



SWIMMING AUSTRALIA Ltd.
(SAL)

National Coaching
Accreditation Scheme

Bronze Licence
Assessment Workbook

CANDIDATE DETAILS

Course Venue _____ Course Code _____

Name: _____

Address: _____

Suburb: _____ Postcode: _____

Phone: _____ Mobile: _____

Email: _____

Please tick if the details above differ from what you provided at the time of enrolment.

Please return completed tasks by <Insert Due Date> to: <Name of course Provider>

<Address>

<Suburb>

<State>

<Pcode>

CANDIDATE CHECKLIST

Tick each box as the task has been completed

PART A – Workbook Tasks

Task 1	<input type="checkbox"/>
Task 2	<input type="checkbox"/>
Task 3	<input type="checkbox"/>
Task 4	<input type="checkbox"/>
Task 5	<input type="checkbox"/>
Task 6	<input type="checkbox"/>
Task 7	<input type="checkbox"/>
Task 8	<input type="checkbox"/>

Practical Assessment

Task 9 – Practical Assessments (Units 1, 3, 6, 7 & 8)	<input type="checkbox"/>
Task 10 – Practical Assessment (Unit 2)	<input type="checkbox"/>

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ASSESSMENT WORKBOOK INFORMATION

SAL has a four-tier structure coaching accreditation framework.

This structure is designed to meet the needs of coaches at all levels.

SAL has developed this Quality Training Framework (Vocational Education and Training) compliant Assessment Workbook for the Bronze Licence.

Successful SAL Bronze Licence candidates possess the competence to promote participation in competitive swimming and to plan, conduct, evaluate and modify training programs to enable swimmers to compete at inter club/district and encouragement level meets.

The Assessment Tasks for the Bronze Licence have been developed to assess the specific learning outcomes of the course and require candidates to complete a series of workbook activities and practical tasks. Workbook assessment tasks may be completed pre-course, in-course and post-course, depending on the candidate and the task.

The information in this Assessment Workbook is designed to guide candidates through the Bronze Licence course assessment requirements to ensure all requirements are completed before being submitted for accreditation.

The Bronze Licence Assessment Workbook includes the following information...

What is Competency Based Training & Assessment?

In this section, information will be presented to inform you of the principles of competency based training and assessment, and how this differs from previous forms of **content-based** assessment.

The Assessment Process

This section will outline the assessment process, which you need to undertake if you are to be deemed competent, and hence receive SAL Bronze Licence Accreditation. Information outlining issues such as the number of assessment attempts you may have, the appeals process and records keeping procedures will be included in this section.

An Assessment Matrix is also included in this section to outline which learning outcomes/performance criteria are being assessed in which Task.

Assessment Matrix

This matrix outlines the Units that are assessed by each Assessment Task.

The Assessment Tasks

The Bronze Licence assessment tasks have been developed so that the tasks match the required learning outcomes. This ensures that the assessment process is valid and that **integrated assessment** is used, so that the assessment process is not a repetitive and irrelevant one.

The Assessment Tools

Based on each Assessment Task, an AQTF compliant (see information below) Assessment Tool has been developed, which will allow assessors to ensure that the evidence provided by you is valid (relevant), sufficient, authentic, current and reliable. These tools will also ensure that all you are fully aware of the outcomes against which you are being assessed.

The Australian Quality Training Framework (AQTF) comprises two sets of nationally agreed standards to ensure the quality of vocational education and training services throughout Australia.

States and Territories apply the Standards for Registered Training Organisations under the AQTF when...

- Registering organisations to deliver training, assess competency and issue Australian Qualifications Framework (AQF) qualifications
- Auditing registered training organisations (RTOs) to ensure they meet (and continue to meet) the requirements of the AQTF
- Applying mutual recognition between RTOs
- Accrediting courses

The AQTF ensures that all RTOs and the qualifications they issue are recognised throughout Australia.

Assessment Checklist

This will allow Assessors to check that all outcomes for all units and the additional accreditation requirements have been met and/or to assist them to promptly provide feedback to you regarding your performance.

WHAT IS COMPETENCY BASED ASSESSMENT?

What is a Competency?

A competency is “the application of specific knowledge and skill to a required standard of performance in a given situation”. Coaching is about **demonstrating skills**.

A competency can include a number of aspects of performance, such as...

- Applied skills (e.g. being able to teach a tumble turn to a beginner).
- Management skills (e.g. being able to prepare, plan and organise a swim meet).
- Contingency management skills (e.g. being able to address the problem that there are insufficient officials at a meet).
- Inter-personal skills (e.g. being able to deal effectively with parents, athletes, officials and other coaches).
- Usually all four of these areas are considered.

What is Competency-Based Assessment (CBA)?

CBA varies from many **traditional content-based** forms of assessment. Some of these differences include...

- **Criterion based**

You are assessed against a set of specific learning outcomes or performance criteria (benchmarks), **NOT** against other course participants.

- **Evidence based**

Decisions about whether you are competent or not, are based upon evidence that you provide in this workbook and/or in practical coaching situations.

- **Participatory Process**

Candidates can involve themselves in the assessment process, to ensure that flexibility is achieved and that all candidates are presented with every opportunity to demonstrate their competence.

THE ASSESSMENT PROCESS

The assessment process when conducting competency based assessment

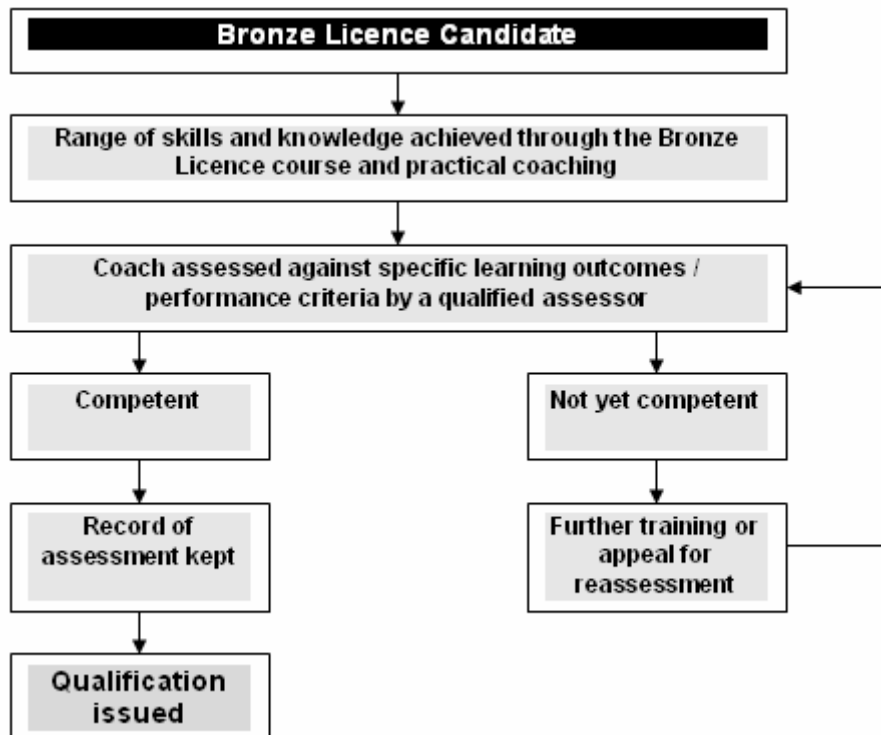


Figure 1: The Assessment Process

How will you be assessed?

- To be deemed as a competent **Bronze Licence Coach**, you will need to complete all Assessment Tasks found within this Assessment Workbook.
- Competency-based assessment allows you to have **multiple assessment attempts**, to allow you to provide evidence of your competence in a certain task. If you are deemed not yet competent by the assessor, you will be informed in relation to which learning outcomes/performance criteria you have not achieved competency in and will be provided with advice and assistance, to help you develop your skills in this area and then be re-assessed.
- The assessment process is what is known as **integrated assessment**. This means that several learning outcomes/performance criteria are grouped together and assessed using one assessment task. This ensures that the assessment process is not a repetitive and/or irrelevant one (see Assessment Matrix).

Additional Accreditation Requirements

In addition to successfully completing all assessment tasks within the workbook, you are required to have undertaken the following...

✓	Joined ASCTA.
✓	Signed the SAL/ASCTA Coach's Code of Conduct.
✓	Undergone a nationwide police screening.

Recognition of Current Competency (RCC)

If you believe that you already possess the skills/competencies within the Bronze Licence and can demonstrate that you have achieved the learning outcomes within each of the assessment tasks in this training program, you can apply for RCC. To do this, contact SAL or your local State/Territory Swimming Association for an RCC application.

Appeals Process

If you are deemed not yet competent by your assessor, and are unhappy with the manner in which your assessor has managed the process, you may appeal the decision. To do this, you need to contact the organisation from whence you gained the RCC application, which will inform you of the appeals process.

Record Keeping Procedures

Once you have completed the tasks in this assessment workbook, it will be assessed by a qualified Assessor and forwarded to the State/ Territory Swimming Association as evidence of your competence. This will be archived for four (4) years and then securely disposed of. Where a Statement of Attainment is issued for competencies gained, the records will be stored for 20 years.

Notification of Result

This Bronze Licence Assessment Workbook will be assessed within four weeks of being received.

If you have been assessed as competent and met all additional accreditation requirements, you will receive a SAL Bronze Licence/ NCAS Bronze Accreditation.

If you have been assessed as not yet competent, your assessor will provide you with specific feedback and assist you to develop the competencies required for successful re-assessment.

The Assessment Matrix over the page clearly outlines which units are assessed by each assessment task.

The SAL Coach Education and Accreditation System uses what is known as **integrated assessment**. This means that some assessment tasks assess more than one unit (e.g. Units 1, 3, 6, 7 and 8 are all assessed by Assessment Task 9).

ASSESSMENT MATRIX

Bronze Licence Assessment Task	Units							
	1	2	3	4	5	6	7	8
	Being an Effective Swimming Coach	Administration and Management	Communication	Risk Management and Legal Issues	Mental Preparation	Fitness and Training	Training Programs	Efficient Stroke Development
1	✓							
2		✓						
3			✓					
4				✓				
5					✓			
6						✓		
7							✓	
8								✓
9	✓		✓			✓	✓	✓
10		✓						

Theory Assessment – Task 1

Unit(s)	1 – Being an Effective Swimming Coach
Task	<p>a. Identify the different roles of an effective swimming coach, develop your coaching philosophy and identify areas of your coaching that you would like to strengthen and how you will achieve this.</p> <p>b. Develop strategies to effectively meet the needs of a range of swimmers in a club environment.</p>
Purpose of Assessment	To ensure that SAL Bronze Licence Accredited Coaches are aware of the numerous roles fulfilled by an effective swimming coach, that they are aware of their personal coaching philosophy and how to effectively meet the individual needs of club level swimmers.
Learning Outcomes	<p>1. Identify the characteristics of effective swimming coaches.</p> <p>2. Implement strategies to cater effectively for the range of needs of club level swimmers.</p>
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 1 (a)

1. Which of the following coaching roles do you meet in your role as a coach, and which are most important (why)?

Role/Characteristics	Yes/No	Comments
Teacher		
Trainer		
Disciplinarian		
Fundraiser		
Friend		
Social Worker		
Taxi Driver		
PR Officer		
Planner		
Friend		

Bronze Licence Assessment Workbook

2. Write your personal coaching philosophy in three sentences or less.

3. List 3 aspects of your coaching that you would like to improve/strengthen.

1.	
2.	
3.	

Task 1 (b)

An effective swimming coach has the ability to identify **AND** meet the individual needs of their swimmers. Why is this important and how do you ensure that the needs of your swimmers are met, in the delivery of your program?

Why is it important?

How do you ensure individual needs are met?

Theory Assessment Tool – Task 1 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1: Identify the characteristics of effective swimming coaches.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2: Implement strategies to cater effectively for the range of needs of club level swimmers.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 1 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment – Task 2

Unit(s)	2 – Administration and Management
Task	(a) List the administrative duties that club coaches may be required to undertake. (b) Identify club promotional strategies. (c) Discuss the need for coaches to have knowledge of club financial issues and procedures.
Purpose of Assessment	To ensure that SAL Bronze Licence Accredited coaches have a sound understanding of administrative issues relevant to their role as a club coach.
Learning Outcomes	Implement organisational processes to effectively administer all aspects of a club swimming team including record keeping, financial understanding/considerations and promotional strategies.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 2 (a)

List at least 5 administrative duties that you are required to undertake in your role as a club coach and the tasks associated with each duty.

ADMINISTRATIVE DUTY	TASKS INVOLVED
1.	
2.	
3.	
4.	
5.	

Task 2 (b)

Identify at least 3 activities that the club/squad that you are involved with, could feasibly undertake to promote the sport within your area. Which of these are actually occurring?

POSSIBLE PROMOTIONAL ACTIVITY	IS THIS ACTUALLY OCCURRING?
1.	
2.	
3.	

Task 2 (c)

List at least three reasons why is it important for coaches to have an understanding of the club's financial systems and procedures?

1.
2.
3.

Theory Assessment Tool – Task 2 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1: Implement organisational processes to effectively administer all aspects of a club swimming team including record keeping, financial understanding, financial considerations and promotional strategies.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 2 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment – Task 3

Unit(s)	3 – Communication
Task	Outline the effective use of questioning, feedback, conflict resolution and group management skills, relevant to a swimming coaching situation.
Purpose of Assessment	To ensure that SAL Bronze Licence Accredited coaches are able to successfully communicate with all relevant stakeholders.
Learning Outcomes	Implement sound communication strategies with swimmers, parents, club officials, swimming organisations and colleagues.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Assessment Task 3

1. Discuss the purpose of the following types of questioning techniques in a coaching situation and give an example of each.

Questioning Technique	Purpose	Example
Open		
Closed		
Direct		
Overhead		

Bronze Licence Assessment Workbook

2. What is wrong with the following feedback example?

- Mike, that is not good enough.

- John, two weeks ago you made the same mistake, remember?

3. Give an example of a coach using the sandwich approach when providing feedback to a swimmer.

4. How would you as a coach deal with a conflict situation whereby a parent is not happy with your coaching of her son? The parent has approached you just prior to your coaching session and is extremely angry that you are not paying enough attention to her son's development and this is why he is not enjoying his training and not improving. The parent is threatening to remove her son from your squad and says that other parents are also upset with your coaching methods. How would you deal with the situation?

Theory Assessment Tool – Task 3 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1: Implement sound communication strategies with swimmers, parents, club officials, swimming organisations and colleagues.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 3 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor’s Comments/Recommendations:

Assessor’s Signature: _____ **Date:** _____

Assessor’s Name _____ **Assessor’s contact phone number** _____

Theory Assessment – Task 4

Unit(s)	4 – Risk Management and Legal Issues
Task	<ol style="list-style-type: none"> 1. Duty of care/negligence 2. Injury prevention 3. Prioritising risk/risk reduction 4. Insurance 5. Drugs in Sport
Purpose of Assessment	To ensure that SAL Bronze Licence Accredited coaches have a sound knowledge of the legal issues relating to their coaching and are able to identify and prioritise risks and plan for their minimisation.
Learning Outcomes	Understand the legal responsibilities of a swimming coach and implement strategies to minimise the risk of injury during training and competition.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 4

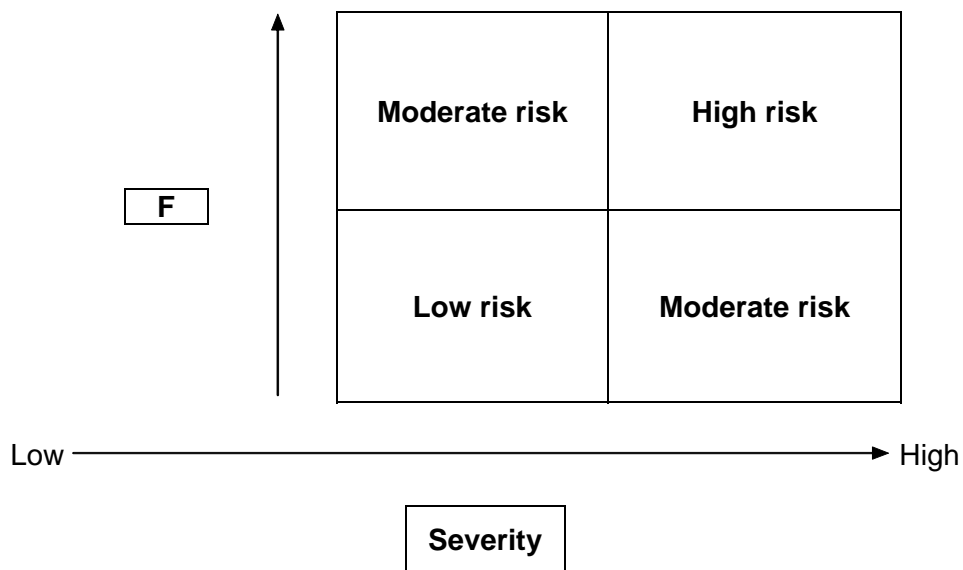
1. Answer the following 3 questions relating to negligence...
 - (a) A 14-year-old swimmer has a pre-existing shoulder injury, participates in a training session planned by a coach and exacerbates the injury. Is the coach negligent? Justify your answer. Do you need more information to make a decision and if so, what?

- (b) Does a coach owe a higher standard of care to a 10-year-old swimmer or a 20-year-old swimmer, both of whom have trained for 2 years? Justify your answer.

- (c) If a coach selects a particular swimmer for a squad over another swimmer, without having used specific assessment criteria, could they be seen as negligent? Justify your answer.

2. In relation to the common sense injury prevention strategies and fluid replacement guidelines discussed, which of these have you used in your coaching to date and which of these will you now use that you may not have used thus far?

3. Using the Risk Assessment Tool below, prioritise the following 4 injury risks and develop 2 risk reduction strategies that a coach could implement to minimise or eliminate the risk.



Risks

- No signs informing swimmers not to run on pool deck
- No signs informing swimmers of the depth of the pool
- Not ensuring swimmers undertake an appropriate warm up and swim down
- Not ensuring the coach is aware of any medical issues/medications a swimmer has that may affect their safe participation in the program

Risk (in priority order)	Risk Reduction Strategy 1	Risk Reduction Strategy 2
1.		
2.		
3.		
4.		

4. Explain the difference between professional indemnity insurance cover and public liability insurance cover for coaches. Why coaches should be covered for both.

5. Answer the following three questions.

a. You are to identify at least three categories of “ASADA banned substances” which you feel would be most likely to be used by swimmers (based on the nature and requirements of the sport). Justify your decision and then outline the possible health risks for athletes who take the substances.

1.
2.
3.

b. If you were suspicious that one or more of your swimmers were taking a banned substance, how would you deal with this situation?

--

c. What role can you as the coach of a swimmer who has been selected to undertake an ASADA drug test at a meet, play in the process to support your swimmer?

--

Theory Assessment Tool – Task 4 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1: Understand the legal responsibilities of a swimming coach and implement strategies to minimise the risk of injury during training and competition.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2: Implement the Australian Sports Anti Doping Agency policies on permitted substances and their use and understand reason for the banning of substances.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 4 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment – Task 5

Unit(s)	5 — Mental Preparation
Task	<ol style="list-style-type: none"> 1. Goal setting 2. Team cohesion
Purpose of Assessment	To ensure that SAL Bronze Licence Accredited coaches are able to develop individual and team outcomes/ goals and implement the processes required for their achievement.
Learning Outcomes	<ol style="list-style-type: none"> 1. Use psychological processes to implement individual and team goal-setting strategies. 2. Implement processes to develop swim team cohesion and spirit.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 5

1. Complete the following activities.
 - (a) In relation to goal setting procedures, what does the acronym S.M.A.R.T. stand for?

S	
M	
A	
R	
T	

- (b) Give an example of a SMART **outcome goal** that you have for yourself as a coach, for your squad **and** for an individual swimmer.

1.
2.
3.

- (c) For **one** of the SMART **outcome goals** you have identified, outline the **process goals** you have put in place, or could put in place, to achieve this **outcome goal**.

--

2. Outline a strategy that you have implemented, or are currently implementing with your squad(s) to develop team cohesion and spirit. Please discuss their effectiveness, or lack of effectiveness.

--

Theory Assessment Tool – Task 5 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1: Use psychological processes to implement individual and team goal-setting strategies.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2: Implement processes to develop swim team cohesion and spirit.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 5 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment – Task 6

Unit(s)	6 — Fitness and Training
Task	<ol style="list-style-type: none"> 1. Physiology questions 2. Program design
Purpose of Assessment	For Bronze Licence Coaches to demonstrate an understanding of the body's basic physiology, including the energy systems, as they relate to training swimmers, and for them to be able to develop and adjust training programs dependant upon the physiological development of their athletes.
Learning Outcomes	<ol style="list-style-type: none"> 1. Adjust a training plan to utilise specific components of the energy system and the various components of fitness to elicit an improvement in performance. 2. Apply the principles of training to modify or improve any one of the components of fitness.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task. They will also have access to a swimming pool, a squad to coach and an assessor.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 6

PHYSIOLOGY QUESTIONS

List ... in order of utilisation ... the three major energy systems.

1.	
2.	
3.	

When exercising, two factors will determine which energy system is predominate. What are they?

1.
2.

How does the build up of Lactic Acid affect swimmers?

--

What is the Anaerobic Threshold and why is it an advantage for endurance swimmers to have a high Anaerobic Threshold?

--

Why is a Warm-Up important?

--

List six components of fitness important to the development of a competitive swimmer.

1.
2.
3.
4.
5.
6.

How does the principle of reversibility play a part in the way you plan fitness training for your swimmers?

--

Outline how you could incorporate the principles of individuality and variation into a training session.

--

Why is it critical that all training sessions incorporate the principle of specificity?

--

Explain how swimmers could become injured if the principle of progressive overload is not followed in training session design.

Theory Assessment Tool – Task 6 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1. Adjust a training plan to utilise specific components of the energy system and the various components of fitness to elicit an improvement in performance.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Apply the principles of training to modify or improve any one of the components of fitness.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 6 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment - Task 7

Unit(s)	7 — Training Programs
Task	<ol style="list-style-type: none"> 1. Develop a seasonal training program for your swimmers. 2. Analyse competitive swimmers from video footage or in a real situation.
Purpose of Assessment	For SAL Bronze Licence Accredited Coaches to demonstrate the ability to develop and implement a seasonal plan for the development of their swimmers and to be able to analyse the competitive performance of swimmers and develop improvement strategies.
Learning Outcomes	<ol style="list-style-type: none"> 1. Implement a seasonal training program and understand the importance of seasonal and weekly plans (daily plans have been developed in the Green Coaching Course, and will be assessed practically in this course). 2. Analyse the performance of club level swimmers during competition and implement improvement strategies.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task. They will also have access to a swimming pool, a squad or video footage of a squad and an assessor.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 7

1. Develop a **Seasonal Training Plan** (not session plans), which outlines the training focus (skills and physical development) of each week/microcycle within the season. Use the table that follows.

SEASONAL TRAINING PLAN

Week	Skills Focus	Fitness Focus	Justification
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			

2. By either viewing a video of a swimmer(s) competing, or by observing a swimmer(s) in the real competition environment, you are to analyse their competition performance and provide the following feedback...

(a) What technical feedback would you provide to the swimmer?

(b) What advice would you provide the swimmer in relation to their fitness requirements (be specific)?

- (c) What technical and physical goals (short-term) would you assist the athlete to set and what processes would you have them put in place to achieve these goals?

Theory Assessment Tool – Task 7 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1. Implement a seasonal training program and understand the importance of seasonal and weekly plans.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Analyse the performance of club level swimmers during competition and implement improvement strategies.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 7 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Theory Assessment – Task 8

Unit(s)	8 — Efficient Stroke Development
Task	1. Complete the technique quiz.
Purpose of Assessment	For SAL Bronze Licence Accredited Coaches to demonstrate an understanding of stroke mechanics and technique issues, along with a knowledge of appropriate equipment and technology, to assist the development of their club level swimmers.
Learning Outcomes	<ol style="list-style-type: none"> 1. Apply the principles of stroke mechanics to the development of the four competitive strokes including starts, turns and finishes. 2. Identify and implement the use of technology and equipment appropriate for club level swimmers.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 8

1. Answer the following questions in the technique quiz.
 - (a) Identify the 5 essential elements to good technique in Freestyle.

1.
2.
3.
4.
5.

- (b) Identify two common faults in junior Breaststrokers. What would be your solution to these?

Common Fault	Solution
1.	
2.	

- (c) Juniors learning Backstroke often struggle to maintain appropriate body position. List one possible cause for this and the remedial action that you would take.

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- (d) What are the key teaching points to teaching and developing streamline?

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Theory Assessment Tool – Task 8 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
1:Apply the principles of stroke mechanics to the development of the four competitive strokes including starts, turns and finishes.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 8 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Practical Assessment – Task 9

Unit(s)	1 – Being an Effective Coach 3 – Communications 6 – Fitness and Training 7 – Training Programs 8 – Efficient Stroke Development
Task	You are to develop and conduct a session plan that aims to meet the individual physical and technical needs of club level swimmers. The session plan is to include the technological aids and/or equipment that you will use throughout the session.
Purpose of Assessment	To ensure that Bronze Licence coaches can practically demonstrate the learning outcomes below.
Learning Outcomes	<p>(Unit 1 – Being an Effective Coach)</p> <ol style="list-style-type: none"> 1. Implement strategies to cater effectively for the range of needs of club level swimmers. <p>(Unit 3 – Communications)</p> <ol style="list-style-type: none"> 1. Implement sound communication strategies with swimmers, parents, club officials, swimming organisations and/or colleagues. <p>(Unit 6 – Fitness and Training)</p> <ol style="list-style-type: none"> 1. Conduct a training session and provide a training plan that will acknowledge the physiological capacities of the body including the energy systems. 2. Adjust a training plan to utilise specific components of the energy system and the various components of fitness to elicit an improvement in performance. 3. Apply the principles of training to modify or improve any one of the components of fitness. <p>(Unit 7 – Training Programs)</p> <ol style="list-style-type: none"> 1. Effectively conduct and evaluate training sessions catering for individual differences while developing race competence for each of the strokes. <p>(Unit 8 – Efficient Stroke Development)</p> <ol style="list-style-type: none"> 1. Apply the principles of stroke mechanics to the development of the four competitive strokes including starts, turns and finishes. 2. Identify and implement the use of technology and equipment appropriate for club level swimmers.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task. They will also have access to a swimming pool, a squad to coach and an assessor.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Use the Session Plan Template below (or your own) to **plan a session** for club level swimmers, which aims to develop their skills and fitness and to cater effectively for the needs of the swimmers. You are then required to use this session plan to **conduct the session** under the supervision of your assessor (*a person who has successfully completed the SAL Assessor Training Program and/or holds the Certificate IV in Training and Assessment or equivalent and has relevant coaching qualifications and experience*). Once you have conducted the session, you are to complete the **“comments/evaluation” section** of the session plan, to offer improvement suggestions and positive reinforcement.

Target Group (Squad):			
Duration:			
Session aims:			
Time	Warm-up:		
Time	Session activities: Stroke/fitness focus area	Activities/methods	Equipment/aids

Time	Session activities: Stroke/fitness focus area	Activities/methods	Equipment/aids
Time	Warm-down:		
Comments/evaluation:			

Practical Assessment Tool – Task 9 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? Obtained within the last four years?)	Comments
Unit 1: Implement strategies to cater effectively for the range of needs of club level swimmers.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Unit 3: Implement sound communication strategies with swimmers, parents, club officials, swimming organisations and colleagues.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Unit 6: Conduct a training session and provide a training plan that will acknowledge the physiological capacities of the body including the energy systems.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? Obtained within the last four years?)	Comments
Unit 7: Effectively conduct and evaluate training sessions catering for individual differences while developing race competence for each of the strokes.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Unit 8: Apply the principles of stroke mechanics to the development of the four competitive strokes including starts, turns and finishes. Identify and implement the use of technology and equipment appropriate for club level swimmers.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 9 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Practical Assessment – Task 10

Unit(s)	2 — Administration and Management
Task	You are required to undertake a series of administrative tasks within your club/place of work, in your role as a swimming coach and provide evidence of having done so.
Purpose of Assessment	To ensure that Bronze Licence coaches can practically demonstrate the learning outcome below.
Learning Outcomes	Unit 2 – Administration and Management: Implement organisational processes to effectively administer all aspects of a club swimming team including record keeping, financial understanding/considerations, and promotional strategies.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task (i.e. they will be coaching within a club/workplace environment).
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 10

In your role as a swimming coach in a club/workplace environment, you are required to undertake at least three of the following administrative tasks, and provide evidence of having done so, to your assessor.

You may choose **three** of the following activities...

- Accept money and provide a receipt for swimmers.
- Write an article in the club magazine/newsletter.
- Take a team/squad of swimmers to an interclub meet.
- Maintain/modify administration records for the club/squad (e.g. name, address, medical history, swim times, personal bests, etc.).
- Organise an activity for the squad that is external to the normal coaching sessions (e.g. a trip to the beach; Uncle Toby's Go Swim meet; BBQ for the parents on club night; raffle for fundraising etc.).
- Other administrative task identified by the club. Please identify the activity and provide a brief description of the tasks involved.

NOTE: The Club President, Secretary or nominated officer, must sign off this task.

DECLARATION

I, the current President/Secretary/Other (specify) _____
declare that the candidate _____ has completed the
three activities identified above to the satisfaction of the club/organisation.

_____ Date: _____
(Signed)

(Print name)

(Contact details – phone or email)

Practical Assessment Tool – Task 10 (Assessor Use Only)

Learning Outcomes	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
Unit 2: Implement organisational processes to effectively administer all aspects of a club swimming team including record keeping, financial understanding / considerations and promotional strategies.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

All performance criteria for Unit 10 are met: (please tick)

YES NO (please provide advice to the Candidate of what evidence they are still required to supply)

Assessor's Comments/Recommendations:

Assessor's Signature: _____ **Date:** _____

Assessor's Name _____ **Assessor's contact phone number** _____

Bronze Licence CHECKLIST (SAL State/ Territory use only)

ASSESSMENT TASK	ALL LEARNING OUTCOMES ACHIEVED	
1. Being an Effective Swimming Coach <i>Unit 1</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Administration and Management <i>Unit 2</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Communications <i>Unit 3</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Risk Management and Legal Issues <i>Unit 4</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. Mental Preparation <i>Unit 5</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Fitness and Training <i>Unit 6</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7. Training Programs <i>Unit 7</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8. Efficient Stroke Development <i>Unit 8</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. Practical Assessment 1 <i>Units 1, 3, 6, 7 and 8</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10. Practical Assessment 2 <i>Unit 2</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Additional Accreditation requirements to be undertaken prior to accreditation...

TASK	Requirement met	
Have ASCTA Coach membership (this will be checked prior to issuing your SAL Bronze Licence Accreditation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed the SAL/ ASCTA Coach's Code of Conduct (usually completed at the course)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Undergone a nationwide Police Screening (attached evidence gained within the last 3 years)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

The candidate has met all requirements for SAL Bronze Licence Accreditation:

YES NO (please provide advice to the Candidate of what evidence is still required)

Signed: _____ Date: / /

SAL /State/ Territory verification: _____

Finalised to ASCTA: _____ / /

Comments: