

Athlete Development

LEVEL 2		15 TCE CREDIT POINTS
COURSE CODE	ATH215113	
COURSE SPAN	2013 — 2017	
READING AND WRITING STANDARD	NO	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

Athlete Development focuses on sports specific learning

The course prepares learners with the necessary critical elements leading to an improvement in their chosen sport, emphasising technical development, physical preparation and sports specific knowledge. This course provides learners with an athlete development program based around individual need. The course can be adapted to the learner's preferred sport and learners will be given opportunities to prepare and improve their overall athletic performance.

Course Description

Athlete Development consisting of three modules:

- Module 1 - Specialist and Technical Coaching/Training
- Module 2 - Physical Preparation and Performance Measurement
- Module 3 - Sports Knowledge Tutorials.

Rationale

Athlete Development focuses on sports specific learning. The course prepares students with the necessary critical elements leading to an improvement in their chosen sport, emphasising technical development, physical preparation and sports specific knowledge.

This course provides students with an athlete development program based around individual need. The course can be adapted to the student's preferred sport and students will be given opportunities to prepare and improve their overall athletic performance. The course adequately prepares students for possible scholarship entry into the Tasmanian Institute of Sport and the Australian Institute of Sport.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. apply methods of physical preparation and technical training to maximise personal sporting performance
2. describe processes used in fitness testing, identify test outcomes and use these to set performance goals, and to develop physical preparation and technical training programs
3. set personal performance goals, outline ways in which these can be achieved, and monitor their progress towards meeting their goals
4. detail and maintain; an individualised, systematic physical preparation and technical training program
5. use a variety of sporting equipment in a safe manner
6. apply personal planning and organisational skills
7. communicate ideas and information about personal performance, physical preparation and technical training programs, and competition
8. describe the basic dietary requirements for a athletes
9. describe how various recovery methods affect performance
10. implement strategies to reduce the incidence of injury and describe ways of managing injury
11. describe a range of factors that influence personal sporting performance.

Access

Students **must**:

- play in a recognised sporting competition in the year they undertake the course
- be involved in a physical preparation and technical training program
- undertake appropriate fitness tests during their program of study. These will be at the beginning and towards the end of the course
- regularly meet with their teacher and their coach. The coach must be qualified in the student's sport or be nominated by the sport's peak body
- maintain a Training Diary.

Resource Requirements

In addition to the standard classroom environment students must have access to resources that allow an appropriate physical preparation and technical training program to be undertaken. Specialist conditioning equipment (such as weight training equipment) is required.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Content

Athlete Development consisting of three modules:

- Module 1 - Specialist and Technical Coaching/Training (suggested 50 hours duration)
- Module 2 - Physical Preparation and Performance Measurement (suggested 50 hours duration)
- Module 3 - Sports Knowledge Tutorials (suggested 50 hours duration).

All contents of Modules 1 and 2 are **compulsory**. Module 3 contains **five compulsory** units, and **one optional** unit chosen from a range of three.

The sequence in which the course's modules/units is delivered is not prescribed.

MODULE 1 – SPECIALIST AND TECHNICAL COACHING/TRAINING (SUGGESTED 50 HOURS)

Learners must be undertaking a recognised sporting competition in the calendar year the module is undertaken. The learner will work with a qualified coach (or coach nominated by the sport's peak body) and be overseen by the teacher as they undertake all required activities in the nominated sport. They will develop knowledge, skills and experience to improve their performance. In this module the athlete will undertake the practical elements of training. Maintaining a Training Diary is mandatory. While the coach may provide evidence for assessment, the teacher will be responsible for: assessment methodologies and judgements; and recording learner assessment.

MODULE 2 – PHYSICAL PREPARATION AND PERFORMANCE MEASUREMENT (SUGGESTED 50 HOURS)

The implementation of a physical preparation and technical training program is fundamental to improving athletic performance. There will be a focus on preparing and implementing an appropriate program based on:

- the components of fitness and appropriate testing regimes
- various contemporary methods of strength and conditioning
- planning a program utilising periodisation as a basis for long-term goal achievement.

Learners must undertake appropriate fitness tests during their program of study. These will be at the beginning and towards the end of the course

Learners will gain knowledge and understanding of:

- fitness testing and measurement protocols
- how testing is conducted
- why testing is conducted
- how to read/interpret test result
- how results can be used in the:
 - setting of personal performance goals
 - developing/modifying/adapting the physical preparation and technical training program.

In addition, the Training Diary will be used as a record where learners: outline personal goals; communicate about fitness tests and their results; and their physical preparation and technical training program. Learners will work towards achieving incremental improvements during each phase of their program.

MODULE 3 – SPORTS KNOWLEDGE TUTORIALS (SUGGESTED 50 HOURS)

Learners will develop an understanding of the critical elements that impact on sports performance.

Learners will complete **five (5) compulsory** units and **one (1) optional** unit.

MODULE 3 - COMPULSORY UNITS:

1. Goal Setting

- 1.1. Goal setting – purposes and priorities
- 1.2. Effective use of time
- 1.3. Personal commitments and organisation

2. Basic Physiology

- 2.1. The skeletal system
- 2.2. The muscular system
- 2.3. The circulatory system
- 2.4. The respiratory system

3. Nutrition and Recovery

- 3.1. Food types and classification
- 3.2. Basic diet analysis
- 3.3. Special requirements for athletes
- 3.4. Introduction to recovery
- 3.5. Drug awareness

4. Injury Prevention and Management

- 4.1. Classification of injury
- 4.2. Prevention of injury
- 4.3. Treatment of injury
- 4.4. Basic taping methods
- 4.5. Roles of sports medical professionals

5. Competition

- 5.1. Planning
- 5.2. Travelling to compete
- 5.3. Pre-competition lead-up
- 5.4. Post-competition follow-up
- 5.5 Applied psychology

MODULE 3 - OPTIONAL UNITS*:

1. Coaching

- 1.1 *completion of appropriate level coaching certification

2. Refereeing

- 2.1 *completion of appropriate level refereeing certification

3. Program Planning

- 3.1. Periodisation
- 3.2. Sport-specific program design

Note 1.1 and **2.1** have varying requirements depending on the sport undertaken. The teacher will liaise with the appropriate sporting body for the most up to date certification program.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality](#)

[assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records
- course delivery plans (the sequence of course delivery/tasks and when assessments take place)
- assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
- class records of assessment
- examples of learner work that demonstrate the use of the marking guide
- samples of current learner's work, including Training Diaries.

This process will usually also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Athlete Development Level 2 will be based on the degree to which the learner can:

1. Understand and apply methods of physical preparation and fitness testing to maximise personal performance
2. Demonstrate personal planning and organisational skills
3. Implement a physical preparation and technical training program
4. Communicate ideas and information
5. Demonstrate knowledge and understanding of the factors that influence personal sporting performance

Standards

Criterion 1: Understand and apply methods of physical preparation and fitness testing to maximise personal performance

The learner:

Rating A	Rating B	Rating C
follows directions in the use of a wide range of equipment used to measure fitness	follows directions in the use of a range of equipment used to measure fitness	follows directions in the use of specified equipment used to measure fitness. There may be some errors in doing so (e.g. failing to use specified equipment for a specified period)
accurately describes the processes used in fitness tests	describes the processes used in fitness tests	describes the major processes used in fitness tests
identifies all relevant test findings	identifies test findings	identifies some major test findings
accurately describes how test findings are related to the development of personal physical preparation and technical training programs in order to meet individual goals	describes how test findings are related to the development of personal physical preparation and technical training programs in order to meet individual goals	identifies some test findings that are related to the development of personal physical preparation and technical training programs in order to meet some individual goals
identifies and describes a wide range of methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility	identifies a range of methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility	identifies some methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility
identifies a range of specific methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility that will assist in the meeting of individual goals	identifies some specific methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility that will assist in the meeting of individual goals	
follows established safety procedures for the use of equipment and facilities as directed. The learner acts with a high level of awareness of the safety of others (e.g. reports potential hazards, reports or appropriately corrects the unsafe practice of others).	follows established safety procedures for the use of equipment and facilities as directed. The learner acts with awareness of the safety of others (e.g. reports unsafe practice).	follows established safety procedures for the use of equipment and facilities as directed.

Criterion 2: Demonstrate personal planning and organisational skills

Learners must be involved in a physical preparation and technical training program and a competition program(s).

The learner:

Rating A	Rating B	Rating C
transcribes given rosters / programs into other formats.* The learner actively seeks clarification and negotiates changes to timelines if these are required	transcribes given rosters / programs into other formats.* The learner seeks clarification and negotiates changes to timelines if these are required	transcribes given rosters / programs into other formats.* There may be some errors in the transcription
follows direction regarding personal preparedness** and assists others to do so	follows direction regarding personal preparedness**	follows direction regarding personal preparedness**
sets short-, medium- and long-term goals which are measurable, achievable and	sets short- and medium-term goals which are measurable, achievable and realistic,	sets short-term goals which are generally measurable, achievable

realistic, and effectively plans actions	and plans accordingly	and realistic, and plans accordingly
accurately describes connections between current activities and their impact on future fitness and performance levels	describes some of the connections between current activities and their impact on future fitness and performance levels	
reflects on progress towards meeting personal goals, evaluates progress and plans future actions.	reflects on progress towards meeting personal goals and articulates ways in which goals can be met in the future.	reflects on progress towards meeting personal goals in a constructive manner.

* For example, enters a list of training dates into a personal organiser or calendar.

** For example, being at the right place, with the correct equipment at the specified time

Criterion 3: Implement a physical preparation and technical training program

Learners must undertake a physical preparation and technical training program and associated fitness tests.

The learner:

Rating A	Rating B	Rating C
negotiates with an appropriate person to construct an individual physical preparation and technical training program	follows a given physical preparation and technical training program. The learner may make some appropriate adaptations to the program to meet specific, individual needs/goals	follows a given physical preparation and technical training program. There may be some errors in doing so (e.g. failing to use specified equipment for a specified period)
notifies an appropriate person if they are unable to participate and initiates the negotiation of remedial action (if applicable)	notifies an appropriate person if they are unable to participate and negotiates remedial action (if applicable)	notifies an appropriate person if they are unable to participate in scheduled sessions
leads others in the setting-up and packing away of equipment	appropriately assists others in the setting-up and packing away of equipment	appropriately assists others in the setting-up and packing away of equipment
accurately describes and evaluates relationships between their physical preparation and technical training program and improvements in their sport performance	describes relationships between aspects of their physical preparation and technical training program and improvements in their sport performance	identifies some of the relationships between aspects of their physical preparation and technical training program and improvements in their sport performance
follows established safety procedures for the use of equipment and facilities as directed. The learner acts with a high level of awareness of the safety of others (e.g. reports potential hazards, reports or appropriately corrects the unsafe practice of others).	follows established safety procedures for the use of equipment and facilities as directed. The learner acts with awareness of the safety of others (e.g. reports unsafe practice).	follows established safety procedures for the use of equipment and facilities as directed.

Criterion 4: Communicate ideas and information

The learner communicates ideas and information in a range of forms. This includes: discussion of goals with coach and teacher on a regular basis; and a written record of their physical preparation and technical training program in a Training Diary.

Rating 'A':

In their writing the learner **correctly spells common and specialised words, and uses grammar, punctuation and complex sentence structure** to clearly convey meaning. The learner's oral and written communications:

Rating 'B':

In their writing the learner **correctly spells common words and most specialised terms, and uses basic grammar, punctuation and sentence structure** to convey meaning. The learner's oral and written communications:

Rating 'C':

In their writing the learner ***correctly spells most common words and uses simple punctuation and sentence structure*** to convey meaning. The learner's oral and written communications:

Rating A	Rating B	Rating C
convey ideas and information to the intended audience with clarity	convey ideas and information to the intended audience	convey basic ideas and information to the intended audience
include the frequent and correct use of a wide range of relevant specialised terms*	include the use of a range of specialised terms* that are generally correct	include the use of some specialised terms* that are generally correct
accurately describe complex routines and actions. The description is correctly sequenced. Where relevant, connections between different training/preparation sessions are highlighted	accurately describe routines and actions. The description is correctly sequenced	describe basic routines and actions. The description is largely accurate and correctly sequenced
include short-, medium- and long-term personal, technical and performance goals. These goals are measurable, achievable and realistic	focus on short- and medium-term personal, technical and performance goals. These goals are measurable, achievable and realistic	are focused on short-term personal, technical and performance goals. These goals are generally measurable, achievable and realistic.
make use of data and statistics to support conclusions and/or set goals.	make some use of data and statistics to support conclusions and/or set goals.	

* For example, the name of equipment used or parts of the body involved.

Criterion 5: Demonstrate knowledge and understanding of the factors that influence personal sporting performance

The learner:

Rating A	Rating B	Rating C
recognises and describes in detail the factors that influence sporting performance. The description is accurate	recognises and describes the major factors that influence sporting performance	recognises and identifies the major factors that influence sporting performance
details the dietary requirements of sportsperson's engaged in a range of specific sports	outlines the dietary requirements of sportsperson's engaged in some specific sports	recognises and identifies the main requirements of a sportsperson's diet
describes and classifies a variety of the injuries suffered by sportspersons and accurately describes some treatment/ management programs	lists and classifies a variety of the injuries suffered by sportspersons and describes some treatment/ management programs	lists some of the injuries suffered by sportspersons and their treatment/ management programs
accurately describes methods and processes used to assist recovery from sporting injuries in a range of situations	describes methods used to assist recovery from sporting injuries in some different of situations.	lists some of the methods used to assist recovery from sporting injuries.
considers personal psychological issues effecting performance.		

Qualifications Available

Athlete Development Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in Athlete Development Level 2 are as follows

EXCEPTIONAL ACHIEVEMENT

4 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT

2 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT

2 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT

5 'C' ratings

PRELIMINARY ACHIEVEMENT

3 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Elizabeth College, the Tasmanian Academy in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

The accreditation period for this course is from 1 January 2013 to 31 December 2017. This course replaces Athlete Development Introduction (ATH215108) and Athlete Development Extended (ATH215208) which expired on 31 December 2011.



© 2025 TASC. All rights reserved.

PDF generated on: 2025-07-03 01:04:45 AEST
<https://www.tasc.tas.gov.au/>