

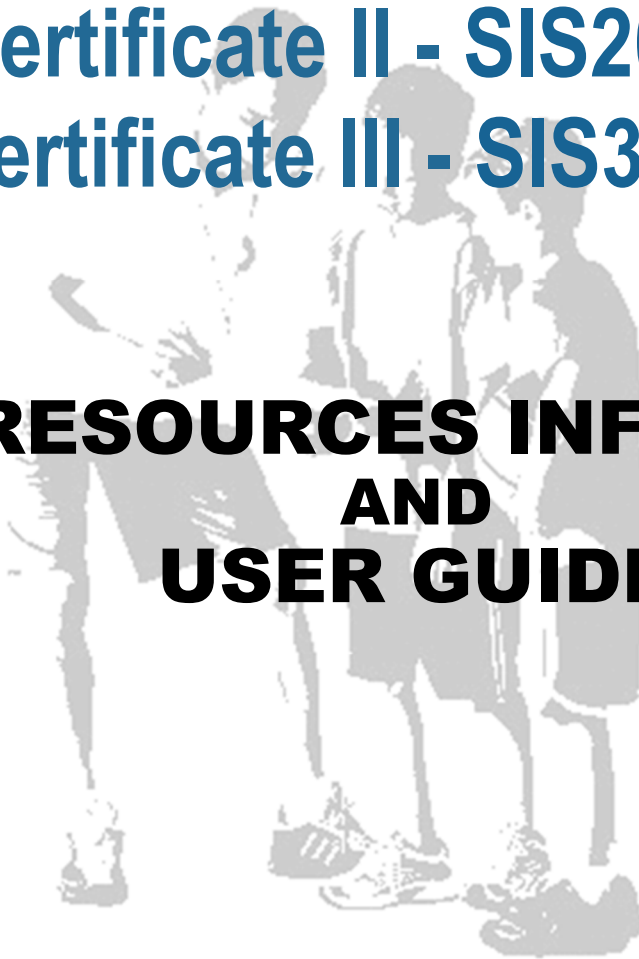
SIS - Sport, Fitness and Recreation Training Package

Sport Coaching

Certificate II - SIS20321

Certificate III - SIS30521

**UNIT RESOURCES INFORMATION
AND
USER GUIDE**





LANE

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PO Box 975
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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SPORT COACHING**Certificate II - SIS20321****Certificate III - SIS30521**

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



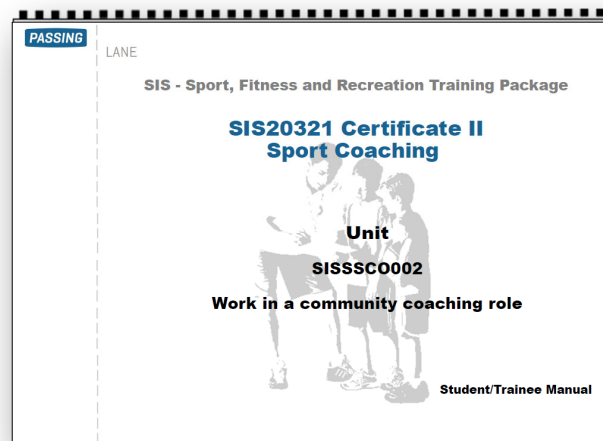
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 'Unit of Competency Overview' page, which aligns directly (mirrors) with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

| <div>PASSING</div> <div> <div>Student / Trainee Manual</div> <div>Copyright 2022</div> </div> | |
|--|--|
| <div> <div>LANE</div> <div> <div>SISSCO002 Work in a community coaching role</div> <div>Page 8</div> </div> </div> | |
| <div>UNIT OF COMPETENCY OVERVIEW</div> <p>The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.</p> | |
| SISSCO002 - WORK IN A COMMUNITY COACHING ROLE | |
| ELEMENT | PERFORMANCE CRITERIA |
| 1. Work in a sport environment | 1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met |
| 2. Contribute to a productive workplace environment | 2.1. Apply sport-specific industry code of conduct to own coaching practice 2.2. Model behaviours expected of a coach in a community sport environment 2.3. Carry out work tasks according to organisational policies and procedures 2.4. Request, acknowledge and act on feedback provided by others within scope of job role 2.5. Identify and resolve workplace problems within scope of job role 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures |
| 3. Communicate with others | 3.1. Communicate with others in a professional and positive manner 3.2. Select and use communication style to suit audience, situation and communication medium 3.3. Use active listening and questioning techniques to clarify and confirm understanding 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences |
| 4. Support working relationships | 4.1. Develop and maintain working relationships with others relevant to own job role 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements 4.3. Use strategies to minimise impact of conflict on working relationships |
| <small>Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.</small> | |

| <div>SISSCO002 Work in a community coaching role</div> <div> <div>Unit Sector</div> <div>Sport</div> </div> | |
|---|--|
| <div> <div>SISSCO002 Work in a community coaching role</div> <div>Unit Sector</div> <div>Sport</div> </div> | |
| <div>Elements and Performance Criteria</div> | |
| ELEMENTS | PERFORMANCE CRITERIA |
| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Work in a sport environment | 1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met |
| 2. Contribute to a productive workplace environment | 2.1. Apply sport-specific industry code of conduct to own coaching practice 2.2. Model behaviours expected of a coach in a community sport environment 2.3. Carry out work tasks according to organisational policies and procedures 2.4. Request, acknowledge and act on feedback provided by others within scope of job role 2.5. Identify and resolve workplace problems within scope of job role 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures |
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| <small>Approved © Commonwealth of Australia, 2022</small> | |

MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 'Table of Contents' for both manuals show that each section title is the 'Unit of Competency' 'Element'.

The diagram illustrates the relationship between three documents:

- Table of Contents (Left):** A document titled "TABLE OF CONTENTS" with a "PASSING" label. It lists sections and their corresponding page numbers:
 - Introduction Page 5
 - Unit of Competency Overview Page 8
 - Section One: Work in a sport environment Page 9
 - Section Two: Contribute to a productive workplace environment Page 40
 - Section Three: Communicate with others Page 63
 - Section Four: Support working relationships Page 99
 - Self Assessment Page 12
- Unit of Competency Manual (Middle):** A document titled "Section One: Work in a Sport Environment" with a "SISSCO002 Work in a community coaching role" label. It is linked to the Table of Contents by a blue arrow pointing from the "Section One" entry to the manual title.
- Performance Criteria Manual (Right):** A document titled "SISSCO002 Work in a community coaching role" with a "Unit Sector: Sport" label. It lists "Elements and Performance Criteria":

| ELEMENTS | PERFORMANCE CRITERIA |
|---|--|
| 1. Work in a sport environment | 1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements. |
| 2. Contribute to a productive workplace environment | 1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities. |
| 3. Communicate with others | 1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met. |
| 4. Support working relationships | 2.1. Apply sport-specific industry code of conduct to own coaching practice. |
| | 2.2. Model behaviours expected of a coach in a community sport environment. |
| | 2.3. Carry out work tasks according to organisational policies and procedures. |
| | 2.4. Request, acknowledge and act on feedback provided by others within scope of job role. |
| | 2.5. Identify and resolve workplace problems within scope of job role. |
| | 2.6. Escalate workplace problems outside scope of job role according to organisational policies and procedures. |
| | 3.1. Communicate with others in a professional and positive manner. |
| | 3.2. Select and use communication style to suit audience, situation and communication medium. |
| | 3.3. Use active listening and questioning techniques to clarify and confirm understanding. |
| | 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences. |
| | 4.1. Develop and maintain working relationships with others relevant to own job role. |
| | 4.2. Seek assistance from and aid others to promote cooperation and fulfil work requirements. |
| | 4.3. Use strategies to minimise impact of conflict on working relationships. |

MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 'Element's' 'Performance Criteria'.

Section One

Work in a Sport Environment

Source and Interpret Sport and Sport-Specific Industry Information to Maintain Knowledge of Australian Sport and Sport-Specific Industry Structure and Governance Arrangements

We start off this section by explaining what it means to have 'governance' arrangements in an organisation.

Governance in any organisation refers to the 'rules', 'actions' and 'accountability' agreed to by the management of the organisation to ensure that the organisation operates legally, ethically and responsibly.

In Australia there are a number of sport-specific industry peak bodies that all put in place 'governance arrangements'.

The main sporting body is the Australian Sports Commission, better known as Sport Australia.

This is the Australian Federal Government's statutory agency responsible for providing strategic guidance and leadership for sporting organisations and related sporting activity in Australia.

The Australian Sports Commission has developed nine 'Sport Governance Principles'.

These principles are considered guidelines within which the Australian Sports Commission believes a sporting organisation's board members should operate and enact their role.

These governance principles include:

- Principle 1:** *The spirit of the game* - values-driven culture and behaviours
- Principle 2:** *The team* - aligned sport through collaborative governance
- Principle 3:** *The gameplan* - a clear vision that informs strategy
- Principle 4:** *The players* - a diverse board to enable considered decision-making
- Principle 5:** *The rulebook* - documents that outline duties, powers, roles and responsibilities
- Principle 6:** *The playbook* - board processes which ensure accountability and transparency
- Principle 7:** *The defence* - a system which protects the organisation
- Principle 8:** *The best and fairest* - a system for ensuring integrity
- Principle 9:** *The scorecard* - embedded systems of internal review to foster continuous improvement

It is of the belief of the Australian Sports Commission (or Sport Australia) that the nine 'Sport Governance Principles' will assist in strengthening organisational structures that support good leadership and decision making and ensure sound and effective governance within the sport industry.

| ELEMENTS | PERFORMANCE CRITERIA |
|--|---|
| Element 1: Describe the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Work in a sport environment | 1.1 Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements. 1.2 Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3 Reflect on own coaching ethical job role responsibilities. |
| 2. Contribute to a | 2.1 Apply |

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

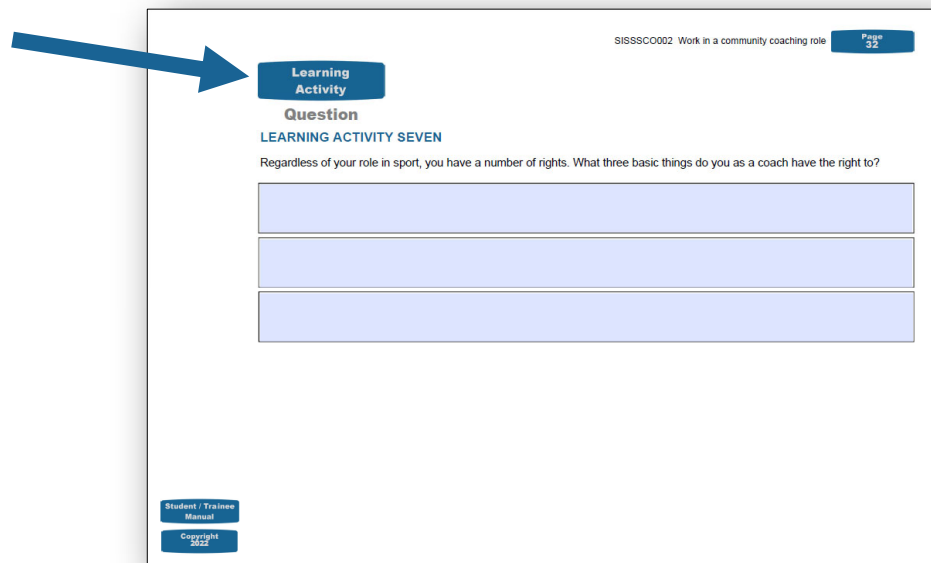
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

Learning
Activity

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

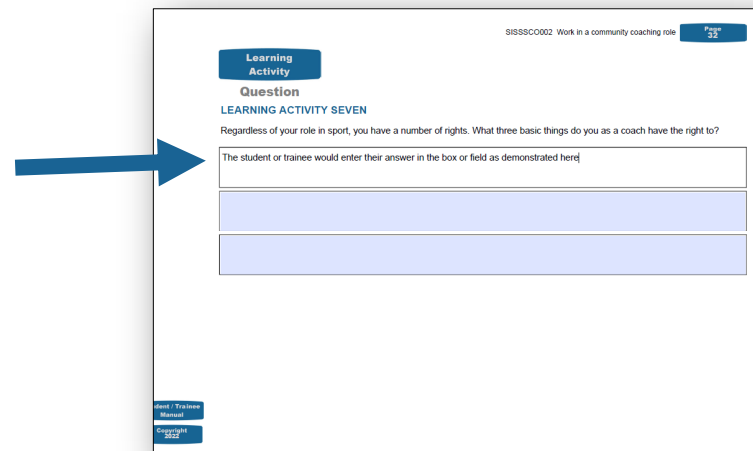
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

The image shows a screenshot of a digital form titled 'Learning Activity' with a sub-header 'Question'. Below this, it says 'LEARNING ACTIVITY SEVEN' and 'Regardless of your role in sport, you have a number of rights. What three basic things do you as a coach have the right to?'. There are three text input fields. A large blue arrow points to the first input field, which contains the placeholder text 'The student or trainee would enter their answer in the box or field as demonstrated here'. The other two input fields are empty. At the bottom left, there is a small blue box with the text 'Field - Student Manual' and 'Copyright 2022'. At the top right, there is a small blue box with the text 'SIBSSCO002 Work in a community coaching role' and 'Page 13'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The **'first'** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

Learning Activity

Question

LEARNING ACTIVITY FOUR

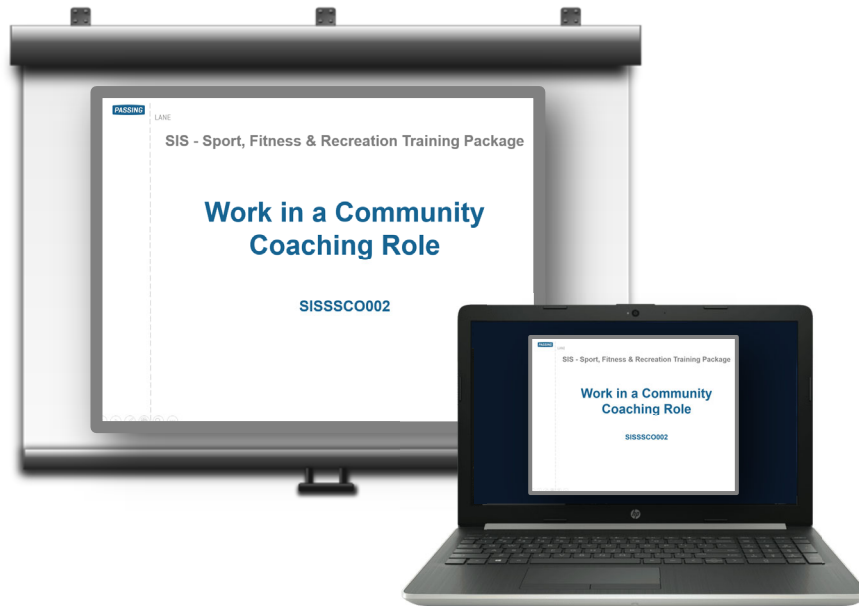
What were the other five points that are a sign of professional behaviour of a coach?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Be prepared
- 2) Arrive on time for training and competitions
- 3) Promote cooperation and good relationships with those he or she interacts with
- 4) Use acceptable language
- 5) Follow the dress code as set out by the sporting club

Teacher/Trainer Manual

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POWERPOINT SLIDE PRESENTATIONS

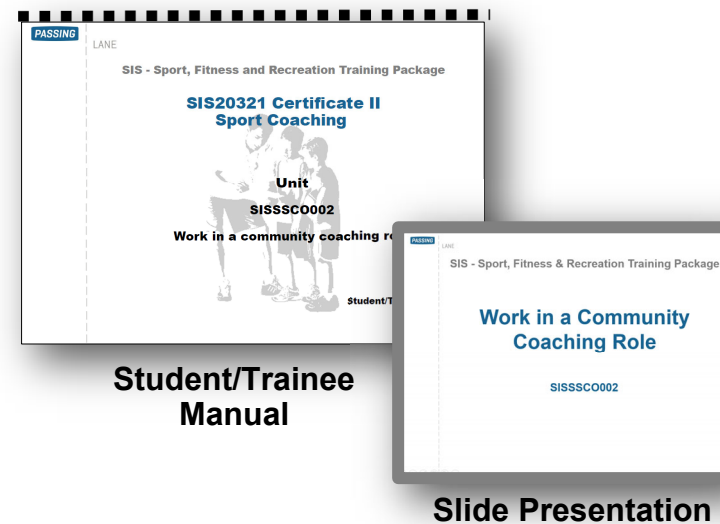
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

Table of Contents

| Slide | Section One | Slide | Section Two |
|-------|--------------------------------|-------|--------------------------------|
| 05 | Maintain Knowledge of Industry | 13 | Apply Industry Code of Conduct |
| 06 | Sources of Information | 14 | Behaviour Expected of a Coach |
| 07 | Legal Responsibilities | 15 | Policies & Procedures |
| 08 | Legal Issues of Coaching | 16 | Feedback Provided By Others |
| 09 | Ethical Responsibilities | 17 | Other Sources of Feedback |
| 10 | Member Protection Policy | 18 | Requesting Feedback |
| 11 | Responsibilities as a Coach | 19 | Self Analysis |
| | | 20 | Workplace Problems |

Next ►

Responsibilities as a Coach

The NSO document the basis of club a 'Member Protection Policy'.

Individuals bound by the 'Member Protection Policy' have a range of responsibilities.


COMPLIANCE

LAWS, PROCESS, POLICY, RULES, GUIDELINES, REGULATIONS

POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.

SISSCO002 Work in a community coaching role Page 26



ANALYSING INFORMATION DETERMINE YOUR OWN RESPONSIBILITIES AS A COACH

Over the past few pages we mentioned the 'Member Protection Policy' document.

Most of the references were to the 'Member Protection Policy' document developed by each NSO.

However, we did mention that individual sporting clubs also need to develop a 'Member Protection Policy' document.

The NSO document would be the basis of which they would create their own.

It would then be the requirement of everyone in the club to comply with that policy document coaches.

Individuals bound by the 'Member Protection Policy' are responsible for:

- Making themselves aware of the policy and complying with the codes of behaviour
- Consenting to the screening requirements and any state/territory 'Working with Children' checks if the person holds or applies for a role that involves regular unsupervised contact with young people under the age of 18
- Placing the safety and welfare of each member especially children above other considerations
- Being accountable for their own behaviour
- Following the steps outlined in 'Member Protection Policy' policy for making a reporting possible abuse
- Complying with any decisions and/or disciplinary measures imposed under the policy


Student : Trainee Manual
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Student/Trainee Manual

Responsibilities as a Coach

The NSO document the basis of club a 'Member Protection Policy'.

Individuals bound by the 'Member Protection Policy' have a range of responsibilities.



Work in a Community

Slide Presentation

SISSCO002 Work in a community coaching role Page 122

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

| Slide Numbers | Student Manual Page Number | Slide Numbers | Student Manual Page Number |
|-----------------|----------------------------|-----------------|----------------------------|
| Slide Number 5 | Page 12 | Slide Number 19 | Page 56 |
| Slide Number 6 | Page 13-17 | Slide Number 20 | Page 58-61 |
| Slide Number 7 | Page 22-23 | Slide Number 22 | Page 65 |
| Slide Number 8 | Page 24 | Slide Number 23 | Page 66-67 |
| Slide Number 9 | Page 25 | Slide Number 24 | Page 68 |
| Slide Number 10 | Page 26-27 | Slide Number 25 | Page 69 |
| Slide Number 11 | Page 28-29 | Slide Number 26 | Page 70 |
| Slide Number 13 | Page 42-43 | Slide Number 27 | Page 71-72 |
| Slide Number 14 | Page 47 | Slide Number 28 | Page 73 |
| Slide Number 15 | Page 48 | Slide Number 29 | Page 74 |
| Slide Number 16 | Page 52 | Slide Number 30 | Page 75-77 |
| Slide Number 17 | Page 53 | Slide Number 31 | Page 92-93 |
| Slide Number 18 | Page 54-55 | | |

Teacher/Trainer Manual
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Teacher/Trainer Manual

ASSESSMENT MAPPING UTILITIES

Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

Passing Lane | LANE

Passing Lane Assessment Mapping Utility Document

SISSSC002 Work in community coaching role

Unit of Competency (1) Element - Student/Trainee Manual Page Number

1. Work in a sport environment - **Page 11**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

1.1. Source and interpret sport and sport-specific industry information to maintain knowledge of Australian sport and sport-specific industry structure and governance arrangements - **Page 12**

1.2. Source and interpret sport and sport-specific industry information to maintain knowledge of legal and ethical job role responsibilities - **Page 22**

1.3. Reflect on own coaching practice to confirm legal and ethical job role responsibilities are met - **Page 22**

Unit of Competency (2) Element - Student/Trainee Manual Page Number

2. Contribute to a productive workplace environment - **Page 41**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

2.1. Apply sport-specific industry code of conduct to own coaching practice - **Page 42**

2.2. Model behaviours expected of a coach in a community sport environment - **Page 47**

2.3. Carry out work tasks according to organisational policies and procedures - **Page 47**

2.4. Request, acknowledge and act on feedback provided by others within scope of job role - **Page 52**

ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

Unit of Competency Performance Evidence - Student/Trainee Manual Page Number

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

- > work in a community coaching role in a specific sport over 10 hours that involves:
 - > complying with the code of conduct - **observation**
 - > meeting legal and ethical responsibilities
 - > following organisational policies and procedures
 - > seeking and responding to feedback
 - > maintaining positive relationships with:
 - > head coach
 - > another coach
 - > assistant coach
 - > an official - **code of conduct**
 - > a parent or guardian
 - > a committee
 - > a sport administrator
 - > a school staff member

NOTE

The Passing Lane training resources contain content that addresses the requirements of the Unit of Competency's assessment.

In some cases, Passing Lane assessment would be through observation.

Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- > sport-specific governance structure and key contacts - **Pages 12-16**
- > organisational policies and procedures related to working in a community coaching role - **Page 48**
- > legal and ethical responsibilities of a community coach:
 - > member protection - **Pages 25-29**
 - > child protection - **Pages 25-26**
 - > work health and safety - **Pages 22-29, 111**
 - > negligence and duty of care requirements - **Page 23**
 - > insurance - **Page 24**
 - > privacy and confidentiality - **To be questioned by teacher/trainer**
- > National Sporting Organisation policies applicable to community coaching:
 - > safe guarding children - **Pages 23-26, 28, 42**
 - > integrity - **Pages 12, 23, 25**
 - > social media - **Pages 59, 75-76**
 - > code of conduct - **Pages 25, 41-42**
 - > anti-doping - **Page 24**
 - > member protection - **Pages 25-29**
- > role and responsibilities of a community coach:
 - > training - **Pages 22-25**
 - > competition - **Section 1**
- > limitations to the coach role:
 - > in injury management if not trained in first aid - **Section 1**
 - > in providing sport science advice if not qualified - **Section 1**
- > characteristics of a good coach:
 - > interpersonal skills - **Pages 65-77**

LANE

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All materials purchased are registered in the name of the institution purchasing the materials.

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All materials have a three year expiry date from date of purchase after which this licence will expire.

All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



LICENCE OVERVIEW—CONT'D

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Should your school or institution have any further questions or require any additional information about the licensing arrangements do not hesitate to contact Passing Lane.

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Email info@passinglane.com.au

MATERIAL MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

Graphics, pictures or illustrations in the original materials can be removed, but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.