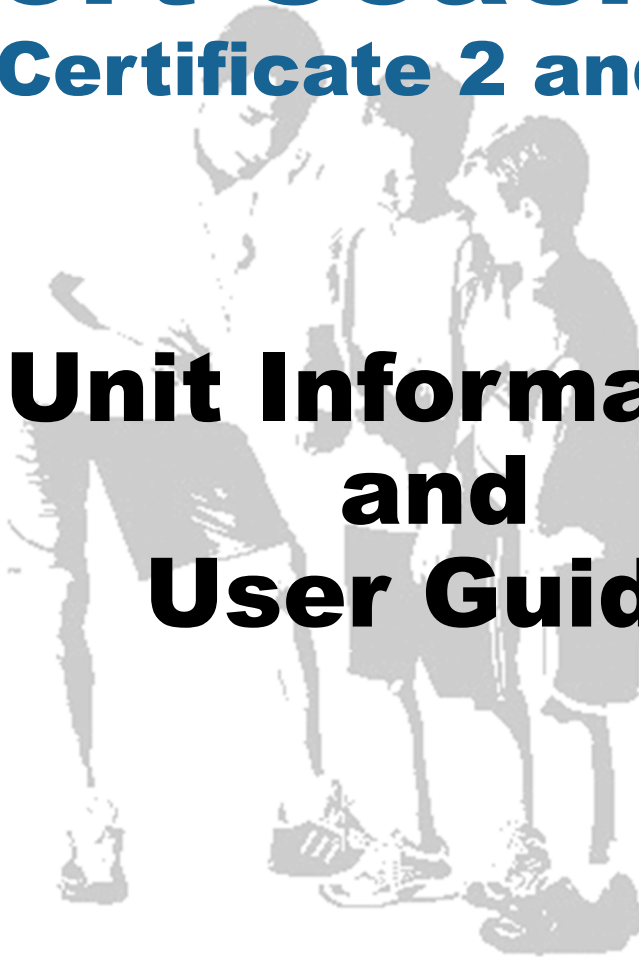


SIS - Sport, Fitness and Recreation Training Package

Sport Coaching

Certificate 2 and 3

Unit Information and User Guide





LANE

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MATERIALS PUBLISHED IN AUSTRALIA

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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 Cert. 2 and Cert. 3

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.

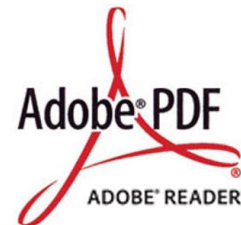
This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

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.



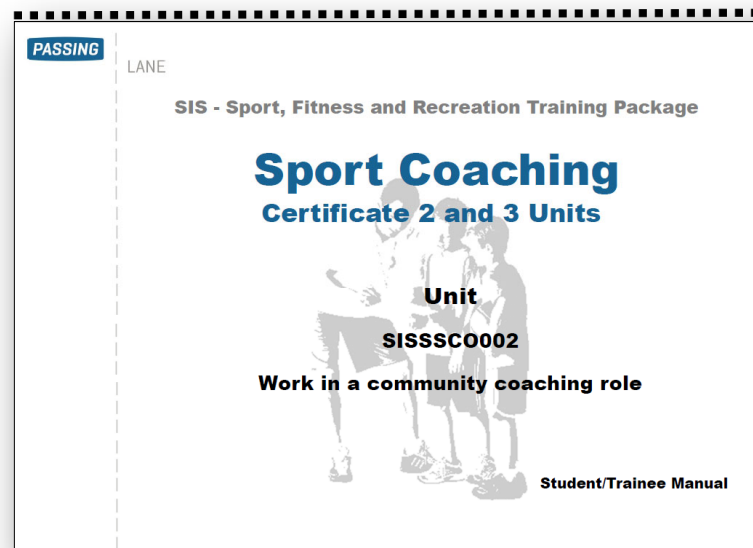
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

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

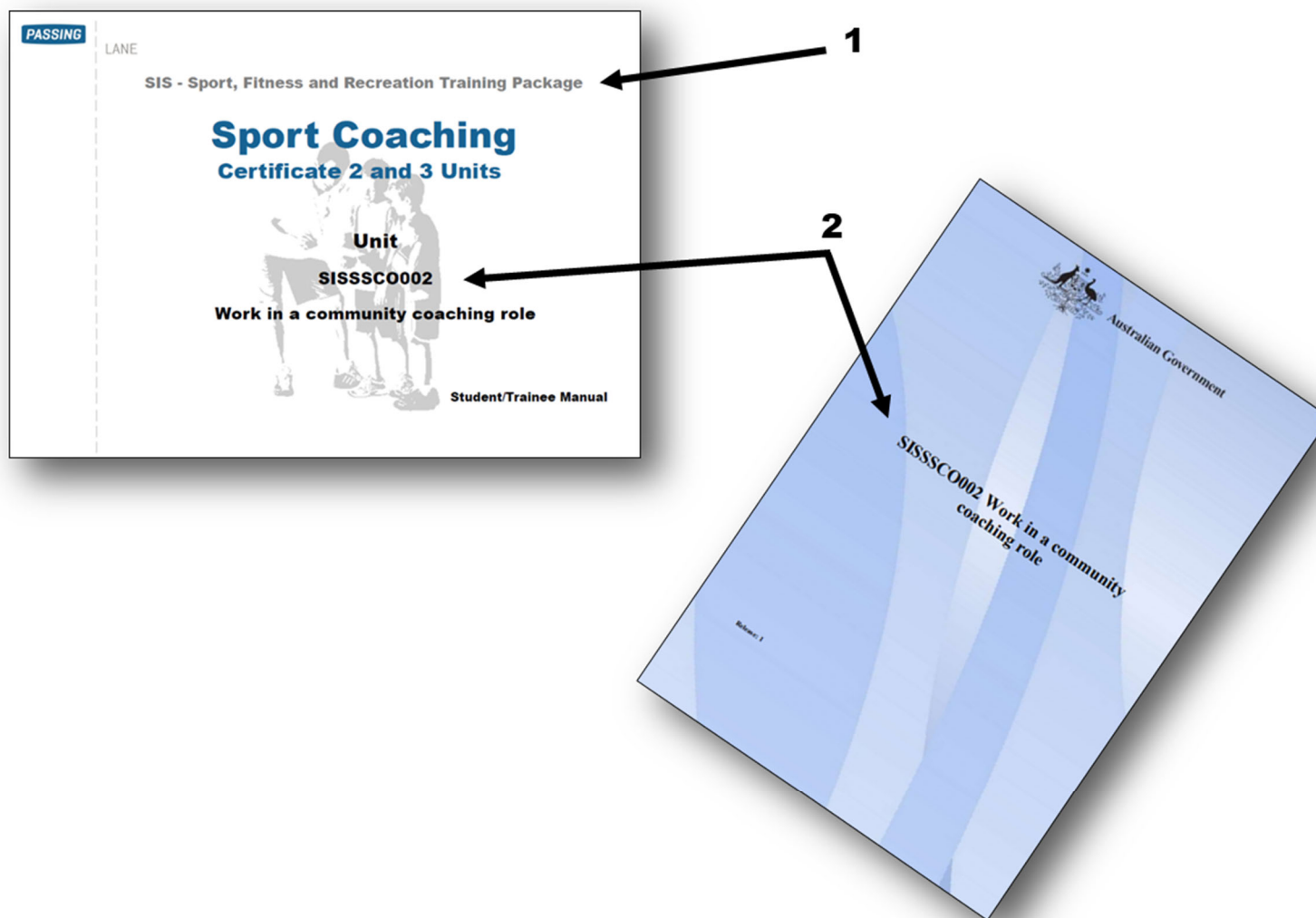
Generally, the materials are easily exported to most learning platforms.

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 and 2) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page(s), which aligns directly 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.

PASSING LANE

SISSCO002 - Work in a community coaching role Page 8

UNIT OF COMPETENCY OVERVIEW

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.

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.

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Student / Trainee Manual Copyright 2020

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SISSCO002 Work in a community coaching role Date this document was generated: 12 September 2019

SISSCO002 Work in a community coaching role

Elements and Performance Criteria

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.
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.

Approved Page 2 of 4
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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 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

Table of Contents (Left Panel)

TABLE OF CONTENTS	
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Work in a sport environment</i>	Page 9
Section Two <i>Contribute to a productive workplace environment</i>	Page 36
Section Three <i>Communicate with others</i>	Page 57
Section Four <i>Support working relationships</i>	Page 93
Self Assessment	Page 112

Section One (Middle Panel)

Section One

Work in a Sport Environment

Elements and Performance Criteria (Right Panel)

SISSSCO002 Work in a community coaching role

Elements and Performance Criteria

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
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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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.

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 1) '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.

Australian Government
Australian Sports Commission

SPORT AUS

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 six 'Governance Principles of Best Practice'. 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 - Board composition, roles and powers
- ✦ Principle 2 - Board processes
- ✦ Principle 3 - Governance systems
- ✦ Principle 4 - Board reporting and performance
- ✦ Principle 5 - Stakeholder relationship and reporting
- ✦ Principle 6 - Ethical and responsible decision making

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

SISSSCO002 Work in a community coaching role

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.
	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
2. Contribute to a productive workplace environment.	2.1. Apply sport-specific industry code of conduct to coaching practice.
	2.2. Model behaviours expected in sport environment.
	2.3. Contribute to a productive workplace environment.

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 Task

LEARNING ACTIVITY FIVE

In this Section we presented you a table that showed the 'Qualities', 'Skills' and 'Attributes' of an inclusive coach. That table is below except missing some of the information. In this activity we want you to fill in the missing information.

Qualities	Attributes
Patience	Recognising some participants will take
	Acknowledging difference and treating all participants as individuals
Adaptability	to coaching and communication that recognises individual differences
Skills	Attributes
Organisation	
Safe practices	Ensuring every session, whether with groups or individuals, is carried out with
	Utilising knowledge of training activities and how to modify them in order to maximise the potential of every participant

Student / Trainee Manual

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**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—CONT'D

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 .

Learning Activity Task

LEARNING ACTIVITY FIVE

In this Section we presented you a table that showed the 'Qualities', 'Skills' and 'Attributes' of an inclusive coach. That table is below except missing some of the information. In this activity we want you to fill in the missing information.

Qualities and skills of an inclusive coach

Qualities	Attributes
Patience	Recognising some participants with [text input field] Student or trainee enters answers here
	Acknowledging difference and treating all participants as individuals
Adaptability	[text input field] to coaching and communication that recognises individual differences
Skills	Attributes
Organisation	[text input field]
Safe practices	Ensuring every session, whether with groups or individuals, is carried out with [text input field]
	Utilising knowledge of training activities and how to modify them in order to maximise the potential of every participant [text input field]

Student / Trainee Manual

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

Task

LEARNING ACTIVITY FIVE

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to six areas. What are they?

TEACHER / TRAINER GUIDANCE NOTES

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to:

- 1) Discrimination
- 2) Duty of care
- 3) Harassment
- 4) Match-fixing
- 5) Work, health and safety
- 6) Working with children checks

Teacher/Trainer Manual

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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.

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