



Australian Government
Australian Sports Commission

National Coaching Accreditation Scheme (NCAS)

Level 2 Coaching Principles Curriculum

Contents

Acknowledgements	4
Introduction	6
National Coaching Accreditation Scheme overview	8
Level 2 curriculum	9
Curriculum configuration	11
Overview	12
Delivery strategies	13
Assessment method	13
Curriculum configuration summary	16
Module — Coaching preparation	
CP 2:1 — Planning	17
CP 2:2 — Risk management	19
CP 2:3 — Self reflection	21
Module — Athlete preparation	
CP 2:4 — Principles of training	22
CP 2:5 — Endurance training	24
CP 2:6 — Speed, strength and power training	26
CP 2:7 — Flexibility training	28
CP 2:8 — Functional anatomy	30
CP 2:9 — Biomechanics	32
CP 2:10 — Development and maturation	34
CP 2:11 — Nutrition	36
CP 2:12 — Sports psychology	38
CP 2:13 — Sports medicine	40
Module — Coaching athletes	
CP 2:14 — Teaching methods	42
CP 2:15 — Skill acquisition	44
CP 2:16 — Communication	46
CP 2:17 — Resource management	48
Module — Optional module	
CP 2:18 — Coaching Indigenous athletes	50
CP 2:19 — Ethical issues in coaching	52
CP 2:20 — Drugs in sport	54
CP 2:21 — Working with officials	56
References	58
Appendix A: Level 2 Coaching Principles Assessment pro forma	61

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Angela Calder

Julian Jones

Peter Hanlon

Janet Bothwell

Warren Robilliard

Barbara Fenner

ASC Staff

Nicole den Duyn

Sean Scott

Scott Goodman

Gene Schembri

Darryl Durham

Antonia Kieran

Introduction

National Coaching Accreditation Scheme

The National Coaching Accreditation Scheme (NCAS) is a progressive coach education program. NCAS courses include the following components:

- **Coaching principles** — fundamentals of coaching and athletic performance
- **Sport specific** — skills, techniques, strategies and scientific approaches specific to particular sports
- **Practical** — practical coaching and application of coaching principles

The NCAS aims to:

- increase confidence and competence in coaching ability, and promote an ongoing progressive improvement of knowledge and expertise as coaches move through the levels of the scheme
- incorporate an involvement with, and an understanding of, sports science, enabling a more in-depth approach to coaching
- promote the use of safe and correct techniques
- improve communication skills
- encourage the development of innovative coaching techniques
- develop quality-controlled learning in all courses
- increase the enjoyment of sport both for coaches and athletes
- promote a safe and harassment-free sporting environment.

NCAS courses are practical in nature with emphasis on:

- efficient and effective organisation of practice sessions
- appropriate methods of teaching, analysing and correcting athletic performance
- imparting sports skills by clear instruction and demonstration
- avoiding potentially unsafe and dangerous practices and knowing what to do if an athlete is injured.

Effective coaching requires specialist skills that have been learned and practiced. Successful coaches quickly learn new coaching skills, are flexible when change is needed, accept constructive feedback and can evaluate themselves. They relate well to people.

NCAS courses offer opportunities for coaches to acquire greater knowledge of coaching while allowing them to develop innovative techniques. After completing an NCAS course, coaches will be more effective and their improved coaching skills will help their athletes get more out of sport.

Level 2 curriculum

This course fulfils the Level 2 Coaching Principles requirements of the NCAS as prescribed by the Australian Sports Commission (ASC). Recognition of prior learning for this course, however, is ultimately the responsibility of the appropriate national sporting organisation (NSO). To qualify for accreditation as a Level 2 coach and registration with the ASC, coaches must also complete sport specific and coaching practice components, as well as any other requirements set down by the NSO.

This curriculum can be utilised in combination with a sport specific component to form an integrated Level 2 coaching course. Integrated courses and the coaching practice components will usually be conducted and administered by the state sporting organisation affiliated with the appropriate NSO.

The Level 2 Coaching Principles course aims to develop practical coaching knowledge and skills for the intermediate coach. *Better Coaching: Advanced Coach's Manual* is the ASC's text for the Coaching Principles course, with a variety of other recommended texts as mentioned within the course. This curriculum is also used in conjunction with the *Level 2 Coaching Principles Workbook*.

The Level 2 curriculum is divided into four modules of study.

- Coaching preparation
- Athlete preparation
- Coaching athletes
- Optional

Age requirements

The ASC recommends a minimum age of 18 years.

Each participant is encouraged to contact their sport to find the minimum age requirements of their sport specific component.

Pre-requisites

The ASC requires that each candidate is a current Level 1 NCAS registered coach actively coaching in a sport specific area.

Recognition of prior learning

Determination, on an individual basis, of the competencies obtained by a coach through previous training, work experience and/or life experience may result in advanced standing being offered, whole or in part, for the Level 2 Coaching Principles course.

Refer to the *Coaching Principles Agency Handbook* for further information on recognition of prior learning. The handbook is available from

Coaching Principles Agency
Attention: Administrative Assistant
Australian Sports Commission
PO Box 176
BELCONNEN ACT 2616
Email coaching@ausport.gov.au

Curriculum configuration

The curriculum is divided into two major areas of study:

- 1 Core modules
- 2 Optional modules

Course presenters must consider the knowledge, experience and background of the course participants and the target group who will eventually receive the coaching. The coaching principles section must include units CP 2:1 to CP 2:17 (please refer to page 12). The emphasis and timing for the core units will vary according to the needs of the participant group.

Course presenters can also select optional units CP 2:18 to CP 2:21 (please refer to page 12) depending on participants and target groups. The nominal duration given for each module is a suggestion to help course presenters.

Note: NSOs may negotiate with the ASC on core and optional modules and their inclusion into integrated courses. (An integrated course is defined as a course that is delivered by an NSO, incorporating all three components of an NCAS course, and meeting the appropriate competencies as set out in the ASC Course Design Guidelines and Coaching Principles curriculum.)

Overview

Code	Core units	Nominal duration	Delivery modality
CP 2:1	Planning	2 hours	Course
CP 2:2	Risk management	3.5 hours	Course
CP 2:3	Self reflection	1 hour	Course/study pack
CP 2:4	Principles of training	3.5 hours	Course
CP 2:5	Endurance	2 hours	Course
CP 2:6	Speed, strength and power	2 hours	Course
CP 2:7	Flexibility	1 hour	Course
CP 2:8	Functional anatomy	1.5 hours	Course
CP 2:9	Biomechanics	2 hours	Course
CP 2:10	Development and maturation	3 hours	Course/practical
CP 2:11	Nutrition	2 hours	Course
CP 2:12	Sports psychology	2 hours	Course
CP 2:13	Sports medicine	2 hours	Course
CP 2:14	Teaching methodologies	3 hours	Course/practical
CP 2:15	Skill acquisition	2 hours	Course/practical
CP 2:16	Communication	2 hours	Course/practical
CP 2:17	Resource management	1 hour	Course
	Total core hours	35.5 hours	

Code	Optional units	Nominal duration	Delivery modality
CP 2:18	Coaching Indigenous athletes	2 hours	Course
CP 2:19	Ethical behaviours in coaching	1 hour	Course
CP 2:20	Drugs in sport	2 hours	Course
CP 2:21	Working with officials	1 hour	Course
	Total optional hours	6 hours	

Delivery strategies

The ASC endorses a flexible delivery approach within the Level 2 Coaching Principles course.

The course may be delivered on a module-by-module basis as reflected in the curriculum, or learning outcomes may be combined across several modules within practical demonstrations and experiences.

It is hoped that this flexible delivery will meet the needs of Coaching Principles agencies and their clients.

The ASC recommends varying delivery strategies, including practical involvement by candidates both in and outside the classroom environment.

Assessment method

Providers will assess candidates as prescribed within the core and optional modules of the curriculum. Please refer to the Assessment Matrix on page 15 of this document.

Competency standards for Level 2 NCAS coaches

Level 2: NCAS
<i>Plan and prepare:</i>
Identify the needs of your athletes/team
Prepare a yearly plan appropriate to the needs of the athlete/team
Plan and prepare training sessions that complement the yearly plan
Individualise training programs to meet the specific needs of the athlete
Apply sports science knowledge to the appropriate level
<i>Conduct:</i>
Organise and conduct activities and training sessions to challenge and develop the athlete/team (physically, technically and tactically)
Use appropriate communication to meet the needs of the individual athlete/team and the situation
<i>Monitor/review:</i>
Assess and monitor the development and wellbeing of the athlete
Analyse athlete performance and provide appropriate technical corrections
Respond to unforeseen circumstances in training and competition, and adapt activities appropriately
<i>Evaluate:</i>
Conduct and analyse tests to assess ongoing physiological, technical and tactical development of the athlete, using specialist expertise and equipment where required
Evaluate achievement of the objectives of the plans for the athlete/team
Identify an action plan to change ineffective coaching behaviours
<i>Adapt:</i>
Analyse and implement appropriate modifications to the yearly plan
Adapt training plans based on results of tests
Change ineffective coaching behaviours

Level 2 Coaching Principles curriculum Assessment tasks matrix

Assessment tasks	Level 2 Coaching Principles units assessed																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Assessment task 1 <ul style="list-style-type: none"> Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport 	√			√	√	√	√														
Assessment task 2 <ul style="list-style-type: none"> Complete the 'Video Self Analysis — A Lens on Coaching' study pack (pre-course reading) or Participate in group discussion, reporting on self-analysis experiences 			√																		
Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook		√						√	√		√	√	√				√	√		√	√
Assessment task 4 <ul style="list-style-type: none"> Submit a training session plan for a particular target group Conduct a segment of this plan as a practical coaching session, using peer evaluation (Note: this can be done during the course, or in a sport specific setting with another appropriate coach negotiated by the course coordinator) 										√			√	√	√						
Assessment task 5 <ul style="list-style-type: none"> Participate in group discussion about ethical behaviours in coaching using case studies 																			√		

Note: See Appendix A for assessment evaluation forms that can be used when assessing candidates in the above tasks

Module name	Coaching preparation
Unit name	Planning
Nominal duration	2 hours
Unit code	CP 2:1
Unit purpose	This unit will provide coaches with the skills required to design an effective yearly training program.
Pre-requisites	Nil
Relationship to competency standards	CAI 034, Elements 1, 2 CAI 048, Elements 1, 5, 6, 8 CAI 019, Elements 1, 2, 3
Summary of learning outcomes	<p>At the completion of this unit, the coach will be able to:</p> <ul style="list-style-type: none"> • design and present a yearly training program that will consist of micro, macro and meso cycles • include strategies to address competition preparation within the above plan • evaluate a yearly training plan for the individual and/or team • include athletes' needs in the development of a training plan.
Assessment criteria	<p>The yearly training plan will include:</p> <ul style="list-style-type: none"> • phases of a yearly program • micro, macro and meso cycles • appropriate skill and tactical training activities for each phase of the program • strategies to address competition preparation within the above plan • the basic principles of training (specificity, progression, individuality, variety, overload, reversibility, recovery) for the conditioning of their athlete/s • appropriate activities to develop the fitness requirements for their sport • safety strategies appropriate to the activities.
Assessment tasks	<p>Assessment task 1</p> <ul style="list-style-type: none"> • Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.
Conditions of assessment	<p>The participant will have access to:</p> <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Yearly training plan
- Micro, macro and meso cycles
- Phases of the plan
 - preparation
 - competition
 - transition
- Individualising programs
- Evaluation, measurement and modification of a yearly plan
- Record keeping

Delivery strategy

- Presentation
- Group work

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Bompa, T 1994, *Theory and Methodology of Training — The Key to Athletic Performance*, Toronto, Ontario, Kendall/Hunt Publishing.

Kidman, L and Hanrahan, S 1997, *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Coaching preparation
Unit name	Risk management
Nominal duration	3.5 hours
Unit code	CP 2:2
Unit purpose	This unit will provide coaches with the practical skills to ensure a safe sporting environment. This unit will also overview the legal liabilities that coaches must consider in their coaching.
Pre-requisites	Nil
Relationship to competency standards	CAI CAI 034, Elements 1, 3, 6 CAI 048, Elements 1, 5, 6, 8 CAI 019, Elements 1, 2, 3 CAI 022, Elements 1, 2, 3, 4 CAI 035, Elements 1, 2, 4, 5, 6 CAI 036, Elements 1, 2, 3 CAI 038 RAC 012, Elements 1, 2, 3, 4 CAI 045, Elements 3
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • discuss the coach's code of conduct and its relevance to the coaching environment • identify the coach's role in relation to ethical issues • identify the inherent risks and liabilities in coaching within their sport • develop a risk management plan in the areas of safety and legal responsibility • explain the principles of natural justice
Assessment criteria	<ul style="list-style-type: none"> • List the risks involved in your sport and risk-management strategies • State your legal responsibilities as a coach in your sport • Explain the principles of natural justice • Describe the role of the coach in relation to ethical responsibilities
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 coaching principles workbook.
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

Ethics:

- coaches code of conduct
- ethical issues sexual harassment/abuse
- coaching children

Drugs in sport:

- drug testing — procedures and protocols
- inadvertent doping
- banned substances

Legal considerations:

- contract negotiations
- litigation
- duty of care — safety/negligence
- waivers and exclusion clauses/insurance
- sporting tribunals and natural justice
- sport law issues (for example, restraint of trade)

How to develop a risk management plan

Delivery strategy

Presentation

Group work

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Australian Sports Commission, Canberra.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

ASC Code of Ethics — Australian Sports Commission.

ASC 1998, Harassment-free Sport handbooks.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Martin-Wynd, J 1996, *Drugs in Sport: Coach Education Manual*. Canberra, Australian Sports Drug Agency.

Queensland Government Office of Sport and Recreation 1997, *Playing It Safe — A Guide to Risk Management for sport and recreation organisations*, Queensland Government.

Module name	Coaching preparation
Unit name	Self reflection
Nominal duration	1 hour
Unit code	CP 2:3
Unit purpose	This unit will provide coaches with the practical skills to evaluate and improve the quality of their coaching through video self analysis.
Pre-requisites	Nil
Relationship to competency standards	CAI 038 CAI 045 Element 3
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • self reflect on their coaching and develop appropriate coaching behaviour modifications.
Assessment criteria	<ul style="list-style-type: none"> • Utilise self reflection of their coaching behaviours to identify areas for improvement
Assessment tasks	Assessment task 2 <ul style="list-style-type: none"> • Complete the 'Video Self Analysis — A lens on coaching' study pack (pre-course reading) or • Participate in group discussion, reporting on self-analysis experiences
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • The self-reflection process • Video self analysis • Mentoring • Coaching behaviours
Delivery strategy	Video presentation Presentation or Home study pack
Resources	<p>Australian Coaching Council 1996, <i>Coaching Better: Becoming a More Effective Coach</i>, Canberra, Australian Sports Commission.</p> <p>Australian Coaching Council 1996, <i>Video Self Analysis — A lens on coaching</i>, Canberra, Australian Sports Commission.</p> <p>Kidman, L and Hanrahan, S 1997, <i>The Coaching Process: A Practical Guide to Improving Your Effectiveness</i>, New Zealand, The Dunmore Press.</p>

Module name	Athlete preparation
Unit name	Principles of training
Nominal duration	3.5 hours
Unit code	CP 2:4
Unit purpose	This unit will provide coaches with an overview of the principles of training and physical conditioning.
Pre-requisites	Nil
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify the relevant contribution of each of the energy systems to their sport • devise a training plan for the conditioning of their athletes.
Assessment criteria	The yearly training plan will include: <ul style="list-style-type: none"> • phases of a yearly program • micro, macro and meso cycles • appropriate skill and tactical training activities for each phase of the program • strategies to address competition preparation within the above plan • the basic principles of training (specificity, progression, individuality, variety, overload, reversibility, recovery) for the conditioning of their athlete/s • appropriate activities to develop the fitness requirements for their sport • safety strategies appropriate to the activities.
Assessment tasks	Assessment task 1 <ul style="list-style-type: none"> • Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Principles of training
 - specificity
 - progression
 - individuality
 - variety
 - overload
 - reversibility
 - recovery
- The energy systems
- Components of fitness
 - strength
 - power speed
 - endurance
 - flexibility
- Core trunk stability
- Types of recovery training
 - incorporating recovery training into your program

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Bompa, T 1994, *Theory and Methodology of Training — The Key to Athletic Performance*, Toronto, Ontario, Kendall/Hunt Publishing.

Calder, A, *Planning and Recovery — Beyond Barcelona 4th Elite Coaches Seminar*.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Endurance training
Nominal duration	2 hours
Unit code	CP 2:5
Unit purpose	This unit will provide coaches with an overview of the varying types of endurance training available.
Pre-requisites	CP 2:4
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify the appropriate training methods to improve the endurance capacity of their athlete/s • devise a training plan for the development of endurance for their athlete/s.
Assessment criteria	The yearly training plan will include: <ul style="list-style-type: none"> • phases of a yearly program • micro, macro and meso cycles • appropriate skill and tactical training activities for each phase of the program • strategies to address competition preparation within the above plan • the basic principles of training (specificity, progression, individuality, variety, overload, reversibility, recovery) for the conditioning of their athlete/s • appropriate activities to develop the fitness requirements for their sport • safety strategies appropriate to the activities.
Assessment tasks	Assessment task 1 <ul style="list-style-type: none"> • Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Types of endurance
 - aerobic
 - anaerobic
 - muscular
- Types of training
 - long distance
 - interval
 - fartlek
 - time trials
 - competition
- Heart rate training zones
- Safety considerations
- Applied fitness testing — endurance
- Adaptation of your program

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Bompa, T 1993, *Periodization of Strength*, Toronto, Ontario, Copywell.

Bompa, T 1994, *Theory and Methodology of Training — The Key to Athletic Performance*, Toronto, Ontario, Kendall/Hunt Publishing.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Rushall, B. and Pyke, F. 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Speed, strength and power training
Nominal duration	2 hours
Unit code	CP 2:6
Unit purpose	This unit will provide coaches with an overview of the varying types of speed, strength and power training available to the coach.
Pre-requisites	CP 2:4
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify the appropriate training methods to improve the speed, strength and power capacity of their athlete/s • devise a training plan for the development of speed strength and power training for their athletes.
Assessment criteria	The yearly training plan will include: <ul style="list-style-type: none"> • phases of a yearly program • micro, macro and meso cycles • appropriate skill and tactical training activities for each phase of the program • strategies to address competition preparation within the above plan • the basic principles of training (specificity, progression, individuality, variety, overload, reversibility, recovery) for the conditioning of their athlete/s • appropriate activities to develop the fitness requirements for their sport • safety strategies appropriate to the activities.
Assessment tasks	Assessment task 1 <ul style="list-style-type: none"> • Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Definition of speed, strength and power
- Interrelationship between speed, strength and power
- Types of training
 - weight training
 - circuit training
 - plyometrics
 - sprint training
- Safety considerations
- Applied fitness testing — speed, strength, power
- Adaptation of your program

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Bompa, T 1993, *Periodization of Strength*, Toronto, Ontario, Copywell.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Kraemer, WJ and Fleck, SJ 1993, *Strength Training for Young Athletes*, Champaign Illinois, Human Kinetics.

Martens, R 1997, *Successful Coaching*. USA, Human Kinetics Publishers Inc.

Peterson, JA, Bryant, CX and Peterson, SL 1995, *Strength training for Women*. Champaign Illinois, Human Kinetics.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*. Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Flexibility training
Nominal duration	1 hour
Unit code	CP 2:7
Unit purpose	This unit will provide coaches with an overview of the latest techniques used in increasing flexibility and maintaining range of movement.
Pre-requisites	CP 2:4
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify the appropriate training methods to improve the flexibility of their athlete/s and maintain range of movement • devise a training plan for the development of flexibility for their athlete/s.
Assessment criteria	The yearly training plan will include: <ul style="list-style-type: none"> • phases of a yearly program • micro, macro and meso cycles • appropriate skill and tactical training activities for each phase of the program • strategies to address competition preparation within the above plan • the basic principles of training (specificity, progression, individuality, variety, overload, reversibility, recovery) for the conditioning of their athlete/s • appropriate activities to develop the fitness requirements for their sport • safety strategies appropriate to the activities.
Assessment tasks	Assessment task 1 <ul style="list-style-type: none"> • Design a yearly training plan appropriate to the needs of your athlete/s or team. The plan should detail the requirements of the preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Types of stretching
 - static
 - ballistic
 - PNF
- Scheduling flexibility training
- Developing suitable warm up and cool down routines
- Using flexibility in recovery programs
- Safety considerations
- Applied fitness testing — flexibility

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Functional anatomy
Nominal duration	1.5 hours
Unit code	CP 2:8
Unit purpose	This unit will provide coaches with an overview of functional anatomy and its relationship to the sporting environment.
Pre-requisites	Nil
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • describe the structures of the human body as they relate to sporting performance • recognise anatomical terminology • identify which sporting injuries occur within the various systems within the body.
Assessment criteria	<ul style="list-style-type: none"> • Identify the roles and functions of the anatomical systems as they relate to sport • Define specific anatomical terminology • List common sporting injuries that occur within the various systems of the body
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Anatomical terminology <ul style="list-style-type: none"> – anatomical position – directional terms – other common terms • Skeletal framework <ul style="list-style-type: none"> – joint structure and function – types of joints and how they work – predisposition to injury • Muscular system <ul style="list-style-type: none"> – functions of major muscle groups – terminology of movement – predisposition to injury • Nervous system

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Biomechanics
Nominal duration	2 hours
Unit code	CP 2:9
Unit purpose	This unit will provide coaches with an outline of the basic theories of biomechanics, so that they can be adapted to a sport specific environment.
Pre-requisites	Nil
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 048 Elements 2, 3, 4, 7 CAI 038 CAI 036 Elements 1, 2, 3
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • observe and interpret the mechanics of basic movement patterns • recommend modifications to a specific movement pattern to produce a more mechanically efficient movement pattern.
Assessment criteria	<ul style="list-style-type: none"> • Identify the mechanics of basic movement patterns • Compare basic movement patterns to an ideal model • Recommend remedial changes to a basic movement pattern • Identify the major movement patterns within your sport • Identify technology used to analyse movement patterns
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Analysis of movement patterns • Forces • Levers • Momentum • The use of modern technology in the analysis of movement patterns • Interpreting and acting on analysis
Delivery strategy	Presentation Group work Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Module name	Athlete preparation
Unit name	Development and maturation
Nominal duration	3 hours
Unit code	CP 2:10
Unit purpose	This unit will provide the coaches with the skills to develop effective programs around the needs of their athletes.
Pre-requisites	Nil
Relationship to competency standards	CAI 034 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2, 3 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> recognise the physical maturation and social developmental processes applicable to their specific target groups and the implications for training.
Assessment criteria	<ul style="list-style-type: none"> Develop a session plan to meet the needs of a specific target group Identify a series of skill development activities Link a series of skills to enable the athlete to perform overall task/game routine Provide constructive feedback in a positive manner Implement positive and appropriate strategies in a one-to-one communication situation Use appropriate non-verbal communication
Assessment tasks	Assessment task 4 <ul style="list-style-type: none"> Submit a training session plan for a particular target group Conduct a segment of this plan as a practical coaching session, using peer evaluation (Note: this can be done during the course, or in a sport specific setting with another appropriate coach negotiated by the course coordinator)
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> a learning environment appropriate to the prescribed assessment tasks appropriate resource materials.

Content

Note:

This unit is to be tailored to meet the needs of the client base participating in the course.

- Physical development
 - childhood to mature aged athletes
- Coaching children
 - social and emotional, physiological development of child to teenager
- Coaching female athletes
 - physical, social, hormonal and nutritional considerations
- Veterans sport
- Cultural diversity
- Coaching athletes with disabilities

Delivery strategy

Presentation

Group work

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Australian Coaching Council 1992, *Give it a Go! Coaching Athletes with Disabilities*. Canberra, Australian Sports Commission (video).

Australian Sports Commission and Sports Medicine Australia (brochure), *Matured Aged Sport — Fitness into the future*. Canberra, Australian Sports Commission.

Daly, J and Ey, W 1996, *Hormones and Female Athletic Performance*, South Australia, Optima Press.

Goodman, S 1995, *Coaching Athletes with Disabilities: General Principles*, Canberra, Australian Sports Commission.

Lee, M 1993, *Coaching Children in Sport — Principles and Practice*, London, E&FN SPON.

Reaburn, P and C, *The Masters Athlete*, (periodical) Sports Performance Consultants, Rockhampton.

Schembri, G, McCallum, J and Woodman, L 1992, *Coaching Children*, Canberra, Australian Sports Commission.

Sports Medicine Australia 1997, *Safety Guidelines for Children in Sport and Recreation*, Canberra, Sports Medicine Australia.

Taggart, J 1991, *Coaching Female Athletes*, Canberra, Australian Sports Commission.

Module name	Athlete preparation
Unit name	Nutrition
Nominal duration	2 hours
Unit code	CP 2:11
Unit purpose	This unit will provide coaches with the skills to appropriately advise athletes on their nutritional and fluid requirements to assist their performance.
Pre-requisites	Nil
Relationship to competency standards	CAI 034 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 036 Elements 1, 2, 3 CAI 048 Elements 2, 3, 4
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify components of a well-balanced sporting diet • develop and implement a suitable fluid replacement program for their sport and environment • recognise the symptoms associated with possible nutritional deficiencies and eating disorders.
Assessment criteria	<ul style="list-style-type: none"> • List the components of a well-balanced sporting diet • Develop a suitable fluid replacement program for your sport and environment • List the signs of dehydration in an athlete • Recognise the symptoms associated with possible nutritional deficiencies and eating disorders
Assessment tasks	Assessment task 3 Complete selected worksheet/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Nutritional guidelines for competing athletes • Hydration • Training and competition diets • Supplementation • Eating disorders • Weight management
Delivery strategy	Presentation Group work Discussion Video

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Australian Coaching Council, *Winning Diet for Sport*, video series.

Burke, L 1995, *The Complete Guide to Food for Sports Performance*, 2nd edn, Sydney, Allen & Unwin.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Phillips, J, Martin, C and Baker, K 1997, *In the Dark about Eating Disorders?: Answers for the Coach*, Adelaide, South Australian Sports Institute and Australian Sports Commission.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne, Macmillan.

Module name	Athlete preparation
Unit name	Sports psychology
Nominal duration	2 hours
Unit code	CP 2:12
Unit purpose	This module will provide coaches with the basic sport psychology skills for implementation within their programs.
Pre-requisites	Nil
Relationship to competency standards	CAI 034 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 027 Elements 1 CAI 030 Elements 1, 2, 3 CAI 033 Elements 1, 2, 3, 4 CAI 035 Elements 2, 3 CAI 036 Elements 1, 2, 3 CAI 037 Elements 1, 2 CAI 039 Elements 1, 2, 3, 4, 5 CAI 048 Elements 2, 3, 4
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • establish long and short-term coaching goals • recognise the need for a variety of psychological training techniques • identify motivational strategies to maximise performance • manage their time to avoid burnout.
Assessment criteria	<ul style="list-style-type: none"> • Develop long- and short-term coaching goals • Describe the basic psychological training techniques that could assist athletes in training and competition • Compare motivational strategies to maximise performance • List strategies to assist coaches in time and lifestyle management
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Goal setting • Arousal control skills • Mental rehearsal • Stress management • Time management (coach and athlete) • Intrinsic and extrinsic motivation

Delivery strategy

Presentation
Group work
Scenarios

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra, Australia.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Kidman, L and Hanrahan, S 1997, *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.

Martens, R 1987, *Coaches Guide to Sport Psychology*, USA, Human Kinetics Publishers Inc.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Orlick, T 1990, *In Pursuit of Excellence: How to Win in Sport and Life through Mental Training*, Champaign Illinois, Human Kinetics.

Rushall, B and Pyke, F 1992, *Training for Sports and Fitness*, Melbourne Australia, Macmillan.

Rushall, B 1992, *Mental Skills Training for Sports — A manual for athletes, coaches, and sport psychologists*, San Diego, USA Sports Science Associates.

Stewart, M 1995, *To the Top: A Personal Best Approach to Success*, Victoria, Port Campbell Press.

Module name	Athlete preparation
Unit name	Sports medicine
Nominal duration	2 hours
Unit code	CP 2:13
Unit purpose	This unit will provide coaches with an overview of relevant sports medicine issues pertaining to the coaches' role within their program.
Pre-requisites	Nil
Relationship to competency standards	CAI 033 Elements 1, 2, 3, 4 CAI 036 Elements 1, 2, 3 CAI 038 CAI 048 Elements 1, 2, 3, 4, 5, 6, 7, 8 RAC 012 Elements 1, 2, 3, 4
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify predominant injuries and illnesses that occur within sport • describe appropriate hygiene strategies within the sporting environment • identify the coach's role in monitoring and integrating injured athletes back into their program.
Assessment criteria	<ul style="list-style-type: none"> • List the health issues and injuries facing athletes • Identify strategies to prevent injuries and illnesses within the sporting environment • Develop an emergency plan to assess and manage accidents in the sporting arena • Describe the role of the coach in the rehabilitation of athletes
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

Sports Medicine

- illness
- injury
- health issues
 - HIV
 - hepatitis
 - hygiene
- monitoring the injured athlete
- coach's role in rehabilitation
- emergency plans
- environmental stress
 - competing and training in hot and cold environments

Delivery strategy

Presentation

Group work

Scenarios

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Bloomfield, J, Fricker, P, Fitch, K (eds) 1995, *Science and Medicine in Sports*, Melbourne, Blackwell Science.

de Castella, R and Clews, W 1996, *Smart Sport: The Ultimate Reference Manual for Sports People*, Australia, RWM Publishing.

Sports Medicine Australia 1997, *Safety Guidelines for Children in Sport and Recreation*, Canberra, Sports Medicine Australia.

Sports Medicine Australia 1994, *Sports First Aid Course manual*, Canberra, Sports Medicine Australia.

Note:

Recognition of prior learning for this unit will be given to candidates who have:

- successfully met the competencies as prescribed in the SMA Sports First Aid course or equivalent

or

- successfully met the competencies as prescribed in the SMA Sports Trainer Level 1 course or equivalent.

The Australian Sports Commission recommends that all Level 2 coaches complete an SMA Sports First Aid course or equivalent.

The ASC wishes to acknowledge Sports Medicine Australia for their assistance in developing this unit.

Module name	Coaching athletes
Unit name	Teaching methods
Nominal duration	3 hours
Unit code	CP 2:14
Unit purpose	The purpose of this unit is to provide the coach with the necessary skills to be able to effectively coach using a wide variety of teaching strategies.
Pre-requisites	Nil
Relationship to competency standards	CAI O34 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • select the appropriate teaching methods to suit specific situations • develop a problem-solving approach to their coaching • evaluate the effectiveness of their teaching methods.
Assessment criteria	<ul style="list-style-type: none"> • Develop a session plan to meet the needs of a specific target group • Identify a series of skill development activities • Link a series of skills to enable the athlete to perform overall task/game routine • Provide constructive feedback in a positive manner • Implement positive and appropriate strategies in a one-to-one communication situation • Use appropriate non-verbal communication
Assessment tasks	Assessment task 4 <ul style="list-style-type: none"> • Submit a training session plan for a particular target group • Conduct a segment of this plan as a practical coaching session, using peer evaluation (Note: this can be done during the course, or in a sport specific setting with another appropriate coach negotiated by the course coordinator)
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- The learning environment (holistic approach)
- Styles of coaching (directive versus facilitative)
- Athlete involvement
- Self-directed teaching
- Questioning techniques
- Organisational skills
- Format/model for teaching skills and games
- Evaluation of the session
- Instructional teaching
- Game Sense
- Problem solving approach to learning
- Learning from other sports
- Observation

Delivery strategy

Presentation
Group work
Practical

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Australian Coaching Council 1997, *Game Sense: Developing Thinking Players*, video and study pack, Canberra, Australian Sports Commission.

Kidman, L and Hanrahan, S 1997, *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Module name	Coaching athletes
Unit name	Skill acquisition
Nominal duration	2 hours
Unit code	CP 2:15
Unit purpose	This unit will provide coaches with an overview of the basic principles of skill acquisition.
Pre-requisites	Nil
Relationship to competency standards	CAI O34 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify differing teaching methods to suit the learning styles of the athletes • provide constructive feedback in a positive manner • link a series of skills to enable the athlete to perform overall task/game routine.
Assessment criteria	<ul style="list-style-type: none"> • Develop a session plan to meet the needs of a specific target group • Identify a series of skill development activities • Link a series of skills to enable the athlete to perform overall task/game routine • Provide constructive feedback in a positive manner • Implement positive and appropriate strategies in a one-to-one communication situation • Use appropriate non-verbal communication
Assessment tasks	Assessment task 4 <ul style="list-style-type: none"> • Submit a training session plan for a particular target group • Conduct a segment of this plan as a practical coaching session, using peer evaluation (Note: this can be done during the course, or in a sport specific setting with another appropriate coach negotiated by the course coordinator)
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Stages of learning
- Styles of learning
- Types of skills
- Practice styles/controlled movement
- Skill linkages
- Methods of analysing skills (video analysis)
- Types of feedback

Delivery strategy

Presentation
Group work
Practical field work
Micro — teaching

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Australian Coaching Council 1997, *Game Sense: Developing Thinking Players*, video and study pack, Canberra, Australian Sports Commission.

Kidman, L and Hanrahan, S 1997, *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.

Martens, R 1997 *Successful Coaching*, USA, Human Kinetics Publishers, Inc.

Module name	Coaching athletes
Unit name	Communication
Nominal duration	2 hours
Unit code	CP 2:16
Unit purpose	The purpose of this unit is to provide the coach with a range of effective communication strategies that can be implemented into their practice sessions.
Pre-requisites	Nil
Relationship to competency standards	CAI 034 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • implement positive and appropriate strategies in a one-to-one communication situation • identify those factors which will contribute to the skills of sending and receiving messages • implement appropriate negotiation techniques.
Assessment criteria	<ul style="list-style-type: none"> • Develop a session plan to meet the needs of a specific target group • Identify a series of skill-development activities • Link a series of skills to enable the athlete to perform overall task/game routine • Provide constructive feedback in a positive manner • Implement positive and appropriate strategies in a one-to-one communication situation • Use appropriate non-verbal communication
Assessment tasks	Assessment task 4 <ul style="list-style-type: none"> • Submit a training session plan for a particular target group • Conduct a segment of this plan as a practical coaching session, using peer evaluation (Note: this can be done during the course, or in a sport specific setting with another appropriate coach negotiated by the course coordinator)
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

- Types of communication
 - written
 - verbal
 - non-verbal
- Listening and responding skills
- The communication process
- Self-evaluation of your communication skills
- Guidelines for effective instruction
 - coach/athlete
 - coach/official
 - coach/parent
 - coach/administrator
- Observation
- Conflict resolution
- Negotiation skills

Delivery strategy

Presentation
Group work

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Better Coaching Level 2 Coaching Principles Workbook*, Canberra.

Australian Coaching Council 1996, *Video Self Analysis: A Lens on Coaching*, video and study pack, Canberra, Australian Sports Commission.

Australian Coaching Council 1997, *Game Sense: Developing Thinking Players*, video and study pack, Canberra, Australian Sports Commission.

Kidman, L and Hanrahan, S 1997, *The Coaching Process: A Practical Guide to Improving Your Effectiveness*, New Zealand, The Dunmore Press.

Martens, R 1987, *Coaches Guide to Sport Psychology*, USA, Human Kinetics Publishers Inc.

Martens, R 1997, *Successful Coaching*, USA, Human Kinetics Publishers Inc.

Module name	Coaching athletes
Unit name	Resource management
Nominal duration	1 hour
Unit code	CP 2:17
Unit purpose	The purpose of this unit is to provide the coach with the skills to effectively manage the human resources associated with their program and source appropriate information relevant to their program.
Pre-requisites	CP 2:16
Relationship to competency standards	CAI 034 Elements 1, 2, 4, 6 CAI 033 Elements 1, 2, 3, 4 CAI 048 Element 7 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify support staff and their functions • locate relevant information and resources.
Assessment criteria	<ul style="list-style-type: none"> • Conduct a needs analysis of your program reflecting human resources required to support your program • List the roles and responsibilities of individuals/groups within your program • Locate appropriate resources for your program
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Identification of resources <ul style="list-style-type: none"> – sourcing sport specific information • Support team management <ul style="list-style-type: none"> – roles and responsibilities – developing a network
Delivery strategy	Presentation Group work Scenarios

Resources

National Sport Information Centre
Australian Sports Commission resources
Australian Sports Drug Agency resources
Sports Medicine Australia resources
National and state sporting organisations
Libraries
Human resources (for example, sports science/sports
medicine personnel and other coaches
Appropriate internet sites

Optional modules

CP 2:18

Module name	Optional module
Unit name	Coaching Indigenous athletes
Nominal duration	2 hours
Unit code	CP 2:18
Unit purpose	The purpose of this module is to provide the coach with an awareness of the issues involved in successfully coaching Indigenous athletes.
Pre-requisites	Nil
Relationship to competency standards	CAI 034 Elements 1, 2 CAI 019 Elements 1, 2, 3 CAI 030 Elements 1, 2, 3 CAI 035 Elements 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2, 3
Summary of learning outcomes	At the completion of this module the coach will be able to: <ul style="list-style-type: none">• discuss basic varying cultural values for Indigenous people• identify the basic similarities and differences of coaching Indigenous athletes• outline the Indigenous Sport Program.
Assessment criteria	<ul style="list-style-type: none">• List the cultural values of Indigenous people• State the requirements of coaching Indigenous athletes• Outline the functions of the Indigenous Sport Program and its relationship to mainstream sport
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none">• a learning environment appropriate to the prescribed assessment tasks• appropriate resource materials.

Content

- Cultural values
 - diversity of demographics
 - place of sport within the community
 - tall poppy syndrome
 - collective unity
 - communicating with Indigenous athletes
- Family structures
 - extended family responsibilities
 - support — success
 - club responsibilities
 - upbringing
- Practical strategies for implementation

Delivery strategy

Presentation
Group work
Video

Resources

Tatz, C 1995, *Obstacle Race: Aborigines in Sport*, UNSW Press.

Allen & Unwin, Colin and Paul Tatz 1996, *Black Diamonds: The Aboriginal and Torres Strait Islander Hall of Fame*.

Aboriginal and Torres Strait Islander Commission 1998, *As a matter of fact*.

Herron, J 1997, *Rebutting the myths*, John Herron, Minister for Aboriginal and Torres Strait Islander Affairs.

Module name	Optional module
Unit name	Ethical issues in coaching
Nominal duration	1 hour
Unit code	CP 2:19
Unit purpose	The purpose of this unit is to engage the coach in discussions about ethical issues in coaching.
Pre-requisites	Nil
Relationship to competency standards	CAI O34 Elements 1, 2 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify an ethical issue from a coaching situation that needs addressing • devise an action plan related to a concern about an ethical issue.
Assessment criteria	<ul style="list-style-type: none"> • Identify an ethical issue from a coaching situation that needs addressing • Develop an action plan to address an ethical issue
Assessment tasks	Assessment task 5 Participate in group discussion about ethical behaviours in coaching using case studies
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • Ethical issues in sport <ul style="list-style-type: none"> – drugs in sport – coaching children – harassment in sport – sexual abuse in sport – issues relating to eating disorders – winning and its implications
Delivery strategy	Presentation Facilitated discussion groups Case study presentations

Resources

ASC code of ethics

Clifford, C and Feezell, R 1997, *Coaching for Character*, Human Kinetics, Canada.

Australian Sports Commission 1998, *Harassment-free Sport guidelines*.

Australian Sports Commission 1994, *National Junior Sport Policy*

Web site:

- Players First: A report commissioned by the Canadian Hockey League.
<http://canoe4.canoe.ca/PlayersFirst/home.html>

Module name	Optional module
Unit name	Drugs in sport
Nominal duration	2 hours
Unit code	CP 2:20
Unit purpose	The purpose of this unit is to increase the skills and knowledge of coaches in relation to the drugs in sport issue.
Pre-requisites	Nil
Relationship to competency standards	CAI O34 Elements 1, 2 CAI 022 Elements 1, 2, 3, 4 CAI 035 Elements 1, 2, 3, 4, 5, 6 CAI 030 Elements 1, 2, 3 CAI 039 Elements 1, 2, 3, 4, 5 CAI 036 Elements 1, 2 CAI 038
Summary of learning outcomes	At the completion of this unit the coach will be able to: <ul style="list-style-type: none"> • identify classes of drugs which are banned and restricted, and the reasons why drugs are banned in sport • identify key 'drugs in sport' issues including cheating and inadvertent doping • inform athletes of their rights and responsibilities with regard to drug testing • develop alternative strategies to enhance performance legally.
Assessment criteria	<ul style="list-style-type: none"> • List classes of drugs which are banned and restricted • Identify banned and permitted medications • Describe alternative strategies to enhance performance legally
Assessment tasks	Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook
Conditions of assessment	The participant will have access to: <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.

Content

Banned substances

- definition of doping and reasons for banning drugs
- classes of banned and restricted drugs
- effects of banned substances

Drug testing

- event and out-of-competition testing
- athletes who can be tested
- domestic and international procedures
- athletes rights and responsibilities
- hearings and sanctions

Inadvertent doping

- checking medications and supplements
- therapeutic use of banned substances
- ASDA resources

Role of the coach

- education responsibilities
- supporting athletes dealing with drug issues
- code of conduct

Delivery strategy

Presentation
Practical activities
Case study presentations

Resources

Australian Coaching Council 1991, *Better Coaching: Advanced Coach's Manual*, Canberra, Australian Sports Commission.

'Coaching athletes with asthma', *ASDA Update*, Spring 1997, Vol 1, Issue 2.

Australian Sports Drug Agency 1998, *Drugs in Sport Handbook*.

Australian Sports Drug Agency 1993, *Drugs in Sport Drug Testing Video*.

Australian Sports Drug Agency 1996, *Drugs in Sport Coach Education Manual*, Infopac, Australian Sports Drug Agency.

The ASC wishes to acknowledge the Australian Sports Drug Agency for their assistance in developing this unit.

Module name	Optional module
Unit name	Working with officials
Nominal duration	1 hour
Unit code	CP 2:21
Unit purpose	This unit will provide coaches with an overview of the processes to effectively work with officials.
Pre-requisites	Nil
Relationship to competency standards	
Summary of learning outcomes	<p>At the completion of this module the coach will be able to:</p> <ul style="list-style-type: none"> • identify a number of strategies to effectively work with officials • identify strategies that can be implemented by coaches and officials to enhance athletic performance • overview the processes for dealing with disputes • outline the official's duty of care
Assessment criteria	<ul style="list-style-type: none"> • Explain the process for dealing with disputes • Describe the official's duty of care • Outline a strategy to improve communication between players, coaches and officials
Assessment tasks	<p>Assessment task 3 Complete selected worksheets/assignments from Level 2 Coaching Principles workbook</p>
Conditions of assessment	<p>The participant will have access to:</p> <ul style="list-style-type: none"> • a learning environment appropriate to the prescribed assessment tasks • appropriate resource materials.
Content	<ul style="list-style-type: none"> • The role of the captain in dealing with on-field officials <ul style="list-style-type: none"> – when can captains approach officials – how should a captain present their case – effective questioning techniques • Disputes and protests <ul style="list-style-type: none"> – formal process of dispute hearings – how to log protests • Importance of pre- and post-competition communication (that is, captain, coach and officials) <ul style="list-style-type: none"> – what can be achieved through increased communication? – issues to be discussed pre competition – how can post competition communication be facilitated • Understanding the official's duty of care

Delivery strategy

Presentation
Practical activities

Resources

Clifford, C and Feezell, R 1997, *Coaching for Character*, Human Kinetics, Canada.

National Officiating Program 1998, *Legal Responsibilities and Risk Management for Sports Officials*, Resource manual and module, Canberra, Australian Sports Commission.

National Officiating Program 1997, *People Management for Sports Officials: Resource Manual*, Canberra, Australian Sports Commission.

Weinberg, R and Richardson, P 1990, *Psychology of Officiating*, Leisure Press, Champaign, Illinois.

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Books and manuals

Aboriginal and Torres Strait Islander Commission 1998, *As a matter of fact*.

Colin and Paul Tatz 1996, *Black Diamonds: The Aboriginal and Torres Strait Islander Hall of Fame*. Allen & Unwin

Australian Coaching Council 1996 *Coaching Better: Becoming a More Effective Coach*, Canberra, Australian Sports Commission.

Pyke, F (ed) *Better Coaching: Advanced Coach's Manual*, (second edition) Human Kinetics 2001.

Australian Sports Commission, *Better Coaching Level 2 Coaching Principles Workbook*, Human Kinetics 2001.

Coaches Record Kit, Canberra, Australian Sports Commission, 1997.

Australian Coaching Council 1997, *Game Sense: Developing Thinking Players*, Canberra, Australian Sports Commission.

Australian Sports Drug Agency 1998, *Drugs in Sport Handbook*.

Bloomfield, J, Fricker, P, Fitch, K (eds) 1995, *Science and Medicine in Sports*, Melbourne, Blackwell Science.

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Level 2 Coaching Principles

Assessment pro forma

Name of candidate:
Organisation/club:
Contact numbers (ph):.....
Assessor(s) names:

Assessment task 1

- Design a yearly training plan appropriate to the needs of your athlete/s or team.
- The plan should detail the requirements of the target group's preparation, competition and transition periods, including development of the physical capacities/energy systems relevant to your sport.

This assessment task will assess the following units:

- | | |
|--|--|
| <ul style="list-style-type: none"> • CP 2:1 Planning • CP 2:4 Principles of training • CP 2:5 Endurance | <ul style="list-style-type: none"> • CP 2:6 Speed, strength and power • CP 2:7 Flexibility |
|--|--|

Assessment checklist

Assessment criteria	Comments	Demonstrates competency	Not yet competent — re-submit
<i>The yearly training plan will include:</i>			
• phases of a yearly program			
• micro, macro and meso cycles			
• appropriate skill and tactical training activities for each phase of the program			
• strategies to address competition preparation within the above plan			
• the principles of training (specificity, progression, individuality, variety)			
• overload, reversibility, recovery) for the conditioning of their athlete/s			
• appropriate activities to develop the fitness requirements for their sport			
• safety strategies appropriate to the activities			

Result:

- Candidate has achieved competency
- Candidate is not yet competent — re-submit

Reasons for decision:

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Assessment task 2

- Complete the 'Video Self Analysis — A lens on coaching' study pack (pre-course reading)

or

- Participate in group discussion, reporting on self-analysis experiences

This assessment task will assess the following unit:

- CP 2:3 Self reflection

Assessment checklist

Assessment criteria	Comments	Demonstrates competency	Not yet competent — re-submit
<ul style="list-style-type: none"> • Satisfactory completion of the video 'Self Analysis — A lens on coaching' study pack 			
<ul style="list-style-type: none"> • Utilise self reflection of their coaching behaviours to identify areas for improvement 			

Result:

- Candidate has achieved competency
- Candidate is not yet competent — re-submit

Reasons for decision:

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Assessment task 3

- Complete selected worksheets/assignments from the Level 2 Coaching Principles workbook

This assessment task will assess the following units:

- CP 2:2 Risk management
- CP 2:8 Functional anatomy
- CP 2:9 Biomechanics
- CP 2:10 Development and maturation
- CP 2:11 Nutrition
- CP 2:12 Sports psychology
- CP 2:13 Sports medicine
- CP 2:17 Resource management
- CP 2:18 Coaching Indigenous athletes (optional unit)
- CP 2:20 Drugs in sport (optional unit)
- CP 2:21 Working with officials (optional unit)

Assessment checklist

Assessment criteria	Comments	Demonstrates competency	Not yet competent — re-submit
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<p>Risk management</p> <ul style="list-style-type: none"> • List the risks involved in your sport and risk management strategies • State your legal responsibilities as a coach in your sport • Explain the principles of natural justice • Describe the coach's role regarding ethical responsibilities 			
<p>Functional anatomy</p> <ul style="list-style-type: none"> • Identify the roles and functions of the anatomical systems as they relate to sport • Define specific anatomical terminology • List common sporting injuries that occur within the various systems of the body 			
<p>Biomechanics</p> <ul style="list-style-type: none"> • identify the mechanics of basic movement patterns • compare basic movement patterns to an ideal model • recommend remedial changes to a basic movement pattern • identify the major movement patterns within your sport • identify technology used to analyse movement patterns 			
<p>Nutrition</p> <ul style="list-style-type: none"> • list the components of a well-balanced sporting diet • develop a suitable fluid replacement program for your sport and environment • list the signs of dehydration in an athlete • recognise the symptoms associated with possible nutritional deficiencies and eating disorders. 			

Assessment Criteria	Comments	Demonstrates competency	Not yet competent — re-submit
<p>Sports psychology</p> <ul style="list-style-type: none"> • develop long- and short-term coaching goals • describe the basic psychological training techniques that could assist athletes in training and competition • compare motivational strategies to maximise performance • list strategies to assist in time and lifestyle management 			
<p>Sports medicine</p> <ul style="list-style-type: none"> • list the health issues, injuries and illnesses facing athletes • identify strategies to prevent injuries and illnesses within the sporting environment • develop an emergency plan to assess and treat accidents in the sporting arena • describe the role of the coach in rehabilitation of athletes 			
<p>Resource management</p> <ul style="list-style-type: none"> • conduct a needs analysis of your program reflecting human resources required to support your program • list the roles and responsibilities of individuals/groups within your program. • locate appropriate resources for your program 			
Optional			
<p>Coaching Indigenous athletes</p> <ul style="list-style-type: none"> • list the cultural values of Indigenous people • state the requirements of coaching Indigenous athletes • outline the functions of the Indigenous Sport Program and its relationship to mainstream sport 			
<p>Drugs in Sport</p> <ul style="list-style-type: none"> • list classes of drugs which are banned and restricted • identify banned and permitted medications • describe alternative strategies to enhance performance legally 			

Assessment Criteria	Comments	Demonstrates competency	Not yet competent — re-submit
Working with officials <ul style="list-style-type: none"> • explain the process for dealing with disputes • describe the official's duty of care • outline a strategy to improve communication between players, coaches and officials 			

Result:

- Candidate has achieved competency
- Candidate is not yet competent — re-submit

Reasons for decision:

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Assessment task 4

- Submit a training session plan for a particular target group
- Organise and conduct a segment of this plan as a practical coaching session
- The coach will be assessed by their peers or an appropriate coach using the checklist below

Note: This assessment task may be completed during the course or in a sport specific environment with an appointed coach.

This assessment task will assess the following units:

- CP 2.10 Development and maturation
- CP 2.14 Teaching methodologies
- CP 2.15 Skill acquisition
- CP 2.16 Communication

Assessment checklist

Assessment criteria	Comments	Demonstrates competency	Not yet competent — re-submit
• develop a session plan appropriate to the identified target group			
• identify a series of skill development activities appropriate to the level of the athletes			
• link a series of skills to enable the athlete to perform an overall task/game routine			
• provide constructive feedback to the group in a positive manner			
• implement positive and appropriate strategies in one-to-one communication situations			
• use appropriate non-verbal communication (that is, body language)			

Result:

- o Candidate has achieved competency
- o Candidate is not yet competent — re-submit

Reasons for decision:

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Assessment task 5 (optional)

- Participate in group discussion about ethical behaviours in coaching using case studies

This assessment task will assess the following units:

- CP 2:9 Ethical behaviour in coaching (optional unit)

Assessment checklist

Assessment criteria	Comments	Demonstrates competency	Not yet competent — re-submit
<p><i>The coach is able to:</i></p> <ul style="list-style-type: none"> • identify an ethical issue from a coaching situation that needs addressing 			
<ul style="list-style-type: none"> • develop an action plan to address an ethical issue 			

Result:

- Candidate has achieved competency
- Candidate is not yet competent — re-submit

Reasons for decision:

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Completion of all assessment tasks for Level 2 Coaching Principles

Result:

- Candidate has achieved competency
- Candidate is not yet competent — re-submit

Assessor signature(s):

Candidate signature:

Date:

Date: