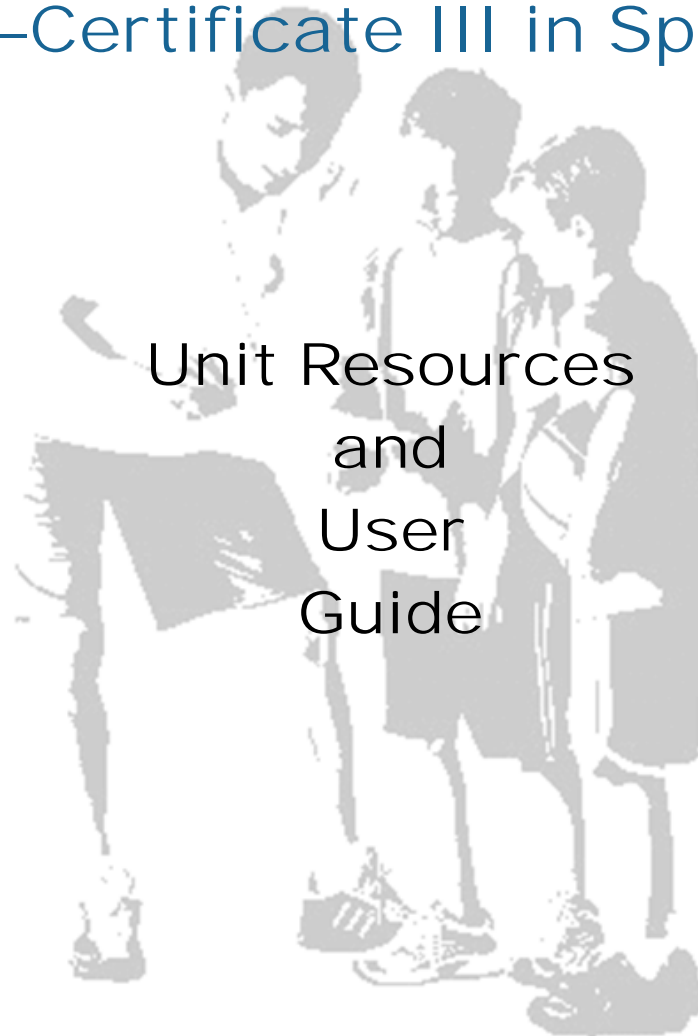


SIS - Sport, Fitness & Recreation Training Package

SIS20513—Certificate II in Sport Coaching

SIS30713—Certificate III in Sport Coaching

Unit Resources
and
User
Guide





LANE

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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.

SIS20513—Certificate II in Sport Coaching

SIS30713—Certificate III in Sport Coaching

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.

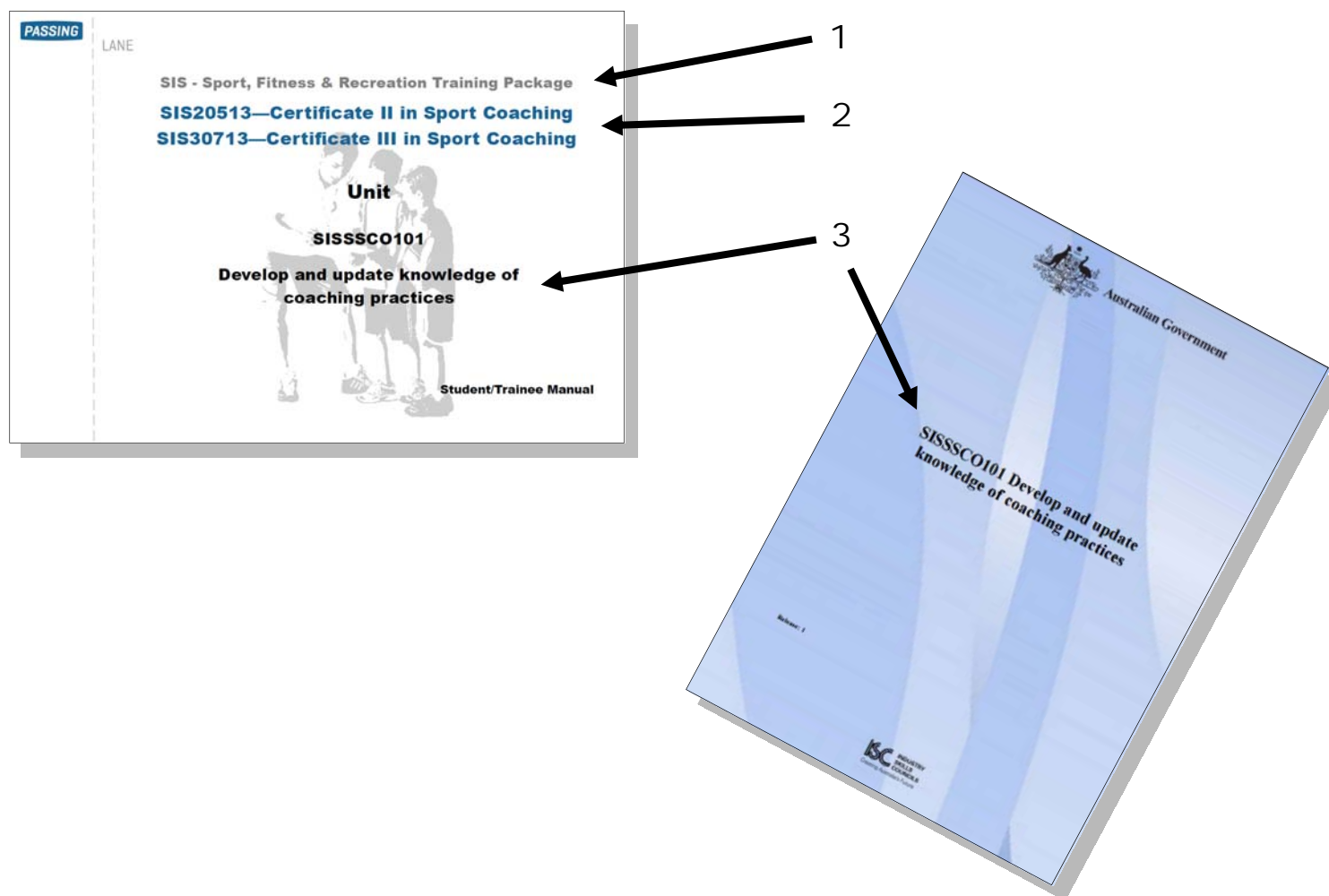
Generally, the materials are easily exported to most learning platforms.

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 1) 'Unit of Competency Overview' page, 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

SISSCO101—Develop and update knowledge of coaching practices 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.

SISSCO101—DEVELOP AND UPDATE KNOWLEDGE OF COACHING PRACTICES

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| 1. Source and apply general information on coaching general principles. | 1.1 Identify sources of information to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS) 1.2 Access and comprehend NSO sport specific information relevant to coaching in chosen sport 1.3 Identify a range of sources of information to update knowledge of coaching |
| 2. Source and apply information on legal and ethical issues that impact on coaching. | 2.1 Obtain information on legal obligations and legal issues affecting coaches 2.2 Obtain information on ethical responsibilities and ethical issues affecting coaches 2.3 Identify sport specific risks and principles of risk management that can be incorporated into coaching 2.4 Identify the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport 2.5 Analyse information to determine own specific responsibilities as a coach |
| 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 competition and participation 3.3 Obtain information on game centred and technique centred approaches to coaching 3.4 Identify a range of strategies to apply information sourced to role as a coach |

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Student / Trainee Manual
Copyright 2016

SISSCO101 Develop and update knowledge of coaching practices Date this document was generated: 8 March 2013

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. Source and apply general information on coaching general principles. | 1.1 Identify <i>sources of information</i> to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS). 1.2 Access and comprehend NSO <i>sport specific information</i> relevant to coaching in chosen sport. 1.3 Identify a range of sources of information to update knowledge of coaching. |
| 2. Source and apply information on legal and ethical issues that impact on coaching. | 2.1 Obtain information on <i>legal obligations and legal issues</i> affecting coaches. 2.2 Obtain information on <i>ethical responsibilities and ethical issues</i> affecting coaches. 2.3 Identify sport specific <i>risks and principles of risk management</i> that can be incorporated into coaching. 2.4 Identify the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport. 2.5 Analyse information to determine own specific responsibilities as a coach. |
| 3. Develop coaching practices. | 3.1 Identify the roles and responsibilities of coaches and <i>support personnel</i> according to specific <i>sport or activity skills and best practice principles</i> . 3.2 Determine <i>coaching styles</i> appropriate to competition and participation. 3.3 Obtain information on <i>game centred and technique centred</i> approaches to coaching. 3.4 Identify a range of strategies to apply information sourced to role as a coach. |

Approved
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Page 4 of 11
Service Skills Australia

1

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'.

The diagram illustrates the alignment of content across three documents:

- Table of Contents (Left):** Labeled '1'. It lists sections including 'Section One: Source and apply general information on coaching general principles' (Page 9).
- Section One Page (Middle):** Labeled '2'. It displays the title 'Section One: Source and Apply General Information on Coaching General Principles'.
- Performance Criteria Page (Right):** It shows 'Elements and Performance Criteria Pre-Content' and a table with 'ELEMENT' and 'PERFORMANCE CRITERIA' columns. The 'ELEMENT' column lists tasks such as '1. Source and apply general information on coaching general principles', which corresponds to the content in the other two documents.

Arrows indicate that the section titles in the Table of Contents and the Section One page correspond to the Element titles in the Performance Criteria page.

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'.

The diagram illustrates the structure of the manual's content. It shows a manual page on the left and a table of elements and performance criteria on the right. An arrow points from the '1. Source and apply general information on coaching general principles' element in the table to the corresponding section in the manual page.

Manual Page Content:

Section One

Source and Apply General Information on Coaching General Principles

SISSCO101—Develop and update knowledge of coaching practices Page 11

IDENTIFY SOURCES OF INFORMATION TO UNDERSTAND THE STRUCTURE AND OPERATION OF THE NATIONAL COACHING ACCREDITATION SCHEME (NCAS)

The sport and recreation industry encompasses a large range of both private and public organisations. These range from small community based sports clubs to large sporting focussed organisations and commercial organisations that support and/or supply to the industry. It can be daunting when starting out to find relevant information on these organisations.

The best place to start looking for anything related to any particular industry would be to the peak industry bodies, or also known as industry associations.

Peak bodies are major organisations that represent the interests of groups, organisations and individuals that are drawn together by their common participation or involvement in a particular activity or field of endeavour. In this case the sport, fitness and recreational industry and those working in the industry or operating within the industry.

Peak bodies carry out a variety of roles. They develop policies and protocols, advise governments, provide a reference point for their members, maintain quality and standards of operation by organisations and individuals and represent their members in many different ways.

The sport, fitness and recreational associations in Australia also are instrumental in advising and managing the ongoing professional development of sporting and fitness professionals, including sport coaching.

Then there are those information sources that are not directly part of the industry, however they would provide information that most in the industry at some point would need. These sources include:

- Health professionals
- Professionals in sales and marketing, accounting, law, insurance and facility management
- Technologies including computers, communications, hardware and software
- Training and professional development specialists

Table Content:

SISSCO101 Develop and update knowledge of coaching practices Date this document was generated: 8 March 2013

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. Source and apply general information on coaching general principles. | <p>1.1 Identify <i>sources of information</i> to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS).</p> <p>1.2 Access and comprehend <i>NSO sport specific information</i> relevant to coaching in chosen sport.</p> <p>1.3 Identify a range of sources of information to update knowledge of coaching.</p> |
| 2. Source and apply information on legal and ethical issues that impact on coaching. | <p>2.1 Obtain information on <i>legal obligations and legal issues</i> affecting coaches.</p> <p>2.2 Obtain information on <i>ethical responsibilities</i> affecting coaches.</p> <p>2.3 Identify sport specific information that can be used to support coaching.</p> |

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.

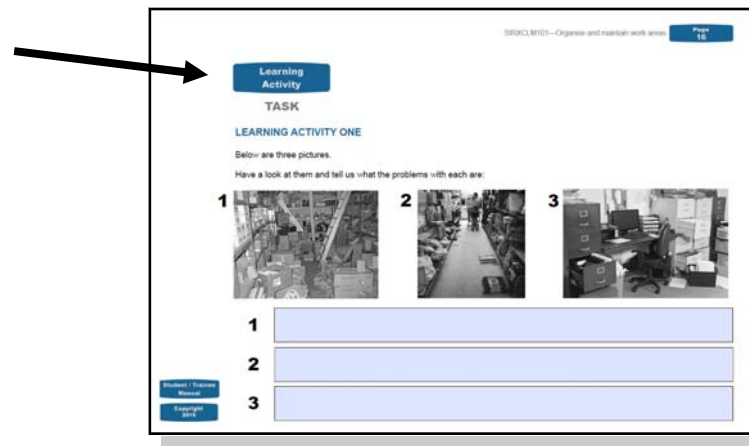
STUDENT/TRAINEE MANUAL

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.

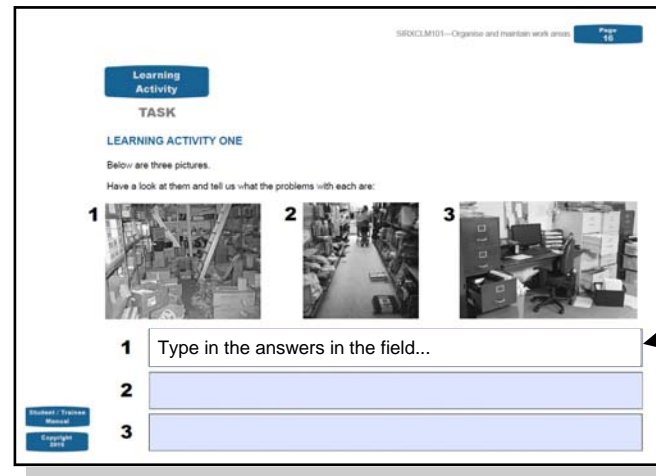
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

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 screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is labeled '1' and contains the placeholder text 'Type in the answers in the field...'. The second and third fields are labeled '2' and '3' respectively and are currently empty. A black arrow points to the first input field. In the bottom left corner, there are two buttons: 'Student - Trainee Manual' and 'Copyright 2016'.

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.

SRXCLM101—Organize and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

| | | |
|--|--|--|
| | | |
| | | |

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual Copyright 2016

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



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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.