



'Simplicity at its best'

SISSSCO002
Work in a community coaching role
School Assessed Coursework – 84 Marks
Answer booklet

Information for Assessors

VCAA Examinations can ask questions relating to ANY content within a Unit of Competency. It is important that students are across all elements. The best way to do this would be to create a checklist for all elements of the unit of competency which students can tick off as it is covered in their learning program.

About this assessment

This assessment has been created to be an integrated assessment piece that provides both the required marking scale for your school-based assessment and grading of your class along with the RTO requirements to be deemed satisfactory for each question.

Each question in this assessment has been mapped back to the unit of competency.



1. Provide an outline of what the individuals in governing roles will collectively do for their sporting organisation.

Benchmark answer:

The individuals in governing roles work together to provide strategic leadership, oversight, and accountability for the organisation.

Assessor discretion is required for this question, as student answers will vary.

School based result - 1 Mark

2. Provide the title and a brief description of the role, for at least three (3) identities that would form a typical governing board structure.

Benchmark answer must be three that are identified similar to any of the following:

Chair (or President)

Role: The leader of the board or the organisation itself. They preside over meetings, set agendas (often with the Secretary), ensure the board's decisions are implemented, and often serve as the public face of the organisation.

Vice Chair (or Vice President)

Role: Supports the Chair/President and steps to fulfil their duties if they are absent or unable to perform their role. They may also have specific responsibilities assigned by the Chair or the board.

Directors (or Board Members)

Role: Individuals who collectively make up the governing body of an organisation (the board). They are responsible for overseeing the organisation's activities, making high-level decisions, setting strategic direction, and ensuring the organisation operates legally and ethically.

Secretary

Role: The Secretary is responsible for maintaining accurate records of board meetings and decisions, ensuring compliance with legal and regulatory requirements related to governance, and managing official documents.

Committees

Role: Sub-groups of the main board (or sometimes, non-board members with relevant expertise) that are formed to address specific areas of the organisation's operations such as finance, risk, nominations, or integrity.

School based result - 3 Marks

3. Identify at least three (3) different workplace policies and procedures, related to working in a community coaching role that you would expect to have to read, understand and follow.

Benchmark answer must be three that are identified (or variations of) the following:

Coaches code of conduct (or behaviour)

Workplace health and safety Policy and procedure

Privacy and confidentiality Policy

Communications Policy and procedure

Working with minors Policy and procedure

First aid and emergency response Policy and procedure

Others as identified - Assessor to use discretion.

School based result - 3 Marks



4. In the table provided, for each of the identified legal and ethical responsibilities of a community coach, provide an explanation of what this looks like for the coach in day to day practice.

Benchmark answers provided, use discretion as student answers may vary.

Legal and ethical responsibilities	Explanation in day to day practice
Member protection	<i>The coach must adhere to the member protection policy as implemented by their sporting organisation (or their governing body). This includes treating all participants, their parents or carers, officials, and other members of the sporting community with respect and fairness and taking appropriate action to address any forms of discrimination, harassment, or abuse.</i>
Child protection	<i>The coach has to prioritise the safety and welfare of all children and young people participating in the sporting activities. This involves undergoing the prescribed background checks and screenings, following the child protection procedures, and promptly reporting any concerns or suspicions of child abuse or neglect to Sport Integrity Australia.</i>
Work health and safety	<i>The coach, whether a paid employee or volunteer, the sports environment is still considered a 'workplace' under Australian workplace health and safety law. Therefore, are responsible, under the legislation set down by your state or territory regulator, (WorkSafe in Victoria) for providing a safe and healthy working environment in which athletes can train and compete. This includes identifying and addressing potential hazards or risks, implementing safety protocols and emergency procedures, and ensuring that equipment and facilities meet safety standards.</i>
Negligence and duty of care requirements	<i>The coach holds responsibility in their duty of care obligations to take all reasonable steps to prevent foreseeable harm or injury. This includes providing adequate and appropriate supervision during training sessions and competitions, giving clear instructions and guidance, and responding promptly and effectively to injuries or emergencies.</i>
Insurance	<i>The coach needs to ensure that the organisation they are working or volunteering for has adequate insurance coverage to protect them and the participants in the event of accidents, injuries, or legal claims. In the case of a self-employed coach who is contracted to deliver coaching services to the sporting organisation, they need to check whether they are covered by the organisation, or if they need to take out cover as a contractor. The types of insurance cover to check for may include personal liability insurance, professional indemnity insurance, and coverage for sports-related injuries.</i>
Privacy and confidentiality	<i>The coach, under Australian Privacy laws, must respect and protect the privacy and confidentiality of all participants personal information. This includes obtaining consent before collecting or sharing any sensitive information, securely storing data, and only disclosing information on a need-to-know basis in line with workplace procedure.</i>

School based result - 6 Marks



5. In the table provided, for each of the identified National Sporting Organisation (NSO) policies applicable to community coaching, provide an explanation of what the intended purpose of the policy is.

Benchmark answers provided, use discretion as student answers may vary.

National Sporting Organisation (NSO) policies	Intended purpose of the policy
Safe guarding children and young people	<i>A Safeguarding Children and Young People Policy includes guidelines for ensuring the safety and welfare of young athletes, including what is regarded as criminal behaviour, situations where specific safety practices must be adhered to, mandated background checks for coaches and volunteers, as well as procedures for reporting and addressing any concerns related to child safety.</i>
Integrity in sport	<i>Upholding the principles of integrity and ethical behaviour in sports includes promoting honesty, fairness, and clarity in all aspects of coaching and competition, as well as taking measures to prevent cheating and unethical behaviour.</i>
Social media	<i>Due to the wide and varied use of social media, most sporting organisations will have a policy in place that has been specifically developed to inform all participants in their sporting community about using social media so that they can positively communicate, engage and promote the sport via social media, whilst being mindful of their responsibilities and obligations.</i>
Code of conduct	<i>A code of conduct (or behaviour) is like the rulebook for participants. It provides guidance on all of the expectations and how to behave while taking part in the sport. A documented code of conduct promotes respect, fairness, and sportsmanship and sets guidelines for appropriate conduct both on and off the field.</i>
Anti-doping	<i>Anti-doping policies are implemented to prevent the use of banned substances and drugs in sports. These policies include education programs for coaches and athletes, drug testing methods and punishments for going against anti-doping rules.</i>
Member protection	<i>The protection of 'members' in this policy area means the individual athletes, the coaching staff, officials, volunteers, spectators and any others as defined by the specific sport. These policies and procedures are to address issues such as bullying and harassment, victimisation and discrimination and other types of unacceptable behaviour, by referring to the corresponding legislation and providing the correct pathways and methods for reporting and addressing complaints.</i>

School based result - 6 Marks

6. When it comes to training their sporting participants, outline at least three (3) different responsibilities that a community coach has.

Benchmark answer must be three that are identified (or variations of) the following:



Skill development - Designing and implementing training sessions to help athletes develop their skills and abilities in their sport.

Technique instruction - Teaching proper techniques, strategies, and tactics relevant to the sport.

Physical conditioning - Planning and overseeing conditioning programs to improve athletes' strength, speed, agility, and endurance.

Motivation and inspiration - Providing encouragement, support, and positive reinforcement to motivate athletes and build their confidence.

Individualised coaching - Recognising and addressing the unique needs and abilities of each athlete, offering personalised training programs.

Team building - Encouraging teamwork, friendship, and a positive team culture through effective and open communication.

School based result - 3 Marks

7. When it comes to preparing for and taking part in sporting competitions, outline at least three (3) different responsibilities that a community coach has.

Benchmark answer must be three that are identified (or variations of) the following:

Game preparation - Studying opponents, planning game strategies, and getting athletes ready for competition both mentally and physically.

In-game decision making- Making decisions during games, such as changing players, planning game moves, and making adjustments based on what's happening in the game.

Support, encouragement and motivation - Providing support, guidance, motivation and encouragement to athletes during competitions to help them perform their best.

Sportsmanship - Promoting good sportsmanship, fair play, and respect for opponents, officials, and teammates.

Managing emotions - Helping athletes manage stress, pressure, and emotions during competitive situations, fostering resilience and composure.

Post-game analysis - Reflecting on team performance, identifying areas for improvement, and providing constructive feedback to athletes for future development.

Post-competition debriefings - After competitions, coaches should lead discussions to review performance, identify strengths, and plan improvements.

School based result - 3 Marks

8. Outline at least three (3) general 'limitations' to a coach's role.

Benchmark answer must be three that are identified (or variations of) the following:

Lack of time – You have to juggle training, competitions, and administrative tasks, often leading to stress and burnout. Managing time well is crucial to avoid feeling overwhelmed.

Limited resources – You may have to work with tight budgets, limited equipment and poor facilities, impacting training quality and equipment availability. Finding creative solutions to resource constraints is important.

Admin work – You may have to handle scheduling, budgets, and communication with athletes, parents, clubs and others which can take up a lot of time if not organised properly.

Emotional strain - Dealing with athlete issues, conflicts, or injuries can be emotionally taxing. You need strong emotional skills to handle these challenges while maintaining a positive environment.

Unclear roles - Sometimes, in the role, you may not fully understand your responsibilities, leading to confusion. Clear communication helps to clarify roles and promotes effective teamwork.

School based result - 3 Marks

9. Provide an explanation of the limitations in injury management if a coach is not trained in first aid.



Benchmark answer:

In the situation of someone requiring first aid, it's important for the coach to prioritise the safety of their athletes by seeking assistance from qualified medical personnel or administering basic first aid procedures (only if you are trained to do so!). Understanding this limitation highlights how crucial it is to have trained medical staff on hand during practices and games. This ensures that athletes get the right care if they get injured.

Assessor discretion is required for this question, as student answers will vary.

School based result - 2 Marks

10. Provide an explanation of the limitations in providing sport science advice if a coach is not qualified to do so.

Benchmark answer:

Without a degree in sports science, a coach may not be equipped to offer optimal guidance on aspects like exercise physiology, biomechanics, or nutrition. If they are faced with a question or information that requires sports science knowledge, they need to refer to a qualified sports scientist or relevant expert. This ensures that athletes receive accurate and specialised advice tailored to their specific needs and goals. Referring to qualified professionals in sports science also promotes athlete safety, performance enhancement, and overall well-being. In addition to this, a coach can collaborate with sports scientists to develop comprehensive training programs and strategies that optimise athlete development and success.

Assessor discretion is required for this question, as student answers will vary.

School based result - 2 Marks

11. In the table provided, for each of the listed interpersonal and communication skills required of a community coach, provide an explanation of what this looks like for the coach in day to day practice.

Benchmark answers provided, use discretion as student answers may vary.

Required interpersonal skills	Explanation in day to day practice
Effective communication	<i>The coach is able to express their ideas, instructions, and feedback clearly to ensure athletes understand what is expected of them. They also possess the ability to listen attentively to athletes' thoughts, concerns, and feedback.</i>
Empathy	<i>This is demonstrating genuine understanding and being sensitive to the feelings, perspectives, and experiences of others, and showing compassion and concern for their well-being.</i>
Active listening	<i>The coach is able to pay full attention to what others are saying, processing the information, and responding appropriately to demonstrate understanding and interest.</i>
Conflict resolution	<i>The coach is able to manage conflicts and disagreements constructively by finding solutions that address the needs and concerns of all parties involved.</i>



Relationship building	<i>The coach can establish and maintain positive and mutually beneficial relationships with others based on trust, respect, and cooperation.</i>
Emotional intelligence	<i>The coach is highly aware of and able to manage one's own emotions effectively, as well as recognising and understanding the emotions of others.</i>
Flexibility	<i>The coach is always adaptable and open to different perspectives, ideas, and approaches, as well as the willingness to adjust behaviours and actions in various situations.</i>
Providing constructive feedback	<i>A good coach offers feedback in a constructive and supportive manner, highlighting areas for improvement while also recognising and celebrating strengths.</i>

School based result - 8 Marks

12. Outline at least four (4) different attributes of a 'knowledgeable' coach.

Benchmark answer must be four that are identified (or variations of) the following:

Personal experience - Having played the sport themselves, a coach understands the rules, techniques, and strategies firsthand.

Formal education - Taking part in coaching clinics and workshops offered by sports organisations gives a coach structured learning opportunities.

Mentorship - Learning from other experienced coaches provides valuable insights and wisdom.

Continuous learning - Keeping up with industry trends, attending conferences, and reading books helps a coach stay informed.

Watching games - Studying professional matches allows a coach to see different strategies and player performances.

Networking - Connecting with other coaches and experts in the field helps to learn from many different perspectives.

Coaching communities - Joining online forums or a local coaching group facilitates sharing knowledge and obtaining valuable advice from peers.

Others as identified - Assessor to use discretion.

School based result - 4 Marks

13. a) Outline what a 'skilled' sports coach would look like.

Benchmark answer:

A 'skilled' sports coach is someone who can break down complex skills into manageable parts and teach them effectively. To do this, they need to combine the technical, tactical and other skills that are specific to the sport.

- b) What are the technical skills a coach has to focus on?

Benchmark answer:

Technical skills are the fundamental movements and actions required to play the sport. A skilled coach can teach, analyse, and correct these skills in their athletes.

- c) What are tactical skills a coach needs to be able to draw upon?

Benchmark answer:



Tactical skills refer to the strategies and decisions a team or individual makes during a game or competition. A skilled coach teaches athletes how to make smart choices under pressure.

d) Outline at least one (1) other sport-specific skills a coach needs to possess.

Benchmark answer must be one that is identified (or a variation of) the following:

Rules and regulations: They have a mastery of the official rules, not just to avoid penalties, but to use them to their team's advantage. This includes a deep understanding of offside rules in football or how to legally defend in basketball.

Game analysis: They possess the ability to analyse their own team's performance and scout opponents. This often involves using video analysis and statistical data to identify strengths, weaknesses, and areas for improvement.

Equipment and technology: They are familiar with the specific equipment used in their sport and may even use technology like performance trackers, heart rate monitors, or specialised video software to gain an edge.

Assessor discretion is required for this question, as student answers will vary.

School based result - 4 Marks

14. a) Provide an outline of the benefits for a sporting club if their coaching staff are able to consistently maintain good working relationships with everyone they encounter.

Benchmark answer:

Having strong relationships makes coaching more enjoyable and creates a sense of togetherness in the community sports scene. Developing and maintaining these working relationships as the coach is vital for everyone's success. When everyone gets along and trusts each other, it's easier to communicate and achieve common goals.

b) What does building rapport entail for a coach?

Benchmark answer:

Building rapport means the coach must work towards establishing a strong connection with the athletes and their families.

c) What does building up trust and respect mean for a coach?

Benchmark answer:

Building up trust and respect means always being honest, professional, and dependable when working with athletes, parents, and others. By keeping promises, being clear about what they are doing, and keeping confidential matters private as required.

d) What does it mean for a coach to practice and encourage a 'teamwork' approach?

Benchmark answer:

Teamwork means helping out when others need it and asking for assistance when they do too. By teaming up and being ready to lend a hand, create an environment where everyone can thrive. For coaching staff, collaboration and support among team members are essential for success. When coaches assist each other and are willing to seek help when necessary, there is a sense of teamwork and unity.



Assessor discretion is required for this question, as student answers will vary.

School based result - 4 Marks

15. In the table provided, for each of type of behaviours expected in a sport environment, provide an explanation of what this looks like for the coach in day to day practice.

Benchmark answers provided, use discretion as student answers may vary.

Behaviours expected in a sport environment	Explanation in day to day practice
Being prepared	<i>This means more than just being there physically. Always arriving on time for coaching sessions or meetings. Being punctual shows respect for athletes and their time. The coach should aim to arrive at least 15 minutes early to ensure they are prepared and ready to start on time.</i>
Promoting cooperation and good relationships	<i>In team sports, working together is key. Athletes should cheer on their teammates, talk well with each other, and solve problems peacefully. The coach is vital in creating a good team vibe by encouraging friendship, highlighting teamwork, and dealing with any problems that come up.</i>
Using acceptable language	<i>In a sports environment, the coach must always use respectful language. That means no mean-spirited comments, insulting others, or being verbally abusive. The coach should explain what kind of language is okay and quickly handle any problems.</i>
Dressing in a professional manner	<i>Paying attention to details like hair and personal hygiene, as they contribute to overall presentation. Avoid clothing that is too revealing or inappropriate for the working environment, as it may distract or make athletes uncomfortable.</i>
Arriving on time	<i>Being on time or arriving a few minutes early is crucial for ensuring that training sessions start promptly and allowing ample time for pre-game preparation. Late arrivals can disrupt practice sessions or team meetings, so always make every effort to arrive promptly.</i>
Using self-reflection to identify areas for improvement	<i>Regularly self-assessing to see what works well and looking to improve. This might mean asking other coaches for feedback, thinking about past coaching sessions, and looking at different coaching strategies.</i>

School based result - 6 Marks

16. a) Provide three (3) different examples of the skills being used when a coach is communicating verbally.

Benchmark answer must be three that are identified (or variations of) the following:

Using tone and language skills

Using questioning techniques

Using active listening skills

Giving, or seeking feedback.



Others as identified - Assessor to use discretion.

School based result - 3 Marks

b) Provide three (3) different examples of the skills being used when a coach would be communicating non-verbally.

Benchmark answer must be three that are identified (or variations of) the following:

Using their body language - standing tall, with an open posture and a confident manner

Smiling or nodding shows the coach is happy or agree with what athletes are doing

Hand signals like thumbs-up or pointing, to show approval or provide direction

Active listening skills - eye contact, nodding in agreement

Using encouraging gestures - thumbs up, clapping, high-fives, or fist bumps

Maintaining a calm and relaxed presence in stressful situations - such as during a close game

Others as identified - Assessor to use discretion.

School based result - 3 Marks

c) Provide three (3) different examples of when a coach would communicate required information in writing.

Benchmark answer must be three that are identified (or variations of) the following:

Coaches often create newsletters to keep everyone in their community the loop.

The coach can use social media to show off the team's successes, attract new members, and spread the word about events.

Coaches often send emails to communicate important information such as practice schedules, game updates, announcements, and reminders.

Coaches can send text messages to athletes and parents for urgent matters, like if practice time changes suddenly or to remind everyone about upcoming events.

Coaches may provide written evaluations to athletes, offering feedback on their performance, progress, strengths, areas for improvement, and goals for development.

Coaches often create documents such as the team rosters, player profiles, game plans, and training schedules to organise information and help with team management.

Others as identified - Assessor to use discretion.

School based result - 3 Marks

17. In the table provided, for each of the identified verbal methods of communication, provide an example of this in day to day practice.

Benchmark answers provided, use discretion as student answers may vary.

Verbal methods of communication	Example in day to day practice
Use of language and tone	<i>This is when a coach is aware of their intended audience and situation. They use clear and simple language that athletes can understand. They avoid complicated words, jargon or phrases.</i>
Giving constructive feedback	<i>Constructive feedback is when the coach gives athletes helpful advice to help them get better at their sport. It's about pointing out what they're doing well and suggesting ways they can improve.</i>
Active listening	<i>Active listening involves not just your ears but your whole body—you make eye contact, nod, and use gestures to show that you're following along. You're not just waiting for your turn to speak; you're</i>



	<i>genuinely trying to understand the athlete's perspective and needs.</i>
Questioning techniques	<i>Good coaches will use a variety of verbal questioning techniques such as open or closed, clarifying, reflective, future oriented, solution focused, impact and priority questions in order to facilitate learning, encourage critical thinking, and promote athlete engagement.</i>
Asking for advice	<i>When a coach asks someone else for advice, it shows that they know they don't have all the answers and that they are open to working with others to get better.</i>
Use of interpreters for other languages or hearing difficulties	<i>When coaching athletes who speak different languages or may have hearing difficulties, an interpreter can help with verbal communication. An interpreter listens to what one person says and then explains it to another person in a way they can understand.</i>

School based result - 6 Marks

18. In the table provided, for each of the identified non-verbal methods of communication, provide an example of this in day to day practice.

Benchmark answers provided, use discretion as student answers may vary.

Non-verbal methods of communication	Example in day to day practice
Body language	<i>The coach can show support, encouragement, or give instructions using their posture, facial expressions, gestures, and eye contact during training or competitions. Standing up straight and making eye contact can show confidence, while nodding can show agreement.</i>
Personal presentation	<i>Personal presentation includes dressing neatly, looking tidy, and behaving well to show the coaching program in a good light. This includes wearing the right clothes, such as a provided uniforms, grooming properly and wearing the appropriate footwear.</i>
Gestures and mannerisms	<i>Hand signals: Coaches use signals with their hands, like thumbs-up or pointing, to show approval or direct athletes. Clapping: Clapping can show support or motivate athletes during games or practice. Pointing: Coaches point to areas on the field or court to guide athletes where to go or what to do. Facial expressions: Smiling or nodding can show coaches are happy or agree with what athletes are doing. Body language: How coaches stand or move can show they're confident and involved. Demonstrations: Coaches might physically show athletes how to do something to help them understand better. Encouraging gestures: High-fives or pats on the back boost athletes' confidence and show support.</i>
Voice tone and volume	<i>The volume of a coach's voice should be loud enough to be heard by all athletes, but not so loud as to be overwhelming or intimidating. The coach will often adjust their volume and tone, and how they project their voice based on the size of the training space and the number of athletes present.</i>



Use of space	<i>The coaches use of space refers to how they position themselves and move within the coaching environment. This includes where they stand or sit in relation to their athletes, how they navigate the space during activities, and how they use gestures to communicate information or instructions.</i>
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School based result - 5 Marks

19. In the table provided, for each of the identified challenges in a sporting environment, outline how a coach can respond appropriately.

Benchmark answers provided, use discretion as student answers may vary.

Challenges in a sporting environment	How to respond
Breakdowns in communication	<i>Quickly address any misunderstandings and promote open communication among everyone involved.</i>
Selection disputes	<i>Make sure athletes understand how selections are made and give them chances to share their thoughts and concerns.</i>
Abuse of officials	<i>Enforce the rules for everyone involved and teach them to respect an umpires' or referees' decision.</i>
Team conflicts	<i>Encourage everyone to talk openly to fix issues and work together as a team with respect.</i>
Complaints from athletes, parents and others	<i>Always follow the organisational policies and procedures and direct the complainant to the right method for submitting a formal complaint if required.</i>
Members' protection breaches	<i>Always follow the organisational policies and procedures that are in place to protect members and make sure everyone knows how to act and report any issues immediately.</i>

School based result - 6 Marks