



**SWIMMING AUSTRALIA Ltd.
(SAL)**

**NATIONAL COACHING
ACCREDITATION SCHEME**

**Silver 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

Theory Workbook Tasks

Task 1 Talent Identification & Development

Task 2 Mechanics of Swimming

Task 3 Application of Training Principles and Drill and Performance Enhancing Skills

Task 4 Mental Skills Training

Task 5 Nutrition and Health

Task 6 Coaching Professionalism and Welfare

Practical Assessment

Task 7 – Practical Assessments (Units 2, 3 & 4)

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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 Silver Licence.

Successful SAL Silver Licence candidates possess the competence to plan, conduct and evaluate swimming coaching programs to enable swimmers to compete successfully at country and state championships.

The assessment tasks for the Silver 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 Silver 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 Silver Licence/ NCAS Silver 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 which units are assessed by which assessment task.

The Assessment Tasks

The Silver 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

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...

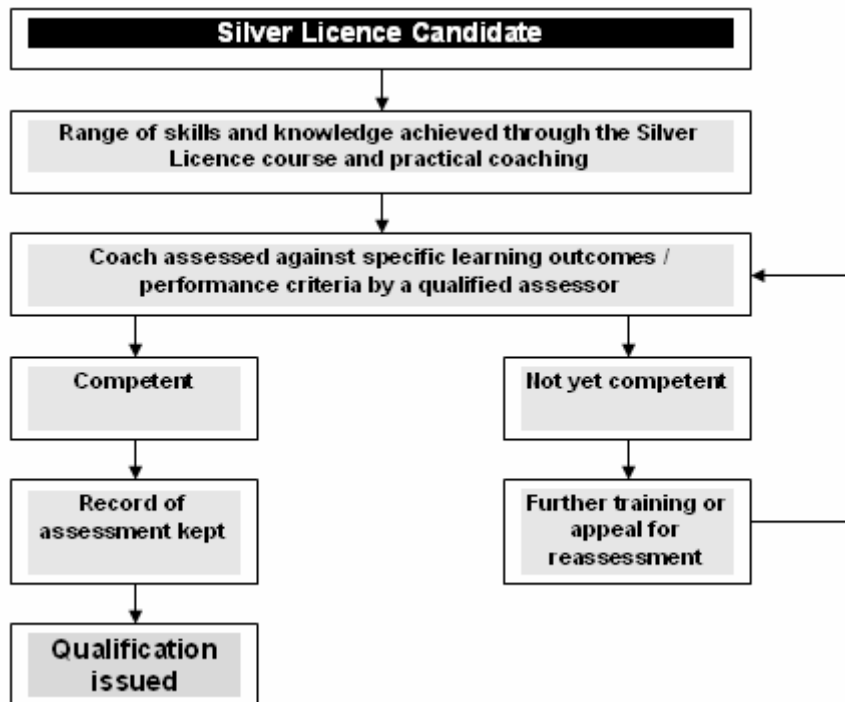


Figure 1: The Assessment Process

How will you be assessed?

- To be deemed as a competent Silver 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.

It is thought that the practical assessment tasks within this course will take candidates a minimum of 10 hours, under the supervision of a trained assessor. This may vary between candidates and assessors.

Recognition of Current Competency (RCC)

If you believe that you already possess the skills/competencies within the Silver Licence and can demonstrate that you have achieved the learning outcomes within each of the 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.

Notification of result

This Silver 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 SAL Silver Licence 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

Silver Licence Assessment Task	Units						
	1 Talent Identification & Development	2 Mechanics of Swimming	3 Application of Training Principles; Drill & Performance Enhancing Skills	4 Mental Skills Training	5 Nutrition and Health	6 Coaching Professionalism and Welfare	7 Practical Assessments (Units 2, 3, 4)
1	✓						
2		✓					
3			✓	✓			
4					✓		
5						✓	
6							✓
7 (Prac)		✓	✓	✓			

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 and 4 are all assessed by Assessment Task 7).

Theory Assessment - Task 1

Unit(s)	1. Talent Identification and Development (TID)
Task	Develop a TID assessment tool for swimmers in a particular event / age group.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited Coaches are aware of the principles of TID and development and that they can develop a specific TID assessment tool to accurately assess their swimmers.
Learning Outcomes	Utilise the key principles of talent identification and implement assessment 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 1

You are to analyse **an event and an age group** (male and/or female) and develop a talent identification and development assessment tool that can be used by you as a coach, to identify emerging talent within your squad.

This assessment tool will outline the performance attributes/criteria that swimmers would need to meet, to be identified as “talented” in their event/age group.

Use the Assessment Tool Template below. Outline here, the event, age group and gender of the athletes you are assessing.

Physical Attributes/Performance

Criteria	Result	Development Strategies
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Physiological Attributes / Performance

Criteria	Result	Development Strategies
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Psychological Attributes/Performance

Criteria	Result	Development Strategies
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

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: Utilise the key principles of talent identification and implement assessment 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 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)	1. Mechanics of Swimming
Task	On deck or video analysis of a country or state age/open level swimmer.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited coaches have a sound understanding of the advanced mechanical principles associated with high efficient swimming performance and strategies to use to assist this process.
Learning Outcomes	Analyse stroke technique in the performance of state level swimmers during competition, with attention to the components of each stroke, and implement improvement strategies.
Conditions of Assessment	Candidates will have access to country/state age or open level swimmers, or appropriate video footage allowing them to undertake the task.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 2

Observe (on-deck or video footage) a country or state level swimmer (age or open) competing in at least once discipline. You are to identify the types of drills that you would use to incorporate some change to that stroke. For each drill, explain the purpose, the core component to the drill and the proposed changes that it will make to the swimming stroke.

If you choose the video observation option, ensure that you provide the video footage to your assessor.

Complete the following...

Swimmer's name (if known): _____

Swimmer's age (if known): _____

Level of competition: _____

Event: _____

DRILL	TECHNICAL PURPOSE	KEY TEACHING FACTORS	IMPROVEMENT OBJECTIVES
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
2: Analyse stroke technique in the performance of state level swimmers during competition, with attention to the components of each stroke, 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 this 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. Application of Training Principles 4. Drills and Performance Enhancing Skills
Task	a. Develop a series of training sessions, designed to meet a variety of objectives. b. Develop a periodised training plan for your swimmers.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited coaches have the ability to plan specific sessions to meet a variety of objectives, and to plan a detailed 6-month, periodised training plan relevant to their swimmers.
Learning Outcomes	1. Apply the principles of training to the conditioning of swimmers (progressive overload, stress, recovery, adaptation to training, and periodisation). 2. Implement techniques to improve flexibility, power, endurance, speed and agility. 3. Promote recovery through improved techniques in the adaptation to training. 4. Adapt training sessions to suit prevailing conditions. 5. Implement training programs for different swimming events - sprinting, middle distance, distance (including open water) and medley events. 6. Plan and conduct training sessions for state level swimmers. 7. Implement appropriate race performance strategies.
Conditions of Assessment	Candidates will have access to the information required to undertake the tasks and a group of swimmers, for which the training plans are appropriate.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 3 (a)

You are required to develop a series of individual session plans, relevant to the needs of your swimmers. These session plans are to be designed to meet a variety of specific objectives (outlined below).

- Design a training session that would be suitable for your squad, in the **general preparation phase of training**. The session is to incorporate the following...
 1. Appropriate physical training (components of fitness and principles of training).
 2. Appropriate skill development activities.
 3. Appropriate psychological skills training activities.

Training Session Plan

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

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

Design a training session that would be suitable for your squad, in the **pre-competition phase of training**. The session is to incorporate the following...

1. Appropriate physical training (components of fitness and principles of training).
2. Appropriate skill development activities.
3. Appropriate psychological skills training activities.
4. Appropriate race performance strategies.

Training Session Plan

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

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

- Design a training session that would be suitable for your squad, in the **competition phase of training**. The session is to incorporate the following...
 1. Appropriate physical training (components of fitness and principles of training).
 2. Appropriate skill development activities.
 3. Appropriate psychological skills training activities.
 4. Appropriate race performance strategies.

Training Session Plan

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

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

- Design a training session that would be suitable for your squad, in the **transition phase of training**. The session is to incorporate the following...
 1. Appropriate physical training (components of fitness and principles of training).
 2. Appropriate skill development activities.
 3. Appropriate psychological skills training activities.
 4. Appropriate recovery training activities.

Training Session Plan

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

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

- Design a training recovery training session, designed to assist your swimmers to physically and psychologically recover between hard sessions, or training weeks.

- Design a dry-land resistance training session, designed to assist your swimmers to develop strength, power and /or flexibility.

- Design a 26-week seasonal training plan, appropriate to the developmental level of your swimmers.

The plan is to outline the physical/physiological, psychological and skill development foci for each session, week (microcycle) and month (macrocycle). It must also outline the recovery strategies and dry-land training to be used.

Please prepare your plan and attach it to this workbook for assessment.

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: Apply the principles of training to the conditioning of swimmers (Progressive overload, stress, recovery, adaptation to training, and periodisation).	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 techniques to improve flexibility, power, endurance, speed and agility.	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"/>	
3: Promote recovery through improved techniques in the adaptation to training.	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"/>	
4: Adapt training sessions to suit prevailing conditions.	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"/>	
5: Implement training programs for different swimming events e.g. sprinting, middle distance and distance (including open water).	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"/>	
6: Plan and conduct training sessions for state 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"/>	
7: Implement appropriate race performance 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 3 are met: (please tick)

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

Date of Assessment: ____/____/____ **Name of Candidate:** _____

Name of Assessor: _____ **Position:** _____

Contact Number: _____

Assessor's Comments/Recommendations:

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

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

Theory Assessment - Task 4

Unit(s)	5 – Mental Skills Training
Task	Outline how you could more effectively apply sport psychology skills to your own coaching performance and that of your athletes.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited coaches have skills to identify psychological performance limiting factors within themselves as coaches and with their swimmers, and that they can then identify and implement appropriate psychological skills to address the issues.
Learning Outcomes	<ol style="list-style-type: none"> 1. Identify the specific needs of various age groups while participating in competitive swimming. 2. Understand that each swimmer is different and implement strategies to cater for individual psychological needs including age, maturation levels and gender. 3. Implement goal setting strategies for the various stages of a swimming season (<i>this learning outcome has been assessed in the Bronze Licence</i>). 4. Utilise psychological skills to enhance performance. 5. Acknowledge when there may be a need to access a professional psychologist and know where to go to access it.
Conditions of Assessment	Candidates will have access to information allowing them to undertake the task and athletes with whom they are working, or have recently coached.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Task 4

- You are to identify 3 issues (that have a relevance to sports psychology) within the squad or individuals that you are currently dealing with (e.g. poor team cohesion, excessive nervousness prior to competition, inability to perform on the day, lack of motivation, poor social relationships, lack of concentration etc). At least one issue must be relating to an individual swimmer.

Utilising the information gained from this unit, you are to identify specific psychological strategies that you will be able to implement to address the issues and outline how you will go about doing this.

ISSUE	PSYCHOLOGICAL STRATEGY
1.	
2.	
3.	

- If you were coaching an athlete with a psychological issue(s) that you had attempted to address, yet no improvement was taking place, what would you do, and how would you implement your strategy? Has this happened to you? Can you give a specific example (excluding names)?

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: Identify the specific needs of various age groups while participating in competitive swimming.	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: Understand that each swimmer is different and implement strategies to cater for individual psychological needs including age, maturation levels and gender.	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"/>	
3: Implement goal setting strategies for the various stages of a swimming season.	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"/>	
4: Utilise psychological skills to enhance 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"/>	
5: Acknowledge when there may be a need to access a professional psychologist and know where to go to access it.	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)

Date of Assessment: ____/____/____ **Name of Candidate:** _____

Name of Assessor: _____ **Position:** _____

Contact Number: _____

Assessor's Comments/Recommendations:

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

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

Theory Assessment - Task 5

Unit(s)	6. Nutrition and Health
Task	Complete the nutritional activities below.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited Coaches have the knowledge to allow them to implement nutritional and dietary education sessions / programs for their swimmers (including information relating to drugs in sport).
Learning Outcomes	<ol style="list-style-type: none"> 1. Implement drug educational strategies with their swimmers. 2. Implement nutrition and dietary educational programs for swimmers in 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 5 –

Complete the following activities.

- (a) In designing a hydration plan for your swimmers, what is an accurate way to ensure that they are hydrating sufficiently during a meet or training session?

- (b) If a swimmer is swimming 15 metres at full speed, will fat be the prime source of fuel for this activity? Why?

- (c) To maximise recovery, what can an athlete do when they finish a bout of exercise?

- (d) Develop a quality pre-event (2-3 hours) and post event (within 15 minutes) meal for a state level swimmer.

Pre - Event Meal	Post Event Meal

- (e) Outline a recommended fluid replacement program for swimmers in a heavy training session.

Identify the possible symptoms of the eating disorders anorexia nervosa and bulimia and how you would address the issue of an eating disorder in one of your swimmers.

Eating Disorder	Strategy(s)
Anorexia Nervosa	1. <hr/> 2.
Bulimia Nervosa	1. <hr/> 2.

You are to develop an information sheet to be given to your swimmers and parents, designed to educate them in relation to sound sports nutrition strategies and drugs in sport issues relevant to the sport of swimming.

Sports Nutrition Information Sheet

Drugs in Sport Information Sheet

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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 drug educational strategies with their 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"/>	
2. Implement nutrition and dietary educational programs for swimmers in 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"/>	

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)

Date of Assessment: _____ / _____ / _____ **Name of Candidate:** _____

Name of Assessor: _____ **Position:** _____

Contact Number: _____

Assessor's Comments/Recommendations:

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

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

Theory Assessment - Task 6

Unit(s)	6 – Coaching Professionalism and Welfare
Task	Complete the 4 activities found below.
Purpose of Assessment	To ensure that SAL Silver Licence Accredited coaches can access appropriate support services for their swimmers and effectively manage their coaching commitments with other important commitments.
Learning Outcomes	<ol style="list-style-type: none"> 1. Identify the means of gaining professional assistance appropriate to the needs of the competitive swimmers. 2. Establish a personal career and lifestyle management pathway.
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 6

1. For the following support services, you are to list the professional who you currently gain assistance from, or locate a professional from whom you may be able to gain assistance from for the benefit of your swimmers.

SERVICE	CONTACT PERSON	CONTACT DETAILS
Physiotherapist		
Sports Nutritionist		
Swimming Biomechanist		
Sports Physiologist		
Sports Psychologist		
Coach Mentor		
Drugs in Sport Expert		
Strength and Conditioning Coach		

2. Which of the following causes of poor time management have you been guilty of, how did it affect your coaching and what management strategies could you put in place to address the problem?

CAUSE	EFFECT	STRATEGY
Underestimating the time it will take to complete tasks such as planning sessions etc		
Procrastination		
Saying yes to new tasks without considering the time demands it will present		
Jumping from task to task		
Wasting time		
Other?		

3. What are your career goals as a coach and how do you plan to achieve these goals (be specific).

CAREER GOAL	STRATEGY
1.	
2.	
3.	
4.	

4. List 3 strategies that you implement (or strategies that you “should” implement) to ensure that you balance your swim coaching commitments with other work, family and social commitments.

1.
2.
3.

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: Identify the means of gaining professional assistance appropriate to the needs of the competitive 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"/>	
2: Establish a personal career and lifestyle management pathway.	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)

Date of Assessment: / / **Name of Candidate:** _____

Name of Assessor: _____ **Position:** _____

Contact Number: _____

Assessor's Comments/Recommendations:

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

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

Practical Assessment - Task 7

Unit(s)	2 – Mechanics of Swimming 3 – Application of Training Principles 4 – Drills and Performance Enhancing Strategies
Task	You are required (under the supervision of your assessor) to implement training sessions, which demonstrate your competence in all Learning Outcomes below.
Purpose of Assessment	The practical assessment allows the coach to demonstrate that the theoretical competencies they have developed throughout the course can be implemented in a practical swimming coaching environment.
Learning Outcomes	<p>(Unit 2 – Mechanics of Swimming)</p> <ol style="list-style-type: none"> 1. Apply the mechanical principles underlying the development of efficient stroke technique and conduct training sessions to develop efficient competitive strokes including starts, turns and finishes. <p>(Unit 3 – Application of Training Principles)</p> <ol style="list-style-type: none"> 1. Apply the principles of training to the conditioning of swimmers (Progressive overload, stress, recovery, adaptation to training, and periodisation). 2. Implement techniques to improve flexibility, power, strength, endurance, speed and agility. 3. Adapt training sessions to suit prevailing conditions. 4. Implement training programs for different swimming events - sprinting, middle distance and distance (including open water). <p>(Unit 4 – Drills and Performance Enhancing Skills)</p> <ol style="list-style-type: none"> 1. Plan and conduct training sessions for state level swimmers. 2. Implement appropriate race performance 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 to coach and an assessor.
Evidence Required	Sufficient evidence must be provided to demonstrate competence in all learning outcomes.

Practical Requirements

In a practical swim coaching environment, you are required to demonstrate your ability to...

- Develop effective stroke technique (all four competitive strokes), starts and turns.
- Develop the fitness (speed, strength, power, flexibility, endurance and agility) of your swimmers, incorporating the principles of training in your planning.
- Adapt training sessions based on the needs of the swimmers at the time (e.g. due to injury, weather, etc).
- Train swimmers for different events (sprints, middle distance and distance races).
- Implement appropriate race performance strategies.

The duration (number of practical assessment sessions) will vary depending upon the coach, the squad, and many other variables.

There is no required number of practical assessment sessions, however it is envisaged that a minimum of 10 hours practical assessment will be required for the candidate to demonstrate competence in all areas.

Practical 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. Apply the mechanical principles underlying the development of efficient stroke technique and conduct training sessions to develop efficient 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"/>	
2. Apply the principles of training to the conditioning of swimmers (Progressive overload, stress, recovery, adaptation to training, and periodisation).	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"/>	
3. Implement techniques to improve flexibility, strength, power, endurance, speed and agility.	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"/>	
4. Adapt training sessions to suit prevailing conditions.	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"/>	
5. Implement training programs for different swimming events - sprinting, middle distance and distance.	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
6. Plan and conduct training sessions for state 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"/>	
7. Implement appropriate race performance 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)

Date of Assessment: / / **Name of Candidate:** _____

Name of Assessor: _____ **Position:** _____

Contact Number: _____

Assessor's Comments/Recommendations:

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

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

Silver Licence CHECKLIST (SAL /State/ Territory use only)

ASSESSMENT TASK	ALL LEARNING OUTCOMES ACHIEVED	
Talent Identification & Development <i>Unit 1</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mechanics of Swimming <i>Unit 2</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Application of Training Principles <i>Unit 3</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Drills & Performance Enhancing Skills <i>Unit 4</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mental Skills Training <i>Unit 5</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Nutrition & Health <i>Unit 6</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Coaching Professionalism & Welfare <i>Unit 7</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. Practical Assessment 1 <i>Units 2, 3, 4,</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

TASK	Requirement met	
	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Completed enrolment	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signed the SAL/ ASCTA Coach's Code of Conduct (usually 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"/>
Satisfactorily completed Assignment	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Provided evidence of meeting performance criteria	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have ASCTA Coach membership (this will be checked prior to issuing your SAL Silver Licence Accreditation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

The candidate has met all requirements for SAL Silver 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: