



SWIMMING AUSTRALIA Ltd.
(SAL)

NATIONAL COACHING
ACCREDITATION SCHEME

Green Licence
Assessment Workbook

CANDIDATE DETAILS

<<Course Venue>>

<<Course Code>>

Name:

Postal 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 – Swimming in Australia

Task 2 – Being an Effective Swimming Coach

Task 3 – Learning Swimming Skills

Task 4 – Mechanics of Swimming

Task 5 – Developing the Competitive Strokes

Practical Assessment

Task 6 – Practical Assessments (Units 2-5)

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ASSESSMENT WORKBOOK INFORMATION

SAL has a four-tier 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 Green Licence.

Successful SAL Green Licence candidates possess the competence to PLAN, CONDUCT and EVALUATE swimming Coaching programs, to enable swimmers to develop basic competitive swimming skills in a club environment.

The Assessment Tasks for the Green 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 workbook is designed to guide candidates through the course assessment requirements to ensure all requirements are completed before being submitted for accreditation.

The Green 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 to be deemed competent, and hence receive a SAL Green Licence/ NCAS Green 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 are assessed by each Assessment Task.

The Assessment Tasks

The Green 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.

Australian Quality Training Framework (AQTF)

The 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 (RTOs) under the AQTF when...

- Registering organisations to deliver training, assess competency and issue Australian Qualifications Framework (AQF) qualifications
- Auditing 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

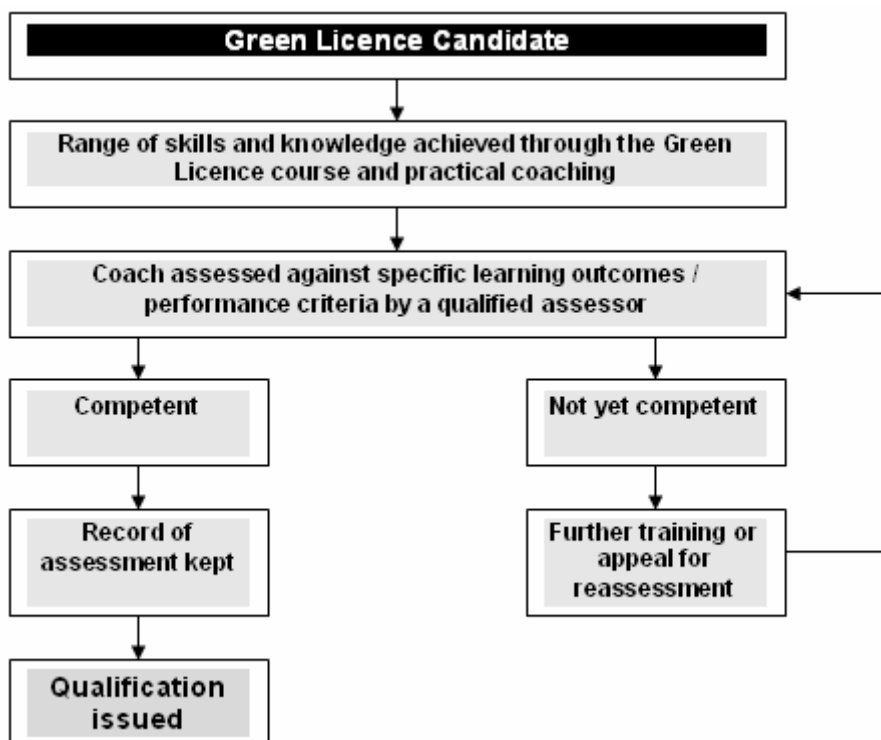


Figure 1: The Assessment Process

How will you be assessed?

- To be deemed as a competent **Green 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 Green 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 for competencies gained is issued, records will be kept for 20 years before disposal.

Notification of Result

This Green 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 Green Licence/ NCAS Green 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.

Assessment Matrix

Green Licence Assessment Task	Units				
	1	2	3	4	5
	Swimming in Australia	Being an Effective Swimming Coach	Learning Swimming Skills	Mechanics of Swimming	Developing the Competitive Strokes
1	✓				
2		✓			
3		✓			
4			✓		
5				✓	
6		✓	✓	✓	✓

The assessment matrix 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 2, 3, 4 and 5 are all assessed by Assessment Task 6).

Theory Assessment – Task 1

Unit(s)	1 – Swimming in Australia
Task	Listed below are the acronyms of the key organisations, which support Swimming in Australia. You are required to... a. Locate their website address and phone number. b. Outline their core function and how could they assist you educationally as a swimming Coach.
Purpose of Assessment	To ensure that SAL Green Licence Accredited Coaches develop an understanding of the educational pathways and support structures available to them within Australia and how they can access this support.
Learning Outcomes	1. Identify the key organisations involved in Swimming in Australia. 2. Acknowledge and access the education and training programs for Swimming Teachers and Coaches.
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)

List the full organisational name of the acronyms in the table below and the website address or phone number.

Acronym	Organisation	Website/Phone Number
ASC		
NCAS		
SAL		
ASCTA		
	Your local State/Territory Swimming Association	
ASADA		
NSIC		

Task 1 (b)

For the organisations below, briefly outline their core function and how they could provide educational assistance to swimming Coaches.

ASC	
NCAS	
SAL	
ASCTA	
	Your local State/ Territory Swimming Association
ASADA	
NSIC	

Theory Assessment Tool – Task 1 A & B (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 key organisations involved in Swimming in Australia.	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: Acknowledge and access the education and training programs for Swimming Teachers and 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"/>	

All performance criteria for this 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 — Being an Effective Swimming Coach
Task	(a) Develop a Risk Management Plan specific to the needs of you as a swimming Coach.
Purpose of Assessment	To ensure that SAL Green Licence Accredited Coaches have a sound understanding of risk management issues relating to their Coaching and that they can effectively plan to deliver safe Coaching sessions.
Learning Outcomes	<ol style="list-style-type: none"> 1. Identify relevant aspects of the SAL/ ASCTA Coach's Code of Conduct and adhere to the SAL Member Protection Policy. 2. Implement basic risk management and injury prevention measures whilst Coaching 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 2

You are to develop a Risk Management Plan, which aims to identify 5 potential risks **associated with swimming Coaching** and develop at least one risk minimisation strategy for each of these. Please complete the table below.

Potential Risk	Risk Reduction Strategies	Responsible Officer/Person	Assessment Tool (i.e. how will you measure success?)
1.			
2.			
3.			
4.			
5.			

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. Identify aspects of the SAL/ ASCTA Coach's Code of Conduct and adhere to the SAL Member Protection Policy.	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 basic risk management and injury prevention measures whilst Coaching 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 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 – Learning Swimming Skills
Task	Plan two consecutive training sessions for a group of swimmers (identify the group), which outline sound planning and skill progression activities for each of the four competitive strokes.
Purpose of Assessment	To ensure that SAL Green Licence Accredited Coaches are able to successfully plan a series of appropriate skill development sessions, addressing each of the four competitive strokes.
Learning Outcomes	<ol style="list-style-type: none"> 1. Plan a series of training sessions for a group of swimmers (identify the group), which identify sound planning and skill progression activities for each of the four competitive strokes. 2. Ensure effective use of communication strategies in a swimming squad environment.
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 3

Plan two training sessions for a group of swimmers (identify the group), which identify sound planning and skill progression activities for each of the four competitive strokes.

Use the template on the following pages, or your preferred template.

If using your own template, please staple this into the Assessment Workbook here.

Training Session Plan 1

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

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

Training Session Plan 2

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

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

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. Develop a series of training sessions that identify sound planning strategies for each of the four competitive 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"/>	
2. Ensure effective use of communication strategies in a swimming squad environment.	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 – Learning Swimming Skills
Task	<ol style="list-style-type: none"> 1. Identify the key elements of effective technique in the four competitive strokes. 2. Identify common technique faults in the starts and turns for each stroke.
Purpose of Assessment	To ensure that SAL Green Licence Accredited Coaches have a sound knowledge of the skill acquisition issues associated with teaching the swimming strokes, starts and turns.
Learning Outcomes	<ol style="list-style-type: none"> 1. Teach the swimming strokes, starts and turns, by utilising the key factors that influence the learning of swimming strokes. 2. Implement skill acquisition strategies in the conduct of Coaching sessions.
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 (a)

Identify the key elements of effective technique, and the key points for instruction of **FREESTYLE**.

Head/body Position	<ul style="list-style-type: none"> • • •
Arm/hand action	<ul style="list-style-type: none"> • • •
Legs/feet action	<ul style="list-style-type: none"> • • •
Breathing	<ul style="list-style-type: none"> • • •
Timing	<ul style="list-style-type: none"> • • •

Identify the key elements of effective technique, and the key points for instruction of **BACKSTROKE**.

Head/body Position	<ul style="list-style-type: none"> • • •
Arm/hand action	<ul style="list-style-type: none"> • • •
Legs/feet action	<ul style="list-style-type: none"> • • •
Breathing	<ul style="list-style-type: none"> • • •
Timing	<ul style="list-style-type: none"> • • •

Identify the key elements of effective technique, and the key points for instruction of **BREASTSTROKE**.

Head/body Position	<ul style="list-style-type: none"> • • •
Arm/hand action	<ul style="list-style-type: none"> • • •
Legs/feet action	<ul style="list-style-type: none"> • • •
Breathing	<ul style="list-style-type: none"> • • •
Timing	<ul style="list-style-type: none"> • • •

Identify the key elements of effective technique, and the key points for instruction of **BUTTERFLY**.

Head/body Position	<ul style="list-style-type: none"> • • •
Arm/hand action	<ul style="list-style-type: none"> • • •
Legs/feet action	<ul style="list-style-type: none"> • • •
Breathing	<ul style="list-style-type: none"> • • •
Timing	<ul style="list-style-type: none"> • • •

List three **start errors** and outline a correction strategy for each.

Start Error	Correction Strategy
1.	
2.	
3.	

List one **turn error** for each of the four competitive strokes and outline a correction strategy for each.

Turn Error	Correction Strategy
Butterfly	
Backstroke	

Breaststroke	
Freestyle	

Task 4 (b)

1. Freestyle – Body Position – Fault, **“Head too high”**

Correction:

2. Breaststroke – Kick – **“Left foot turned inwards”**

Correction:

3. Backstroke – Body Position – **“Knees breaking the surface of the water”**

Correction:

4. Butterfly – Timing – **“Late breathing”**

Correction:

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:Teach the swimming strokes, starts and turns, by utilising the key factors that influence the learning of swimming 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"/>	
2:Implement skill acquisition strategies in the conduct of Coaching sessions.	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 — Mechanics of Swimming
Task	View competition level swimmers in the water (or relevant video footage) and in groups or as an individual, discuss a type of drill that will assist in developing the swimmer's feel for the water.
Purpose of Assessment	To ensure that SAL Green Licence Accredited Coaches have a sound understanding of basic mechanical and skill acquisition issues associated with teaching the swimming strokes, starts and turns.
Learning Outcomes	Implement the basic mechanical principles of resistance and propulsion when conducting stroke development sessions.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task. They will also have access to video footage, VCR/DVD and TV if they choose the video footage option.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 5

View swimmers in action. Based on your observations, outline a skill development drill that you could implement, to assist the swimmers to develop an improved feel for the water.

Drill 1

Description	
Objective	

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: Implement the basic mechanical principles of resistance and propulsion when conducting stroke development sessions.	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** _____

Practical Assessment – Task 6

Unit(s)	2 – Being an Effective Swimming Coach 3 – Learning Swimming Skills 4 – Mechanics of Swimming 5 – Developing Competitive Swimming Strokes
Task	<p>Demonstrate the teaching/Coaching of at least one stroke development skill for each of the four competitive strokes and one drill to develop starts and turns for each stroke, while working with swimmers. You are to explain the drills, observe swimmers' performances and provide specific technical feedback to the swimmers.</p> <p>You are to outline the drill, its objective and key teaching points for each.</p> <p>Your practical assessor will observe your Coaching.</p>
Purpose of Assessment	<p>To ensure that SAL Green Licence Accredited Coaches can practically demonstrate the ability to implement appropriate skill Coaching associated with teaching the four competitive swimming strokes, starts and turns.</p>
Learning Outcomes	<p>(Unit 2 – Being an Effective Swimming Coach)</p> <p>1. Ensure effective use of communication strategies in a swimming squad environment.</p> <p>(Unit 3 – Learning Swimming Skills)</p> <p>1. Teach the swimming strokes, starts and turns, by utilising the key factors that influence the learning of swimming strokes</p> <p>2. Implement skill acquisition strategies in the conduct of coaching sessions.</p> <p>(Unit 4 – Mechanics of Swimming)</p> <p>1. Implement the basic mechanical principles of resistance and propulsion when conducting stroke development sessions.</p> <p>(Unit 5 – Developing Competitive Swimming Strokes)</p> <p>1. Implement stroke development programs, including starts, turns and finishes.</p>
Conditions of Assessment	<p>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.</p>
Evidence Required	<p>Sufficient evidence must be provided to demonstrate competence in all learning outcomes.</p>

In a practical Coaching situation, preferably under the guidance of a trained assessor (*a person who has successfully completed the SAL Assessor Training Program and/or holds the Certificate IV in Training and Assessment or equivalent***), you are to...

- Demonstrate the teaching/Coaching of at least one stroke development skill for each of the four competitive strokes and one drill to develop starts and turns for each stroke, while taking a squad training session.
- Explain the drills, observe swimmer's performances and provide specific technical feedback to the swimmers. Complete the outlines below.

FREESTYLE — Stroke Development Outline 1

Drill	Objective	Key Teaching Points

BACKSTROKE — Stroke Development Outline 1

Drill	Objective	Key Teaching Points

** If this is not possible, then for SAL Green Licence candidates a person with a vested interest in the ability of the candidate such as a supervising Coach who holds a Bronze Licence or higher, Swimming Club President or Physical Education teacher may recommend that the candidate is competent.

BREASTSTROKE — Stroke Development Outline 1

Drill	Objective	Key Teaching Points

BUTTERFLY — Stroke Development Outline 1

Drill	Objective	Key Teaching Points

FREESTYLE STARTS — Development Outline

Drill	Objective	Key Teaching Points

BACKSTROKE STARTS — Development Outline

Drill	Objective	Key Teaching Points

BREASTSTROKE STARTS — Development Outline

Drill	Objective	Key Teaching Points

BUTTERFLY STARTS — Development Outline

Drill	Objective	Key Teaching Points

FREESTYLE TURNS — Development Outline

Drill	Objective	Key Teaching Points

BACKSTROKE TURNS — Development Outline

Drill	Objective	Key Teaching Points

BREASTSTROKE TURNS — Development Outline

Drill	Objective	Key Teaching Points

BUTTERFLY TURNS Development Outline

Drill	Objective	Key Teaching Points

Practical 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
Unit 2: Ensure effective use of communication strategies in a swimming squad environment.	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: Teach the swimming strokes, starts and turns, by utilising the key factors that influence the learning of swimming strokes. Implement skill acquisition strategies in the conduct of coaching sessions.	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 4: Implement the basic mechanical principles of resistance and propulsion when conducting stroke development sessions.	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 5: Implement stroke development programs, 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 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** _____

Green Licence Accreditation Checklist

(SAL State/ Territory use only)

ASSESSMENT TASK	ALL LEARNING OUTCOMES ACHIEVED	
1. Swimming in Australia	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Being an Effective Swimming Coach	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Learning Swimming Skills	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Mechanics of Swimming	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. Developing the Competitive Strokes	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Practical Assessments	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

TASK	Requirement met	
Join ASCTA (Payment for first year included in your course fee. Membership registration should have been completed prior to or at the course).	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 Green Licence/ NCAS Green 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: