

SISSSCO002

**Work in a community
coaching role**

Assessor Guide



Students are completing the unit SISSCO002 – Work in a community coaching role.

Application of this unit

This unit describes the performance outcomes, skills and knowledge required to meet Australian sport industry expectations of a community coach. It includes meeting legal, ethical and job responsibilities and working with others.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.

Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

Unit Elements, Performance evidence and Knowledge evidence

The elements, performance evidence and knowledge evidence describe what a student must demonstrate in order to be considered competent in this unit. For a student to be assessed as competent in this unit overall, they must show they have absorbed the knowledge and skills as outlined on www.training.gov.au.

Students must complete all of the performance criteria as specified in the following elements:

1. Work in a sport environment.
2. Contribute to a productive workplace environment.
3. Communicate with others.
4. Support working relationships.

Performance evidence for this unit that must be demonstrated by the student:

Evidence is to be collected for each student of their ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

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

Knowledge evidence for this unit that must be absorbed and demonstrated to complete the tasks as listed in the elements and performance criteria for this unit by the student:

This includes knowledge of:

- o sport-specific governance structure and key contacts
 - organisational policies and procedures related to working in a community coaching role
 - legal and ethical responsibilities of a community coach:
 - member protection
 - child protection
 - work health and safety

- negligence and duty of care requirements
- insurance
- privacy and confidentiality
- National Sporting Organisation policies applicable to community coaching:
 - safe guarding children
 - integrity
 - social media
 - code of conduct
 - anti-doping
 - member protection
- role and responsibilities of a community coach:
 - training
 - competition
 - limitations to the coach role:
 - in injury management if not trained in first aid
 - in providing sport science advice if not qualified
- characteristics of a good coach:
 - interpersonal skills
 - communication skills
 - sport-specific knowledge and skills
 - maintaining good working relationships
- types of behaviours expected in a sport environment:
 - being prepared
 - promoting cooperation and good relationships
 - using acceptable language
 - dressing in a professional manner
 - arriving on time
 - using self reflection to identify areas for improvement
- methods of communication:
 - verbal:
 - use of language and tone
 - constructive feedback
 - active listening
 - questioning
 - asking for advice
 - use of interpreters for languages other than English and for the hearing impaired
 - non verbal:
 - body language
 - personal presentation
 - gestures and mannerisms
 - voice tone and volume
 - use of space
 - written
- methods for responding to challenges in a sport environment:
 - communication breakdown
 - selection disputes
 - abuse of officials
 - team conflict
 - complaints
 - members' protection breaches.

Please refer at all times to the unit information on www.training.gov.au

What do the students need to complete and submit?

Students will need to satisfactorily complete the following assessment tasks for this unit:

Assessment Task 1: Project with Observation.

Assessment Task 2: Question and Answers.

Each task is referenced in detail on a corresponding mapping guide to show the specific criteria from the unit of competency being assessed.

When is each assessment task due?

This is to be arranged between you, the trainer/assessor and each individual student. Consultation and guidance will be given by Savile Training to ensure that all learning objectives and training package requirements for this unit are met.

What am I looking for in the assessment time frame?

Each assessment task will have a set time period in which to complete that assessment. This is to ensure fairness.

Reasonable Adjustment

Reasonable adjustment reflects fairness and flexibility within our assessment system, allowing for a student's unique circumstances and/or disability to be accommodated in the assessment process but only to the extent that it does not compromise training package outcomes or impose an unreasonable burden on the RTO.

Students are advised and strongly encouraged to contact you as their trainer/assessor prior to attempting this task if they do not understand any part of this task or if they have any learning issues/ personal needs that may hinder them from performing to their best of their ability when attempting any part of the assessment. Please refer to Savile's Assessment Policy and Reasonable Adjustments Policy and all related procedures and ensure students have read and are aware of these before commencing any assessment task.

Students with specific learning needs

Reasonable adjustment can be made to the assessment process for students with specific learning needs. For example, a written theory assignment could be completed orally to support an individual with LLN or ESL issues. This should be completed in compliance with the Training and Assessment policies and procedures and must not compromise the training package requirements in any way, nor impose any unreasonable burden on Savile to provide such adjustment.

Academic Integrity

To ensure academic integrity is maintained, Savile will not allow any academic cheating, copying other student's answers or plagiarism. Cheating, plagiarism and collusion in any form during assessments will result on the assessment submission being invalidated.

By submitting this assessment task, a student is formally declaring that their submission is the result of only their own work, that is, it is authentic.

Authenticity is a rule of evidence under *Table 1.4 Rules of Evidence* under the *Standards for Registered Training Organisations (RTOs) 2025* and must be demonstrated and verified at all times as being the student's own original work, thoughts, performance and ideas. If you believe a student has not adhered to the Rules of Evidence in any way in their response, please contact the student to first discuss their evidence and make notes about what was discussed. This shows fairness to the student and may clarify or confirm.

What is a simulated assessment environment?

A simulated assessment environment (SAE) is used by assessors when the option of workplace assessment is not a viable or reasonable option for the student being assessed. A SAE is created to reflect industry standards and the industry environment. This is reflected within the customer interaction, instruments and items being utilised by the students to perform tasks and industry standard timelines to complete tasks. The 'Assessment Conditions' within the training package will often confirm that skills must be demonstrated in either a workplace, or in a simulated environment that reflects workplace conditions. Further guidance will state that where simulations are used, they must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

You may be utilising industry standard scenarios with your students to replicate the expectations of the community services sector. The emphasis is placed on the students demonstrating they have:

- Technical skills
- Underpinning knowledge
- Generic skills such as decision making and problem solving
- Workplace practices such as effective communication
- Other skills and employability skills related to the unit of competency.

Read and apply the following instructions before administering any assessments

The following information will set up and guide you through the assessment process for the unit outlined in this assessor pack.

Trainers/assessors must have a full understanding of the training and assessment, academic misconduct and student support policies and procedures prior to administering assessments. The training manager must be contacted if you are unsure about any part of the assessment policy and procedure and your responsibilities.

Students are required to demonstrate (for the whole unit of competency), their satisfactory performance by completing all of the assessment tasks in their entirety, as set out within this document.

If part of a task is not satisfactorily completed, you must arrange for them to undertake further assessment. Students are permitted three (3) attempts to demonstrate satisfactory at each task. Additional fees for a reassessment may apply which the student must be advised of – please refer to our Policy Handbook for details or speak to the RTO manager. Where a student still has not demonstrated a satisfactory result in any task after further learner supports, you must grade that student as having failed the assessment.

Overall student performance in the unit is to be recorded on the student's assessment documentation and also in Savile's student management system as either 'Competent' or 'Not Competent' (NC).

If at any stage you have a question or concern with the assessment, reasonable adjustment or processes, please contact the training manager to clarify the information before finalising an assessment outcome.

Benchmark answers

Benchmark answers are provided for all questions and tasks that require a written response.

For students to be deemed satisfactory in the question they are required to meet or exceed the benchmark answer provided.

Trainer/assessors are to either tick or cross answers as correct or incorrect or otherwise use S or NS for each question. Trainer/assessors are required to use their knowledge, expertise and skill to determine the context in which they have taught and delivered the unit to their students as well as complying with training package assessment conditions.

Students are required to be deemed satisfactory in all questions (unless otherwise identified in the relevant mapping document). If a student requires a verbal discussion to demonstrate their knowledge, this must be noted down in annotated note form and co-signed by the student to verify the discussion (when possible).

The trainer/assessor shall place a V/D (which indicates a verbal discussion has taken place) beside the question/ task and write the correct answer provided by the student.

The trainer/assessor should not lead the student to the answer but prompt them in this process. The trainer/assessor must also confirm the answer written by them is the student's intended response. The trainer/assessor and student should sign the written or electronic submission to indicate confirmation of this recorded information.

Trainer/assessors may also record/indicate that they have adjusted the assessment process along with reason/s and place the record in the student file. All medical or other related evidence that has informed the reasonable adjustment process should also be saved in the student's assessment file to support the reason for why reasonable adjustment was given.

The reason/s for adjusting the process may be consistent with the specific students' identified learning needs in the pre training review, or it may relate to a temporal disability. e.g. broken arm.

Students are afforded three (3) attempts to satisfactorily demonstrate their understanding and knowledge. If a student is not able to demonstrate their knowledge within three (3) attempts, please consult your training manager for further avenues for the student.

How to assess written responses

Please ensure that you have read and fully understand the processes below before administering a written assessment.

Before assessment occurs

- Refer back to the training and assessment strategy to ensure that all learning activities have been completed and are reflective of the qualification that is being completed.
- Ensure that students have been given feedback about their progress in the unit and the learning that has taken part of this.
- Ensure that the students have completed any required formative assessments for the unit.
- Ensure that students have clearly read and understood the student guide of the UOC.
- Provide students with the opportunity to clarify any questions about the UOC, assessment processes or assessment instruments before they complete their summative assessment.
- Confirm the identity of the student prior to commencing assessment to ensure the correct student is being assessed.
- Ensure all physical resources are available for the student and yourself as assessor before the assessment task commences and that the assessment location has been provided to the student prior to the assessment. Do not commence any assessment task unless all resources are available for use, including any reasonable adjustments for any student.
- That you, as an assessor, are compliant in your evidence as an assessor under VET Quality Framework legislation.

While assessment is being conducted

- Provide assistance when required, while ensuring that the academic integrity of the unit and assessment is not maligned.
- Ensure that provided times of assessment are adhered to (fairness and validity) and that where additional time is being provided to students as part of reasonable adjustment that this has been made clear.
- Ensure that the student submits the required evidence in line with the due date and understands what that agreed due date is.

To conclude assessment

- Ensure that work has been authenticated as own students alone.
- Refer to the benchmark answers for guidance and any notes made against pre-benchmarked assessment documentation. For example, word counts for theory assessments or completion of required forms, reports or templates.
- Provide opportunities for re-assessment and reasonable adjustment where a student has not addressed all of the assessment criteria in accordance with Savile's assessment/re-assessment and reasonable adjustment/equity policies and procedures.
- Provide feedback to the student so they understand the reasons for their assessment grading.
- Ensure that the final assessment result has been recorded on the student documentation and student management system.
- Record the names, signatures and dates in the relevant space/s.
- If applicable ensure that a reassessment date has been set with the students and record this in writing between yourself and the affected student/s.

How to assess using direct observation

Please ensure that you have read and fully understand the processes below before administering a direct observation assessment.

Before assessment occurs

- Provide opportunities for the student to clarify and disclose information to ensure fairness.

- Ensure that the formative assessment enables the student to develop the knowledge and skills in the context/s outlined in the unit of competency.
- Ensure that students have completed formative assessment activities, received feedback including being notified of areas for improvement to facilitate demonstrating satisfactory performance in the summative assessment.
- Read and become familiar with Savile’s training and assessment policy and procedure, including reasonable adjustment policy and procedures – refer to Savile’s Policy and Procedures for more information.
- Read and become familiar with Savile’s relevant observation checklist (observable behaviours) and the assessment task itself, as it relates to the unit of competency in www.training.gov.au
- Read and understand the unit of competency training package requirements in www.training.gov.au including any companion volumes/ implementation guides that relate to this unit.
- Confirm the student’s identity before commencing any assessment as part of authenticity measures and that the correct student’s assessment outcomes are being recorded against the correct student.

While assessment is being conducted

- Ensure correct body position for assessment observation.
- Ensure that no electronic device, other than your marking tool is being used at the same time as the observation.
- Ensure student behaviour is at an appropriate standard.
- Utilise the observation checklist and all benchmarking (observable behaviours for practical tasks and word counts for theory assessments) to determine student result.
- Indicate performance as satisfactory or unsatisfactory by placing a tick in the relevant box.
- Record appropriate comments and use for feedback purposes (where and when appropriate).

To conclude assessment

- Record the assessment outcome on documentation provided.
- Meet with the student to discuss the outcome and any reasons for the assessment decision.
- If verbal discussion has taken place, record the conversation (abbreviated notes) and have student co-sign document to indicate agreement.
- Insert assessment result where required as Satisfactory (S) or Not Satisfactory (NS).
- If student has been deemed NS, arrange a new assessment time.
- If this is the student’s final attempt at an assessment, complete all unit summary forms as well as Competent (C) or Not Competent (NC) for the VET unit of competency being assessed.
- Ensure that all signatures, written names and dates have been captured by both trainer/assessor and student on the assessment tool as well as any assessment time and location of the assessment for best practice record keeping.

How to assess using a simulated environment

Please ensure that you have read and fully understand the processes below before administering a simulated assessment.

Before assessment occurs

- Ensure assessments are using assessment criteria that relate to the quality of work expected by the industry.
- Ensure that students have completed formative assessment activities, received feedback including being notified of areas for improvement to facilitate demonstrating satisfactory performance in the summative assessment.
- Ensure assessments reflect real life work and are appropriately contextualised, including through prior industry engagement.
- Provide students with the appropriate assessment materials and verbal and written instructions.
- Provide students with the timeframe/period in which the assessment task is to be undertaken. Consider whether a student has also applied and is to be given additional time to undertake any task as a result of any reasonable adjustments.
- Ensure that all required equipment, resources and materials are available for use throughout the assessment.
- Ensure that relevant and industry standard policies and procedures are available for students to view, access and utilise throughout the assessment.

- Ensure that students have been fully briefed on expectations and outline of the scenario.
- Supply role play information to students (where appropriate) and any 'actors' in the simulation (if used).
- Clearly define the role of the assessor (where appropriate).

While assessment is being conducted

- Ensure correct body position for assessment observation.
- Ensure that no electronic device, other than your marking tool is being used at the same time as the observation.
- Ensure student behaviour is at standard.
- Utilise the observation checklist, including all benchmarks, to determine student result.
- Indicate performance as satisfactory or unsatisfactory by placing a tick in the relevant box.
- Record appropriate comments and use for feedback purposes (where and when appropriate).

To conclude assessment

- Record the assessment outcome.
- If verbal discussion has taken place post assessment, record the conversation (abbreviated notes) and have student co-sign and date the document.
- Provide feedback verbally and/or written to the student and confirm the student understands.
- Ensure that the assessment result Satisfactory (S) or Not Satisfactory (NS) has been recorded.
- If applicable ensure that a reassessment date has been set with the students.
- If this is the student's final attempt at an assessment, complete all unit summary forms as well as Competent (C) or Not Competent (NC) for the VET unit of competency being assessed.
- Record the signatures and dates in the relevant space.
- Ensure all documentation has been saved in the student management system under the correct student file.

Use of VCAA scoring system

As part of the VCE/VET Sports Coaching sequence, students that complete this unit may be required to receive a nominal score for the overall unit as per VCAA guidelines.

Each task and observation inside this unit has a set mark awarded to it (school-based result) as well as S or N as per RTO requirements.

Once a student is deemed Satisfactory in the task, they will receive a 1 to 5 grading based on the teacher's discretion.

Teachers will differentiate student's academic practical, theoretical understanding and application of the unit compared to the marks allocated to have a varied scale of marks inside their cohort of students.

Resources and equipment required to administer the assessment tool

Each assessment task in this assessor guide indicates the resources and equipment required for the task.

In accordance with Clause 1.8 of the Standards for RTOs 2025, trainers/assessors are to confirm the availability of resources prior to students commencing assessment tasks by ensuring the resources and equipment are in place and fit for purpose prior to student use. This may include any additional reasonable adjustments required by students being assessed.

Any issues are to be immediately reported to the Training Manager.

Resources required for SISSCO002 – Work in a community coaching role:

Skills must be demonstrated in a community based sport environment. This can be a workplace or simulated environment.

In addition to compliant trainers/assessors, the following physical resources are required:

Assessment must ensure access to:

- first aid kit
- drinking water

- o sport industry information
- o computer connected to the internet
- o organisational policies and procedures related to community coaching including a code of conduct
- o organisational safety, emergency response and first aid procedures.

Assessment must ensure use of:

- o sport organisation personnel and participants.

Assessment Task 1

Project with Observation

In this assessment task students are required to demonstrate their ability to work effectively in a community sports coaching role, whilst meeting all of the required legal and ethical obligations that come with the duties of the role.

There must be demonstrated evidence that the student has satisfactorily completed the following requirements:

1. Work in a sport environment.
2. Contribute to a productive workplace environment.
3. Communicate with others.
4. Support working relationships.

Simulated (or real) assessment environment

This project has been written and developed with an option for it to be undertaken in either a real or a simulated setting.

Whether real or simulated, each student completing this unit of study must be provided with an opportunity to work in a community coaching role in a specific sport for more than 10 hours (and no less than 10 hours) that involves:

- complying with the code of conduct - for that specific sport
- meeting all legal and ethical responsibilities - for that specific sport
- following organisational policies and procedures - for that specific sport
- seeking and responding to feedback
- maintaining positive relationships with two (2) persons involved directly in the specific sport.

There are four (4) parts to this assessment task:

- o Part A: Profile of the specific sport.
- o Part B: Work diary for recording more than 10 hours of work.
- o Part C: Observation of coaching activities.
- o Part D: Reflection report (with assessor interview).

Required Resources:

To complete all parts of this task, students require the following resources, facilities and equipment:

- Pen
- Computer with internet access
- A community based sporting environment with all of the following:
 - Sport industry information
 - Organisational policies and procedures related to community coaching, including a code of conduct
 - Personnel from the specific sporting organisation
 - Participants to be trained/coached (may also be referred to as 'athletes')
 - Drinking water
 - First aid kit
 - Organisational safety, emergency response and first aid procedures.
- SISSCO002 Student workbook*
- SISSCO002 Student assessment guide*
- SISSCO002 Work Performance Booklet*

**These are provided by the RTO and included in student tuition fees.*

Assessor requirements:

To assess all parts of this task, you will need:

- SISSCO002 This Assessor Guide
- SISSCO002 Mapping Guide
- SISSCO002 Work Performance Booklet_ Answers.

Conditions of Assessment:

- o You, the trainer/assessor must confirm with the students; date, time and location of the assessment at least two (2) weeks prior to the assessment.
- o In order for student's performance to be deemed satisfactory in this assessment task, students must successfully complete all areas of the task and provide and maintain evidence of this. If part of this task is not satisfactorily completed, you may ask a student to complete further assessment, and/or provide further learner supports to demonstrate a satisfactory result to ensure sufficient evidence has been gathered/collected to demonstrate granting of competency for the unit.
- o Assistance can be provided to the student by you as their trainer/assessor, however the academic integrity of the assessment must be maintained to ensure that the work is authentically the students and that the inherent requirements of the unit are able to be demonstrated/ only fulfilled to a competent level by the student to preserve the training package requirements.
- o Students must be provided feedback on their performance by you as their trainer/assessor. This could be after each question or task answered, or in the space provided at the end of the task. You must advise students of the questions that need to be re-attempted at a later date to demonstrate satisfactory performance for specific areas of the unit.
- o Students have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal. Students must follow the instructions in the student handbook regarding this. Please refer to our Complaints and Appeals Policy and Procedures for further details.
- o All required equipment is to be made available to the student for the assessment process. Savile will retain records of ownership and/or control over those equipment items to demonstrate they were used by the student and yourself as trainer/assessor for the timeframes stipulated under any relevant law.
- o As the trainer/assessor, you may be required to role play a workplace supervisor or manager at times (where appropriate).

Assessment Task 1, Part A: Profile of the specific sport

To prepare for their role in community coaching, in this part of the task, students are required to choose a specific sport they will be working in, then access, interpret and document the most up to date operational information regarding this sport.

Students must demonstrate that they can:

- o Access the internet to source and document industry information for a specific sport.
- o Identify the industry structure and governance arrangements for a specific sport.
- o Identify the legal and ethical responsibilities for coaches working in the frameworks of this specific sport.
- o Prepare to work with other personnel in a community coaching role for this sport.

To complete this part of the task, students will be submitting written work for marking. The *SISSSCO002 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor note: As mentioned at the beginning of this project, this assessment has been developed with an option for the students to complete this assessment in a real or simulated environment. To this, you **MUST** give them an understanding of their options before proceeding!

Examples of 'real' sporting environments are:

- The student may already play sport after school and/or on weekends and has an opportunity to complete the 10 hours with their club and coaches that they are already familiar with.
- The student may have a family member who is a coach, participant (or other) in a specific sport and can provide the opportunity to get involved in their sport.
- The student may already take part in a particular sport as a volunteer or hobby interest, e.g. surf lifesaving, tennis, etc and has the opportunity to get involved with coaching.

Examples of 'simulated' sporting environments are:

- The student will be working directly with school sports staff and given opportunity to undertake 10 hours of coaching related duties at school.
- The student will be provided with opportunity to manage tasks, communicate with others, and troubleshoot workplace problems within the sports environment at school.

The students have been provided with the following instructions for this part:

Tip: This assessment task will be similar to some of the activities 2A – 2G in your student workbook for this unit of study. You may be able to use some of that information to complete your assessment!

Task instructions – Part A

To complete the part of the task, choose the specific sport of which you would like to focus.
Using the internet carry out some research to learn about the structure and governance for your sport.

Use the provided form in your work performance booklet 'Sporting Organisational Profile' as your prompt to work through each of the required areas of information.

Tip: Begin your research with the Australian Sports Directory https://www.ausport.gov.au/australian_sports_directory to determine if the sport is recognised.

As you work through completing the profile form, your research will include determining how the sport is structured and governed in Australia and within your own state or territory.

Interpret your legal and ethical responsibilities for this specific sport

On the profile form you are asked to locate the policy areas (at either state or national level) and identify if certain policies are made publicly available.

As part of this process, you are also required to access and interpret how specific policy areas will determine your responsibilities working in a community coaching role. For each policy area mentioned on the form, describe briefly what this will mean for you working in the community coaching role.

Your work at a local level

The final section of the form is for you to identify where you will be completing your 10 hours of coaching work. This section will prompt you to provide the name and location of where you will be working, who you will be reporting to, as well as confirming all of the right resources are available. This includes being able to identify at least two (2) key personnel that you can maintain a positive working relationship with during the 10 hours of work.

Submission requirements – Part A

To satisfy all areas of this task, students must submit the following as evidence:

1. Completed Sporting Organisational Profile form.

As the trainer/assessor, you are required to complete for each student the provided marking checklist in their Work Performance Booklet as evidence of their submission, marking and feedback.

END OF PART A

Assessment Task 1, Part B: Work diary for recording more than 10 hours of work

For this part of the task, students are required to keep a record of hours worked in a community coaching role - to show more than 10 hours of work has been undertaken in this role.

Students must demonstrate that they can:

- o Record over 10 hours of work completed in a community coaching role in a specific sport.
- o Carry out work tasks by following organisational policies and procedures.
- o Collaborate with others by requesting and acting on feedback provided.
- o Maintain positive relationships with two (2) key members of the sporting organisation.

To complete this part of the task, students will be submitting written work for marking. The *SISSSCO002 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

The students have been provided with the following instructions for this part:

Tip: It is strongly advised that you fully complete Part A and submit to your assessor to review and confirm everything before commencing any work hours with your specific sport!

Task instructions – Part B

To meet the performance requirements of this unit of study you need carry out no less than 10 hours of community coaching work with your chosen sport.

The work you do in this role needs to be in line with the job role and organisational requirements.

This would include:

- o Performing coaching staff duties which typically includes providing training and sport specific guidance for participants (athletes)
- o Collaborating with others, teamwork, seeking and giving feedback.
- o Communicating effectively, including troubleshooting problems and building relationships.
- o Following WHS procedures.
- o Modelling behaviours expected of a coach, which typically includes:
 - dressing in a professional manner
 - arriving on time
 - being prepared
 - using acceptable language
 - using self-reflection to identify areas for improvement.

This work DOES NOT include:

- o *Watching others do their work (in person, or via a video link)*
- o *Reading about how you would do the work but not actually doing anything.*
- o *Cleaning the coach's office, ordering coffee/lunches, handling money, etc.*

Recording actual hours worked

To keep an accurate record of your 10 hours of community coaching work undertaken, use the provided form in your work performance booklet 'Work Diary'.

Be sure to complete all sections, if you have any concerns, speak to your assessor.

- Provide that name and address of the sporting organisation where you will be working (this should match with everything you provided in Part A).

- Provide the name and position of your direct supervisor who will be verifying with their initials the hours actually worked (if there will be more than one person, add them in too).
- Use the columns in the diary to record day and date, start and finish time and calculate the hours for each shift (The first row has been filled in as an example).

Recording the tasks/duties undertaken in your role as a community coach

In the column that is seeking some detailed information about the tasks/duties you performed each shift, do your best to provide a summary of the work that you did that day.

Wherever possible, include the roles and names of key people you interacted with during that shift. These identified roles and names should align with the roles that you named in part A of this task.

Manager sign off after 10 hours

After you have fully completed the 10 hours, have your manager check and sign the form and ensure they provide their contact details for your assessor to get in touch with them and verify.

Submission requirements – Part B

To satisfy all areas of this task, students must submit the following as evidence:

1. Completed Work Diary

As the trainer/assessor, you are required to complete for each student the provided marking checklist in their Work Performance Booklet as evidence of their submission, marking and feedback.

END OF PART B

Assessment Task 1, Part C: Observation of coaching activities

For this part of the task, the students are required to take part in a practical demonstration where they will be observed by their assessor fulfilling their coaching duties in the sporting environment.

Students must demonstrate that they can:

- o Be prepared, organised and behave appropriately in line with the workplace code/s of conduct.
- o Communicate clearly and effectively with participants and other staff.
- o Work as a team with other sports or coaching staff.
- o Train a group of more than one participant (a group of athletes).
- o Seek feedback from other coaches or staff and act on feedback received

You will be observing the students complete the task to demonstrate a satisfactory performance. The *SISSSCO002 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

The students have been provided with the following instructions for this part:

Task instructions – Part C

For this part of the task, at some point during your 10+ hours working in the sports environment, your assessor will attend your workplace in person to observe you carrying out coaching duties.

To make sure this observation is possible you need to make sure that your work supervisor can provide you with a suitable opportunity to demonstrate you performing most of the skills and tasks required from your role.

Skills and tasks required for the demonstration are:

- Being prepared, organised and behaving appropriately in line with the workplace code/s of conduct.
- Communicating clearly and effectively with participants and other staff.
- Working as a team with other sports or coaching staff.
- Training a group of more than one sporting participants (a group of athletes).
- Seeking feedback from other coaches or staff and acting on feedback.

Confirm date and time with your assessor

Ensure that you have confirmed a suitable date and time for your assessor to attend and observe you in the real or simulated workplace.

OPTIONAL evidence submission (with conditions)

If your assessor agrees to accept video evidence of you carrying out coaching duties in a sporting environment, you must make sure that you meet all of the following conditions:

- Your assessor says yes that they will accept a video submission instead of seeing you in person.
- Your work supervisor agrees that it is possible for someone in the workplace to video you working/coaching.
- All participants (or parents of, if under 18) shown in the video footage must sign an agreement, created by you, to say that they are happy to be filmed for the purposes of your observation assessment.
- The abovementioned, signed agreement must be scanned and attached with the video submission.
- The footage must be clear and audible enough for the assessor to make their judgement decisions of your satisfactory performance against each of the required areas.

Submission requirements – Part C

As the trainer/assessor, you must observe the students' performance throughout the task.

As the trainer/assessor, you are required to complete for each student the provided observation checklist in their Work Performance Booklet as evidence of their demonstration, marking and feedback.

END OF PART C

Assessment Task 1, Part D: Reflection report (with assessor interview)

For this part of the task the students are required to reflect on their time in the work environment by writing about how they fulfilled their duties in a community coaching role, whilst meeting all of the legal and ethical responsibilities.

Students must demonstrate that they can:

- o Reflect on own practice to confirm all responsibilities of the job role were met.
- o Contribute effectively to a productive workplace environment.
- o Communicate effectively with others in the sports environment.
- o Support working relationships.
- o Troubleshoot and work to resolve problems.

To complete this part of the task, students will be submitting written work for marking. The *SISSSCO002 Work Performance Booklet_Answers* contains the expected benchmarks to determine a result.

Assessor note: *This reflection report is based on the students recalling and writing about their experiences in fulfilling their obligations and experiences working in the sporting environment. It does require the students to detail information about specific circumstances. From this, you will need to authenticate, by way of verbal discussion/interview some of the information submitted in each section. This can involve:*

- *Asking for more information, if an explanation is quite brief and needs more clarity.*
- *Bringing up one of the responses to seek a re-explanation of the scenario they have written about.*
- *Prompting for more depth in the storytelling of events that occurred.*

Once you are satisfied the student has recalled their own authentic experiences in their role working as a community coach, you can tick the boxes and sign off your acceptance of this reflection report.

The students have been provided with the following instructions for this part:

Task instructions – Part D

To complete this part of the task, reflect back upon your time in the community sporting environment completing the 10+ hours of work. You will need to document your reflections during this time. To do this use the use the provided form in your work performance booklet ‘Reflection Report’ as it will prompt you to write about specific aspects of your time and how you managed the role, work tasks and met your responsibilities in the workplace.

Assessor interview

Once you have completed each section of the reflection report, your assessor will follow this up by having a discussion with you to ask you some clarifying questions about what you have written in your report. The timing and location of this discussion is flexible and will be up to you and your assessor to agree upon.

Submission requirements – Part D

To satisfy all areas of this task, students must submit the following as evidence:

1. Completed Reflection Report

As the trainer/assessor, you are required to complete for each student the provided marking checklist in their Work Performance Booklet as evidence of their submission, marking and feedback.

END OF PART D

END OF TASK 1

Assessment Task 2

Written Task – Question and Answer

This is an assessment of the knowledge gained throughout the training of this unit.

In this assessment task students are required to read the questions and either; select the one (1) correct answer from a number of alternatives or write in the correct answer in the spaces provided.

The students must be deemed 'Satisfactory' or 'Not Satisfactory' for each question they have answered. Students that complete this assessment task in written form will have a mark awarded to their answer to provide a differentiation across the class at the conclusion of the assessment task (trainer discretion required).

Required resources – Hard copy assessment

- Pens
- Assessment task and relevant materials to complete the task
- Assessment instructions

Conditions of Assessment

- This is a closed book assessment and is designed to take no longer than 90 minutes to complete. This assessment is to be completed by students in front of the trainer/assessor in a classroom environment.
- For a student's performance to be deemed satisfactory in this assessment task, they must provide a satisfactory response to every question. If part of this task is not satisfactorily completed, students may be asked to complete further assessment to demonstrate competence.
- Assistance may be provided to the student from you, the trainer/assessor, however the academic integrity of the assessment must be maintained to ensure that the work is authentically the students own.
- Students will be provided feedback on their submitted answers by you their trainer/assessor, this could be after each question answered or in the space provided at the end of the task. Advise each student of the questions that they must re-attempt a later date to demonstrate a satisfactory result.
- Students have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal. Students must follow the instructions in the student handbook regarding this.
- Assessors are to use the corresponding answer guide for marking guide for all responses.

END OF TASK 2