



Australian Government

Department of Education, Employment and Workplace Relations

SISSCGP305A Plan coaching programs for junior sports players

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop coaching programs to outline developmental activities and delivery methods suited to junior sports players.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

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. Establish coaching program requirements.

- 1.1. Identify ***learning goals*** for junior players.
- 1.2. Assess ***readiness*** of junior players and confirm appropriate developmental program.
- 1.3. Identify and assess ***constraints*** and ***risks*** associated with designing learning programs for junior players according to ***relevant legislation*** and ***organisational policies and procedures***.
- 1.4. Determine ***resources*** required for delivering the coaching program.
- 1.5. Select delivery methods to suit group or individual learning needs and ***junior player characteristics***.

2. Develop coaching programs.

- 2.1. Design ***coaching programs*** that reflect player characteristics and provide appropriate sequencing of skill acquisition according to relevant legislation and organisational policies and procedures.
- 2.2. Document coaching programs in appropriate detail and required formats.

Required Skills and Knowledge

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

Required skills

- language and literacy skills to document coaching programs in required detail and formats
- planning and organising skills to:
 - determine required venues and resources to provide an appropriate and safe learning environment for junior players
 - evaluate and manage risks associated with delivery of the coaching program
- problem-solving skills to:
 - develop sport-specific coaching programs with correct sequencing of learning activities that provide appropriate progression and regression
 - recognise and accommodate the needs and differences of learners in different age groups and with different ability levels
 - select coaching styles appropriate to the purpose of the coaching program and characteristics of junior players
- numeracy skills to support effective time management to structure coaching activities within available timeframes.

Required knowledge

- physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate coaching programs
- appropriate sequencing of skill development progression and regression activities across coaching sessions suited to individuals and groups
- structure of coaching sessions
- learning principles and delivery methods appropriate to junior learners
- activity or sport-specific knowledge including rules, technical and tactical fundamentals
- sport-specific equipment and resource requirements constraints and options
- documentation and recording systems
- legislation and organisational policies and procedures to enable safe and ethical coaching programming.

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:

- designs and documents multi-session coaching plans to meet the diverse needs of junior sports players
- applies knowledge of junior player's physical and psychological development stage and related learning needs or capacities
- assesses constraints and risks associated with developing coaching programs for junior players
- plans coaching programs and methods to deliver appropriate sequencing of skills that are consistent with professional codes of conduct.

Context of and specific resources for assessment

Assessment must ensure design of coaching programs relevant to the candidate's current or intended role that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- information on junior sports players, characteristics and learning goals
- coaching program templates or formats.

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:

- written or oral questioning to assess knowledge of organisational policies and procedures and legislative requirements when planning for junior players
- portfolio of coaching programs and documentation
- 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:

- SISSCGP202A Reflect on professional coaching role and practice.

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.

Learning goals may include:

- social
- psychological
- physical.

Readiness may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- developmental stages
- social characteristics
- attention spans and motivation.

Constraints may include:

- access to industry experts
- access to sporting facilities and equipment
- access to practice opportunities
- cost of training
- time required
- scheduling
- numbers and groupings of players.

Risks may include:

- inappropriate facilities or equipment
- inadequate equipment or resources
- inappropriate coaching methods to suit needs and characteristics of learner or learners
- inappropriate activities and instructions.

Relevant legislation may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment and resources
- time and budget requirements
- sporting bodies policies

Resources may include:

- codes of conduct
- code of ethics.
- sport-specific facilities or venues
- equipment
- technology
- coaches.

Junior player characteristics may include:

- age and maturity
- physical and psychological development
- ability
- preferred learning styles
- level of prior experience.

Coaching programs may include:

- learning outcomes and goals
- sequencing of sessions
- resource requirements
- risk management strategies
- duration and focus of sessions
- player's characteristics and needs
- long and medium term learning objectives.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles