



Australian Government

Department of Education, Employment and Workplace Relations

SISXCAI507A Plan and implement high performance training programs

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply sport-specific knowledge to implement a high-performance training program designed to refine the skills and performance of individuals participating at a high level.

Application of the Unit

This unit applies to coaches working with individuals or teams at a minimum of state representative level. The programs generally apply to athletes over the age of 16 years, with some sport-specific exceptions such as gymnastics, and those under the age of 35 years, with some sport-specific exceptions such as archery.

Licensing/Regulatory Information

No licensing, legislative, 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. Assess athlete's ability to meet the demands of high-level performance.	1.1. Identify the <i>requirements of high-level performance</i> for the athlete's sport. 1.2. Use approved assessment methods appropriate to the demands of participation in the activity to assess athlete's fitness and skill levels. 1.3. Measure, record and evaluate data obtained from assessment activities against current identified <i>demands of participation</i> according to <i>organisational policies and procedures</i> . 1.4. Establish the <i>high-performance athlete's</i> aims and priorities for undertaking a training program. 1.5. Establish agreed program needs and objectives.
2. Plan a high-performance training program to meet athlete requirements.	2.1. Select exercises, activities and <i>training methods</i> to meet the identified needs of the athlete and the high-performance objectives of the sport. 2.2. Incorporate a competition or high-performance strategy into the training program, including competition cycles that need preparation. 2.3. Identify and select <i>equipment</i> and <i>resource requirements</i> for each stage of the program according to organisational policies and procedures and <i>relevant legislation</i> . 2.4. Include <i>evaluation methods</i> to monitor the training program. 2.5. Schedule and document all aspects of the training program.
3. Implement and deliver the high-performance training program.	3.1. Explain and demonstrate safe performance of exercises and activities. 3.2. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions. 3.3. Use <i>motivation techniques</i> to enhance athlete

ELEMENT	PERFORMANCE CRITERIA
	performance.
4. Monitor and adjust the high-performance training program.	4.1. Monitor and modify athlete's progress in consultation with support personnel. 4.2. Identify errors, potential problems and areas for improvement in the performance and communicate these with the athlete according to best practice principles of the sport. 4.3. Monitor skill performance, physical performance and athlete wellbeing throughout the training program and adapt coaching methods and instructional styles where applicable. 4.4. Adjust sessions or training program according to the results of monitoring and accepted best practice principles of the sport. 4.5. Provide feedback to athlete to improve performance. 4.6. Evaluate program according to the methods outlined in the plan and in consultation with athlete and support personnel.
5. Manage competitive or performance events during the training program.	5.1. Address relevant competitive and or performance strategies, tactics and support needs. 5.2. Continually monitor high-performance athlete's condition throughout competition events to determine factors that affect performance. 5.3. Implement changes according to the results of monitoring and accepted best-practice principles of the sport.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - ensure requirements of athletes are understood and included in planning
 - ensure aspects of a training program are understood and agreed upon by the athletes
- planning and organising skills to enable the planning of a high-performance training program to meet identified athlete needs
- literacy and numeracy skills to effectively schedule, document and evaluate results of high-performance training programs

- teamwork skills to:
 - coach and motivate an individual in a high-performance training program
 - liaise effectively with support personnel.

Required knowledge

- relevant activity or sport-specific knowledge, including rules and regulations, to coach the skills being included in the training program
- advanced principles of skill acquisition in order to plan and deliver high-performance training programs to meet identified needs
- anatomy, physiology and biomechanics to enable effective and safe planning and implementation of high-performance training programs, including:
 - type and the structure of joints as they relate to joint mobility, joint integrity and risk of injury
 - major muscles, their actions, and the role of muscles during contraction
 - structure and function of the musculoskeletal system
 - structure of the cardio-respiratory system and the relationship between exercise intensity and circulatory and ventilation responses
- organisational policies and procedures to enable the safe and appropriate conduct and recording of long-term training programs
- equipment and safety requirements to enable the safe and effective use of exercise and training 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 the following is essential:

- assesses athlete's needs and develops and implements a training program to meet objectives for high-performance situations
- plans training sessions that meet athlete expectations, comply with legislative and organisational requirements, and allow the candidate to demonstrate the use of training techniques used during a high-performance training program
- applies knowledge of anatomy, physiology and biomechanics to the development of a high-performance training program
- evaluates and modifies the training program according to feedback received and the results of evaluation procedures
- monitors and manages competitive and or performance situations during a long-term program.

Context of and specific resources for assessment

Assessment must ensure development and implementation of multiple high-performance training programs that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment with appropriate facilities, equipment and materials
- a range of athletes with real or simulated training goals
- documentation, such as athlete's 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
- observation of interacting with a range of athletes, including conveying information for safe

participation in training program sessions and monitoring the use of equipment

- oral and or written questioning to assess knowledge of the body systems being developed through the implementation of a range of exercises
- portfolio of training plans and evaluation measures
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISXCAI405A Conduct individualised long-term training 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.

Requirements of high-level performance may include:

- physiological and fitness targets
- psychological targets
- tactical and strategic approaches
- skill performance or technique development targets
- competition or performance targets.

Assessment methods may include:

- performance in the activity
- tests of skills, techniques, tactics and strategies
- tests of psychological and physiological readiness.

Demands of participation may include:

- psychological and physiological
- skills
- techniques
- tactics
- strategies.

Organisational policies and procedures may include:

- occupational health and safety
- emergency procedures
- risk-analysis procedures
- confidentiality
- assessment procedures
- using, checking and storing equipment
- time constraints and scheduling requirements
- code of ethics.

High-performance athletes may include:

- competitors at least at a state level
- those over the age of 16 years, with some sport-specific exceptions, such as gymnastics or swimming
- those under the age of 35 years, with some sport-specific exceptions, such as shooting, archery and bowls.

Training methods may include:

- specificity
- progressive overload
- rest and recovery
- reversibility
- frequency

- intensity
- duration
- periodisation
- tapering
- peaking
- individuality and maintenance.

Equipment may include:

- cardiovascular
- free weight
- hydraulic
- 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
- equipment
- time
- finance
- transport
- accommodation.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- anti-discrimination
- privacy.

Evaluation methods may include:

- fitness assessments
- lab assessments
- discussions
- training and competition performances
- training diaries.

Motivation techniques may include:

- goal setting
- positive feedback.

Support personnel may include:

- athletes
- officials
- employers
- parents or guardians
- schools

Best-practice principles of the sport may include:

- facility providers
- psychologists
- medical personnel
- other coaches and instructors.
- sport's coach or instructor's code of conduct policy
- Australian Sports Commission coaches' code of conduct policy
- regulations and guidelines of national organisation specific to activity
- accepted preventative practices adopted by self or peers to minimise safety hazards and risks.

Athlete's wellbeing may include:

- injury status
- psychological status
- emotional status
- general self-esteem
- anger and or stress management
- detraining
- health
- self-discipline.

Monitoring may include:

- questioning and discussing
- observing
- cross-referencing
- ongoing functional assessments of performance
- consulting with other support personnel or specialists.

Competition events may include:

- state
- national
- international
- amateur
- professional.

Unit Sector(s)

Cross-Sector

Competency Field

Coaching and Instruction