies and procedures
 - the culture of the sport or activity
 - accepted or expected preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
 - current and past good practice demonstrated by self or peers in the same or similar situation.
- Coaching styles may include:***
- friendly and approachable

- Relevant information*** may include:
- directive regarding not-negotiable issues
 - casual
 - critical friend
 - motivational
 - disciplinarian.
 - expectations and aspirations of participants
 - numbers, ages and gender of participants
 - previous experience and developmental stage of participants
 - activity national organisation codes and rules as they apply to the range of participants
 - support personnel and financial resources
 - cultural and political influences
 - involvement and interest of parents
 - length and number of sessions
 - equipment
 - precautions and other health and safety information.
- Rules, policies and regulations*** may include:
- relevant national sport or activity organisation's rules, policies and procedures
 - current edition of the relevant rules for a specific sport or activity.
- Session plans*** may include:
- aims or objectives
 - date, time and duration
 - location
 - coach and participant ratios
 - resources and equipment
 - drills, activities, games and competitions
 - safety requirements.
- Learning styles*** may include:
- auditory
 - kinaesthetic
 - visual
 - sensory.
- Model of good practice*** may include:
- personal behaviours
 - dress
 - speech.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles