

# Athlete Development

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	ATH215118
COURSE SPAN	2018 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2024.

## Athlete Development focuses on sports-specific learning from the perspective of developing personal athletic potential

The course requires high levels of motivation and a full commitment to a personalised training and competition program which is adapted to the learner's preferred sport and personal circumstances. As well as developing club and regional level athletes, the course adequately prepares those learners who enter with high level attributes, potential and aspirations for professional or elite pathway options including possible scholarship entry into the Tasmanian Institute of Sport and the Australian Institute of Sport.

### Course Description

Athlete Development is a course designed primarily for learners aiming to develop their personal attributes as an athlete and who are willing to apply themselves to reach their full sporting potential. It also builds experiences and understanding of the demands and practices of the high performance sport environment and the surrounding culture, mindset and work ethic required for success.

Learners will be given ongoing opportunities to prepare and test their progress and gather feedback from several sources as they work to improve their overall athletic performance.

Course content and work requirements are designed to help support learners to plan, participate in and regularly evaluate and refine their own annual training and competition program. The teacher and specialist coaches work in partnership and share regular communication with each other to help monitor learner progress throughout the training year.

The athlete utilises their personal testing and profiling data, training and competition journal and results, to regulate and adjust their training load and focus. This is done through integrating their experiences with a range of contemporary training, conditioning, and sport science practices shared during the theory component of the course.

Athlete Development consists of three modules which are generally delivered concurrently and, where possible, at times which best reflect the training and competition phases for the individual athlete.

## Rationale

Athlete Development focuses on sports-specific learning from the perspective of developing personal athletic potential. The course explores current approaches and gives learners opportunities to apply theory and concepts aligned to high performance sport to their own context. It requires significant individual effort and application from learners as they engage in various sessions focussed on critical elements leading to improvement in their chosen sport. Athlete Development supports and monitors the overall personal program for each athlete, including emphasising and monitoring the balance between technical development, physical preparation and sports specific knowledge.

This course provides learners with an athlete development program based around individual need and ability. The course requires high levels of motivation and a full commitment to a personalised training and competition program which is adapted to the learner's preferred sport and personal circumstances.

As well as developing club and regional level athletes, the course adequately prepares those learners who enter with high level attributes, potential and aspirations for professional or elite pathway options including possible scholarship entry into the Tasmanian Institute of Sport and the Australian Institute of Sport.

## Aims

Athlete Development is a level 2 course in the Sport group of the Health and Physical Education (HPE) suite of courses.

Athlete Development aims to:

- provide learners with insight into contemporary approaches in training and recovery management and impacts on exercise performance that will enable them to apply sport science principles to refine their practice
- develop learners' capacity to recognise how the healthy human body works during exercise and apply exercise physiology principles to evaluate and manage their own programs
- enable highly motivated and committed student athletes to develop skills in time and workload management through annual training program design, implementation, evaluation and refinement
- provide a broad general understanding of the specialised skills, standards, practices, expectations and pathways available for future work or study in professional fields and discipline areas related to HPE
- help learners develop an awareness of the core disciplines of sport sciences; bio mechanics, skill acquisition, sport psychology and exercise physiology
- help learners to build a range of appropriate skills in preparation for competition, employment or volunteer roles in the high performance sport environment
- develop learners' general knowledge of key concepts, language, conventions, ethos, and context of study specific to this field.

## Learning Outcomes

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

1. detail and maintain an individualised, systematic personal physical preparation and technical training program
2. choose appropriate fitness tests and use test outcomes to set performance goals, select from a range of training methods and develop physical preparation and technical training programs
3. measure personal progress in training and competition using key performance indicators to assess effectiveness of strategies
4. use a variety of training and sporting equipment and methods in a safe and appropriate manner
5. apply personal planning and organisational skills to record and manage performance data
6. communicate ideas and information about personal performance, physical preparation and technical training programs, and competition
7. describe the basic dietary requirements for athletes
8. describe how various recovery methods affect performance and implement, review and refine their own regime
9. implement strategies to reduce the incidence of injury and describe ways of managing injury
10. describe how sport science concepts of biomechanics, skill acquisition, sport psychology and exercise physiology are integrated and applied to influence their personal sporting performance
11. apply a coordinated approach to managing physical preparation, technical training, performance review, self-assessment and coach feedback to maximise personal sporting performance
12. Additionally, learners may: develop an appreciation of the high work ethic and commitment required to compete at the highest level; adhere to recommended practice in managing dietary requirements for athletes; develop goals and motivation to successfully pursue a career in high-performance sport; form an informed, balanced and realistic perspective of their own sporting attributes and potential.

## Access

Learners must:

- have a supporting reference from a sporting body, coach and/or other qualified individual (e.g. a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course
- compete in a recognized sporting competition in the year they undertake the course
- be involved in a physical preparation, sport-specific coaching and technical training program
- be aware that while inclusive of learners with varying levels of talent and athletic attributes, this course has a focus on the athletic development of learners in competitive (not recreational) sports contexts.

Learners will be involved in creating a positive group environment and a culture of teamwork and supportive interaction with others. This will be an ongoing priority throughout the course and reflective of the climate and expectations typically placed on athletes and staff in state and national level high performance sport environments across Australia. A strong work ethic and commitment to developing personal potential are fundamental to success in this course.

## Pathways

Athlete Development extends on the [Australian Curriculum - 9/10 Health and Physical Education](#).

### Strand:

- Personal Social and Community Health

### Focus Areas:

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy active communities

### Strand:

- Movement and Physical Activity

### Focus Areas:

- Moving our body
- Understanding movement
- Learning through movement.

This course is suitable for learners aiming to reach their full sporting potential and possibly intending to follow a career in high-performance sport. It will provide a platform for learners who progress to high-level local, regional, state or national clubs, high-performance academies, sports institutes, and professional sport.

The sports industry is highly competitive and contains a diverse range of related careers and opportunities. Athlete Development will assist in preparing for a range of roles in the fitness, sport and recreation industry and for those who intend to be involved as a volunteer in sport. This course also prepares learners for multiple study and vocational futures in related fields. Athlete Development provides some relevant background for learners who plan to undertake Sport Science Level 3 by introducing many of the key terms, concepts and approaches during their experiences as a working athlete using current research and best practice.

The course also provides useful skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness; and Certificate III in Aquatics and Community Recreation.

## Resource Requirements

In addition to a standard classroom environment, learners must have access to resources that allow an appropriate physical preparation and technical training program to be undertaken.

Learners must have access to facilities and equipment to support regular performance assessment and testing using accepted sport science protocols to monitor personal progress.

Providers of this course must ensure learners have access to suitable facilities, coaching, sports equipment, spaces, sport science testing equipment and IT facilities to support the course requirements for personal research and recording, training, conditioning and testing.

Specialist conditioning equipment (such as weight training equipment) and suitable training spaces are also 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 judgment 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 Delivery**

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

In most cases the athlete would benefit from working across each of the 3 modules concurrently with the timing and emphasis reflecting the competition phase for their particular sport.

This course is designed to enable concurrent delivery of the 3 modules within a single academic year.

Athlete Development provides sufficient flexibility in time and focus to address individual competition seasons and planned variations of training load. Intensity and focus within the regular cyclic nature of conditioning and technical training, education sessions, performance reviews and fitness assessment, must reflect the learners periodised year as closely as possible. Study of this course is to be undertaken in wide social context requiring recognition and balancing of competing commitments (other studies, out-of-school training, part-time work, etc...), and with consideration of its place in the longer term development of the athlete learner.

## Course Requirements

The content is delivered across three (3) modules of study.

- Module 1 – Specialist and Technical Coaching/Training (suggested 50 hours duration)
- Module 2 – Physical Preparation and Performance Measurement (suggested 50 hours duration)
- Module 3 – Athlete Education (suggested 50 hours duration)

All content in Modules 1 and 2 is compulsory.

Module 3 contains five (5) compulsory units, and one (1) elective unit chosen from a range of three.

Learners must show evidence of participation in:

- at least 50 hours of recorded structured and sequenced specialist sessions and technical training that reflect their personal goals and annual training plan (These sessions must be run by suitably qualified and endorsed coaches and address Module 1 content.)
- at least 50 hours of recorded teacher-led conditioning and testing sessions to meet the requirements of Module 2 content
- approximately 50 hours of Module 3 sessions addressing a total of 6 units (5 compulsory + 1 elective)

It is a requirement that learners maintain a suitable *Athlete Training Journal*. This is a critical tool for sharing communication, recording and evaluating performance and managing training and competition loads and priorities. In order to facilitate safe storage and easy access together with shared ownership of the relevant sections, time efficiency and to reflect practice in national high performance programs, an electronic journal format is recommended. This tool is also a key source for evidence of assessment as it is the central information source that drives and records athletes' work across the year.

For Modules 1 and 2, learners will need to regularly use their *Athlete Training Journal* as a primary source of recording evidence of their progress and workload. If using a suitable online tool designed with shared access features, this could also serve to facilitate and record communication between athletes, parents, teachers and coaches.

It will also be the vehicle for parents and specialist coaches to share and store periodic progress reports, athlete evaluations and feedback.

For details of the *Athlete Training Journal* requirements see Appendix 1.

All learners must:

- undertake a minimum of three (3) appropriate fitness tests during their program of study at appropriate points of the competition calendar including pre-, mid- and late-season. If this does not coincide, additional, tests at the beginning and towards the end of the course should also be completed
- regularly meet and with their teacher and their specialist coach(es) to review progress and gather feedback
- maintain a comprehensive Athlete Training Journal (refer Appendix 1) that integrates and includes testing records, training comments, competition notes and reviews, coach feedback, personal planning, calendar, meeting and communication notes, etc... (Course providers may consider identifying and using a suitable web based option to facilitate access, storage and sharing of information between the learner and their support team.)

All coaches must:

- collaborate with the teacher and athlete as part of this course
- be suitably qualified in the learner's sport
- hold current Working with Vulnerable People registration
- be endorsed by the sport's peak body as suitable for the role and competition level.

## Course Content

### MODULE 1 – SPECIALIST AND TECHNICAL COACHING/TRAINING (Suggested 50 hours)

Learners must be undertaking a recognised sporting competition accredited by a national sporting body in the calendar year the module is undertaken. The learner will work with a qualified coach (endorsed by the sport's peak body) who will communicate regularly with the teacher. The teacher will oversee, mentor and help manage the overall program including all required activities in the nominated sport.

The learner will develop knowledge, skills and experience to improve their performance. In this module the athlete will undertake the practical elements of training. It is mandatory to maintain records of sessions and competitions related to this module in the *Athlete Training Journal*.

The coach will be required to provide regular and formal feedback to inform teachers' assessment of the specialist and competition components of the learner's program. While the coach may also use information from the *Athlete Training Journal* as partial evidence for assessment, the teacher will be responsible for: designing assessment methodologies and collating judgements; interpreting and aligning feedback to the course criteria; and making and recording all aspects of overall student assessment. (See Appendix 2 for role of Coach in assessment.)

### Minimum Work Requirements

<b>Work Requirement</b>	<b>Example Product (All evidences mentioned below should be recorded and stored in an appropriate section within the Athlete Training Journal.)</b>	<b>Criteria</b>
Annual Training Plan – Specialist and Technical	Generate a spreadsheet, table or similar document format that outlines the training load, focus areas and time requirements for specialist and technical elements of the overall program.	2, 4
Annual Competition Plan	Generate a spreadsheet, table or similar document format that outlines the annual competition plan, reflects the events of major focus and aligns to <i>Annual Training Plans</i> .	2, 4
Competition Reviews	Following each competition undertake a reflective self-analysis and record key points and outcomes in the <i>Athlete Training Journal</i> .	1, 2, 3, 5
Training Journal	Record details of each session, including positives, areas to work on next session, key observations and notes. This information should be included in an appropriate section within the <i>Athlete Training Journal</i> .	1, 2, 3, 5
Coach Feedback – Athlete Reflection and Plan	In response to formal evaluation from the coach identify key areas to address, personal goals, action plan and KPIs for next training and/or competition phase. The learner may wish to meet and collaborate with the specialist coach and teacher as part of this process. This information must be included in an appropriate section within the <i>Athlete Training Journal</i> .	1, 2, 3, 5
Season Review	Using the data in the <i>Athlete Training Journal</i> as a basis undertake a review of the full training year. Take note of significant observations for each phase including noting and detailing areas of significance both in terms of wanting to replicate and also in needing significant refinement. Produce a table that summarizes the review and indicates key recommendations and priorities to inform next season's planning. This information must be included in an appropriate section within the <i>Athlete Training Journal</i> .	3, 4, 5

### 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
- a range of contemporary strength, conditioning and recovery methods
- 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 process of:
  - setting of personal performance goals
  - developing, modifying, and adapting the physical preparation and technical training program.

In addition, the *Athlete Training Journal* will be used as a record where learners: outline personal goals; record communications regarding fitness tests and their results; and their physical preparation and technical training program.

Learners may use an appropriate electronic journal tool in line with contemporary high performance sport programs.

Learners will work towards achieving incremental improvements during each phase of their training program.

### Minimum Work Requirements

<b>Task</b>	<b>Example Product (All evidences mentioned below should be recorded and stored in an appropriate section within the <i>Athlete Training Journal</i>.)</b>	<b>Criteria</b>
Research Task – Sport Specific Norms and Targets	Identify the key parameters measured for the chosen sport. Locate the tests, norms and targets used by the National body and record these as resources which will be helpful in establishing personal goals, priorities and programs.	1, 3, 4, 5
Summary of Test Protocols	Compile a collection of protocols that relate to the specific sport and are being used to regularly monitor progress and that align with the instruments being used for state and national programs.	1, 4, 5
Interpreting Test Data	Compare test data to personal targets and sport specific norms. Identify areas of improvement, concern and success. Summarise the significance in terms of the program preceding testing and list recommendations of areas to address and refine.	1, 3, 4, 5
Review and Goal Setting	Use and comment on the collection of test results and data interpretation over time to generate new or updated short, mid and possibly longer term goals. Consider targets and progress against timelines in this process.	1, 4, 5

### 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) elective unit.

#### 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

- role during exercise
- genetic and developmental considerations
- posture, diet and injury prevention

## 2.2 The muscular system

- role in movement
- genetics, muscle fibre types and advantages for sports
- hypertrophy and atrophy
- impact of aerobic and anaerobic training methods
- developing core strength and stabilisers

## 2.3 The circulatory system

- components and roles
- impacts on exercise performance
- training adaptations

## 2.4 The respiratory system

- components and roles
- impacts on exercise performance
- training adaptations
- asthma, air quality, and extreme weather conditions

## 2.5 System integration in sport

- relative roles and significance of body systems in your sport
- combined impact on sports performance
- implications for training program design and personal performance

## 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 testing procedures, ASADA, information sources, supplement and substance awareness

<https://www.sportintegrity.gov.au/what-we-do/education>

## 4. Injury Prevention and Management

### 4.1 Classification of injury

### 4.2 Prevention of injury – managing safety, preparation and recovery

### 4.3 Treatment of injury – short and long term

### 4.4 Basic taping methods

### 4.5 Roles of sports medical professionals

### 4.6 Establishing contacts: building your support team

## 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.

Elective: choose and complete\* **one** of the following elements

### **Coaching**

coaching certification\*\* – successful completion of appropriate sport specific course (approx. 8 hours)

OR

### Refereeing

refereeing certification\*\* – successful completion of appropriate sport specific course (approx. 8 hours)

OR

### Annual Program Planning (approx. 8 hours)

- periodisation, workload and training phases
- Individual sport-specific program design
- Using technology to help display and manage training across, macrocycles, mesocycles and microcycles

\* Learners must participate for the full time allocation of a certified course to meet the requirements of this elective. In the event that the learner does not a) complete the course or b) gain certification, their assessment must reflect this.

\*\* Note these may have varying requirements depending on the sport undertaken. The provider will need to liaise with the appropriate sporting body for information to ensure alignment with the most current and appropriate certification program.

### Minimum Work Requirements

<b>Task</b>	<b>Example Product</b> <i>(All evidences mentioned below should be recorded and stored in an appropriate section within the Athlete Training Journal.)</i>	<b>Criteria</b>
Personal Time Management Chart	Create a 7 day timetable that shows a realistic and manageable routine to help meet regular commitments to study, conditioning, sport specific and technical sessions, recovery sessions, work, family and social life.	2, 4
Goal Setting	Create a set of goals for the next 12 weeks. Break these into monthly and weekly goals and demonstrate how by regularly meeting modest KPIs steady progress can lead to meeting major goals.	2, 3, 4, 5
System Integration Assignment	Using the demand of the chosen sport: outline the relative contributions and significance of each of the 4 key systems. Explain how they integrate to impact on performance in competition. Examine the implications for training.	1, 2, 3, 4, 5
Nutrition	Create a weekly training and competition eating plan. Explain the choices, amounts and timing.	2, 4, 5
Injury and Recovery Management	Create a 1 page flow chart that depicts the recommended actions to take following training/competition in order to a) support recovery and b) treat injuries.	2, 4, 5
Competition Plan	Choose a mid-season event of moderate significance. Develop a checklist to assess and reflect on the details and effectiveness of planning, travelling to venue, lead-up, follow-up and psychological elements of competition performance.	1, 2, 3, 4, 5

## Work Requirements

The *Athlete Training Journal* must contain records of the elements as outlined in Appendix 1.

Processes and expectations surrounding the nature of communication between the athlete, specialist coach, teacher and support team are outlined in the *Communication Guidelines* in Appendix 2.

### Summary of Minimum Work Requirements

<i>Module</i>	<i>Task</i>	<i>Criteria</i>
1	Annual Training Plan – Specialist and Technical	2, 4
1	Annual Competition Plan	2, 4
1	Competition Reviews	1, 2, 3, 5
1	Training Journal	1, 2, 3, 5
1	Coach Feedback – Athlete Reflection and Plan	1, 2, 3, 5
1	Season Review	3, 4, 5
2	Research Task – Sport Specific Norms and Targets	1, 3, 4, 5
2	Summary of Test Protocols	1, 4, 5
2	Interpreting Test Data	1, 3, 4, 5
2	Review and Goal Setting	1, 4, 5
3	Personal Time Management Chart	2, 4
3	Goal Setting	2, 3, 4, 5
3	System Integration Assignment	1, 2, 3, 4, 5
3	Nutrition	2, 4, 5
3	Injury and Recovery Management	2, 4, 5
3	Competition Plan	1, 2, 3, 4, 5

## 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. For further information, see [quality assurance](#) and [assessment](#) processes.

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 of achievement specified in the course and the skills and knowledge 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:

- student 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 student work that demonstrate the use of a marking guide
- samples of current student's work, including *Athlete Training Journals*.

This process may 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. review, apply and refine methods of physical preparation and fitness testing to maximise personal performance
2. utilise personal planning, scheduling and review tools to organise and manage a personalised annual training and competition plan
3. implement and monitor progress in an integrated physical preparation and sport-specific technical training program
4. communicate ideas and information in a variety of forms
5. recognise and explain critical factors that influence personal sporting performance

## Criterion 1: review, apply and refine methods of physical preparation and fitness testing to maximise personal performance

The learner:

Rating A	Rating B	Rating C
follows established protocols, assists others and effectively operates a range of specialised equipment used to measure fitness	follows directions and effectively operates a range of specialised equipment used to measure fitness	follows directions in the use of specified equipment used to measure fitness
explains the purpose and key steps used in a range of fitness tests	describes the purpose and key steps used in a range of fitness tests	identifies the purpose and key steps used in basic fitness tests
uses test data to identify, prioritise key areas to address and discuss alternative approaches to addressing areas of concern	uses test data to identify and prioritise key areas to address and justifies decisions	uses test data to identify and prioritise key performance areas to address
explains 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 ways in which test findings can be related to the development of personal physical preparation and technical training programs in order to meet individual goals
compares, classifies, selects and effectively uses a range of specific methods used to improve physiological attributes for their chosen sport	selects and effectively uses specific methods used to improve physiological attributes for their chosen sport	identifies common methods used to improve physiological attributes for their chosen sport
explains, discusses and correctly follows established safety procedures for the use of equipment and facilities while balancing personal safety and safety of others, taking action where required to support the safety of all group* members	explains and correctly follows established safety procedures for the use of equipment and facilities while balancing personal safety and safety of others	describes and correctly follows established safety procedures for the use of equipment and facilities as directed while maintaining personal safety

\* group members may include peers, coach, spectators, etc...

## Criterion 2: utilise personal planning, scheduling and review tools to organise and manage a personalised annual training and competition plan

The learner:

Rating A	Rating B	Rating C
collates, reviews and compiles rosters/programs into a summary format* (The learner actively seeks clarification, negotiates and manages changes to timelines as required.)	collates, organises and compiles provided rosters/programs into a summary format* (The learner seeks clarification and negotiates changes to timelines as required.)	collates and compiles provided information rosters/programs into a summary format* (The learner makes adjustments to timelines as directed.)
sets short-, medium- and long-term goals which are measurable, achievable and realistic (The learner effectively generates and adapts plans which articulate a clear path to these goals.)	sets short- and medium-term goals which are measurable, achievable and realistic (The learner creates clear plans which articulate a clear path to these goals.)	sets short- and medium-term goals which are generally measurable, achievable and realistic (The learner creates clear plans to meet these goals as directed.)
explains impact of key connections between current practice and future performance	describes impact of key connections between current practice and future	identifies key connections between current practice and

	performance	future performance
uses feedback to assess progress towards meeting goals, and prioritises and explains adjustments to personal program (Additionally, the learner actively seeks and responds to advice from multiple sources on their personal development as an athlete.)	uses feedback to reflect on progress towards meeting goals, and identifies and makes appropriate adjustments to personal program (Additionally, the learner seeks and responds to advice on personal development as an athlete.)	uses feedback to reflect on progress towards meeting goals and makes adjustments to personal program as directed
explains links between past performance and indicators of motivation and commitment*** when reviewing journal entries across different training and competition phases	describes links between past performance and indicators of motivation and commitment*** when reviewing journal entries across different training and competition phases	identifies links between past performance and indicators of motivation and commitment*** when reviewing journal entries across different training and competition phases

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

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

\*\*\* This may include (but is not limited to) supporting evidence of attendance, punctuality, comments indicating motivation levels, and supporting records indicating effort, participation, and reflection.

### Criterion 3: implement and monitor progress in an integrated physical preparation and sport-specific technical training program

The learner:

Rating A	Rating B	Rating C
identifies and explains how data shows personal coaching program has impacted progress when reviewing performance in specific areas	identifies and describes how data shows personal coaching program has impacted progress when reviewing performance in specific areas	identifies data showing how coaching program has impacted progress when reviewing performance in specific areas
successfully implements a training plan by meeting and exceeding all targets involving Frequency, Intensity, Time and Type (FITT)	successfully implements a training plan by meeting all targets involving Frequency, Intensity, Time and Type (FITT)	successfully implements a training plan by meeting basic targets involving Frequency, Intensity, Time and Type (FITT)
accurately describes and assesses integrated relationships between their physical preparation and technical training program and explains links to improvements in personal performance	describes relationships between integrated aspects of their physical preparation and technical training program and explains links to improvements in personal performance	identifies basic relationships between integrated aspects of their physical preparation and technical training program
systematically collect and clearly record, in a suitable format, data relating to training and competition, monitoring and reflecting on degree to which training program has been effective and makes immediate and progressive adjustments as required	collects and clearly record, in a suitable format, data relating to training and competition, monitoring and reflecting on degree to which training program has been effective, making some adjustments as required	collects and clearly record in, a suitable format data, relating to training and competition, identifying degree to which training program has been effective

### Criterion 4: communicate ideas and information in a variety of forms

The learner communicates ideas and information in a range of forms. This includes: discussion of goals with coach and teacher on a regular basis; a written record of their physical preparation and technical training program in the *Athlete Training Journal*, and evaluations and reports from specialist coaches.

The learner:

Rating A	Rating B	Rating C
correctly spells common and specialised words, and uses grammar, punctuation and complex sentence structure to clearly convey meaning	correctly spells most common and specialised terms, and uses basic grammar, punctuation and sentence structure to convey meaning	correctly spells most common words and uses simple punctuation and sentence structure to convey meaning
conveys ideas and information to intended audience with clarity	conveys ideas and information to intended audience	conveys basic ideas and information to intended audience
includes correct use of a wide range of relevant specialised terms	includes use of a range of specialised terms that are generally correct	includes use of some specialised terms that are generally correct
accurately describes complex routines and actions (The descriptions are correctly sequenced. Where relevant, connections between different training/preparation sessions are highlighted.)	accurately describes routines and actions. (The descriptions are correctly sequenced.)	describes basic routines and actions. (The description is largely accurate and correctly sequenced.)
evaluates and records short-, medium- and long-term personal, technical and performance goals during reviews	assesses and records short- and medium-term personal, technical and performance goals during reviews	identifies and records short-term personal, technical and performance goals during reviews
selectively utilises and interprets detailed data and statistics to support conclusions and/or set goals	selectively utilises key data and statistics to support conclusions and/or set goals	utilises basic data and statistics to support conclusions and/or set goals
accurately records sources of information	records sources of information	records sources of information as directed

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

## Criterion 5: recognise and explain critical factors that influence personal sporting performance

The learner:

Rating A	Rating B	Rating C
recognises and accurately describes details of critical factors that influence sporting performance (The learner prioritises and ranks factors based on impact and significance for their sport.)	recognises and describes major factors that influence sporting performance (The learner categorises factors based on impact and significance for their sport.)	identifies and lists major factors that influence sporting performance (The learner describes high impact factors for their sport.)
reviews, compares and assesses details of both key general and sport-specific athlete dietary requirements	outlines and discusses both key general and sport-specific athlete dietary requirements	recognises and identifies key general requirements of an athlete's diet
discusses and classifies a wide range of injuries suffered by athletes and compares options for treatment/management approaches	identifies and classifies a range of injuries suffered by athletes and describes typical treatment/management approaches	identifies common injuries suffered by athletes and describes their recommended treatment/management approaches
examines and compares methods and processes used to enhance recovery in athletes	describes a range of methods used to enhance recovery in athletes	identifies a range of current methods used to enhance recovery in athletes
examines and compares a range of psychological challenges and coping	identifies and describes recognised psychological challenges and coping	identifies examples of recognised psychological challenges and

strategies used by athletes (Identifies and relates to own experiences as appropriate, establishes priorities and develops action plans.)	strategies used by athletes (Identifies and relates to own experiences where appropriate and formulates possible solutions.)	common coping strategies used by athletes (Identifies and relates to own experiences where appropriate.)
recognises and accurately describes details of critical factors that influence sporting performance (The learner is able to prioritise and rank factors based on impact and significance for their sport.)	recognises and describes major factors that influence sporting performance (The learner is able to categorise factors based on impact and significance for their sport.)	identifies and lists major factors that influence sporting performance (The learner is able to describe high impact factors for their sport.)

## Qualifications Available

Athlete Development Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT (EA)  
HIGH ACHIEVEMENT (HA)  
COMMENDABLE ACHIEVEMENT (CA)  
SATISFACTORY ACHIEVEMENT (SA)  
PRELIMINARY ACHIEVEMENT (PA)

## 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 forward 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 Oliver Close (Elizabeth College), Mark Padgett (Launceston College), Sarah Hardy (Don College), Anthony Coe (Rosny College) and Darren Perry (Curriculum Teacher Leader – HPE) in the development of this course.

### **Expectations Defined By National Standards In Content Statements Developed by ACARA**

There are no content statements developed by ACARA that are relevant to this course.

### **Accreditation**

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

### **Version History**

Version 1 – Accredited on 5 September 2017 for use from 1 January 2018. This course replaces ATH215113 Athlete Development that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

## Appendix 1

### Outline of *Athlete Training Journal* Requirements

Throughout the year of study, all learners undertaking the Athlete Development Level 2 course must maintain and complete an *Athlete Training Journal* as the major evidence for assessment.

Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organised.

### Journal Use

The learner is typically expected to update entries within 48 hours of training and events.

The *Athlete Training Journal* is a primary communication tool to support information sharing and recording of feedback and interactions with the teacher, specialist coach, parents, and support team. Details of meetings, messages, actions and decisions reached between parties should be recorded in the relevant sections.

### Journal Content

The *Athlete Training Journal* must contain (but is not limited to) sections that address the following content:

- training sessions
  - fitness and conditioning
  - sports-specific/technical
- training program and loads
- testing data and review
- competition calendar
- competition evaluations
- coach reports
- parent feedback
- athlete self-evaluations
- teacher feedback
- KPIs and regular progress reviews
- support team, emergency, and other useful contact numbers

Other information that may be recorded in the *Athlete Training Journal*:

- travel and accommodation details
- medical details
- health insurance
- resources, articles, and links
- equipment management
- milestone event/performance evaluations

### Journal Format

Tools such as *Strava*, *MapMyFitness*, *FinalSurge*, *Training Peaks*, *Today's Plan*, *The Athletes Diary*, *GoldenCheetah*, *Googledocs/sheets*, *OneNote*, *Thapos*, and *Smartabase* are recommended as some examples of electronic options to consider in choosing a format for creating and maintaining the *Athlete Training Journal* and analytics.

Other resources to consider include:

<http://asc-spacebook.weebly.com/training-diary-templates.html>

## Appendix 2

### Communication Guidelines: Teacher, Specialist Coaches, Parents/Guardians and Athlete Support Team

#### Communication methods

- regular communication between all parties managing the programs and development of each individual athlete is essential for effective holistic management of the learner
- as the person responsible for delivery and assessment of this course the teacher must ensure that effective mechanisms and expectations are in place and that communication and feedback pathways remain open and positive for the learner
- if all parties are comfortable working online electronic communication provides some excellent tools to ensure collective awareness and the convenience of asynchronous and accurate recording
- all relevant communications should be shared in a suitable format to be recorded and stored as part of the *Athlete Training Journal* – this may involve emails, forms, documents, in either paper-based format, electronic files, or a combination of these formats
- the teacher may develop and require the use of standard forms to ensure feedback aligns to the course design and is of a suitable format and consistency for effective assessment.

#### Specialist Coaches

As a minimum will need to commit to providing the following:

- evidence of their endorsement by their sporting body
- Working with Vulnerable People registration (before commencing work with the learner)
- contact details and an agreed preferred process for regular exchange of information (e.g. email)
- preseason profile, athlete evaluation and recommendations
- at least 4 formal phase/term athlete progress reports shared with both athlete and teacher providing ratings against the relevant course standards and citing supporting examples as evidence
- a personalised end of season summary/review.

#### Parents/Guardians

As a minimum will need to commit to providing the following:

- athlete medical records and contact details
- at least 4 phase/term athlete progress reports
- injury reports/medical certificates/appraisals/advice as relevant
- making contact in-confidence with the teacher around any personal issue/injury/crisis/concerns if they arise
- an end of season summary/review/feedback.

#### Athlete Support Team

Nutritionists, physiotherapists, development coaches, masseurs, etc... must all be provided with the teacher's contact details and be aware of the course provider's overview role in managing the athlete program. Without breaching professional ethics this team should be asked to make contact if/when they feel there is a need to share an issue, concern or positive feedback.

## Appendix 3

### Line of Sight – Athlete Development Level 2

<i>Learning Outcome</i>	<i>Module</i>	<i>Criterion</i>	<i>Element</i>
detail and maintain; an individualised, systematic personal physical preparation and technical training program	1, 2	1, 2	C1 E 3-5 C2 E 1-3
choose appropriate fitness tests and use test outcomes to set performance goals, select from a range of training methods and develop physical preparation and technical training programs	2	1, 3	C1 E 2-4 C3 E 3, 4
measure personal progress in training and competition using key performance indicators to evaluate effectiveness of strategies	1, 2	3, 4	C3 E 3, 4 C4 E 2, 6
use a variety of training and sporting equipment and methods in a safe and appropriate manner	1, 2	1, 3	C1 E 1, 5, 6 C3 E 1, 2
apply personal planning and organisational skills to record and manage performance data	2	2	C2 E 1-4
communicate ideas and information about personal performance, physical preparation and technical training programs, and competition	1, 2, 3	4	C4 E 1-6
describe the basic dietary requirements for athletes	3	3, 4, 5	C3 E 3 C4 E 1-4, 7 C5 E 2, 4
describe how various recovery methods affect performance and implement, evaluate and refine their own regime	2, 3	1, 2, 3, 4	C1 E 5 C2 E 3 C3 E 2-4 C4 E 1-7
implement strategies to reduce the incidence of injury and describe ways of managing injury	3	1, 2, 3	C1 E 4-6 C2 E 3 C3 E 3
describe how sport science concepts of: biomechanics, skill acquisition, sport psychology and exercise physiology are integrated and applied to influence their personal sporting performance	3	4, 5	C4 E 1-7 C5 E 1-6
apply a coordinated approach to managing physical preparation; technical training; performance analysis, self evaluation and coach feedback to maximise personal sporting performance	1, 2, 3	1, 2, 3, 4	C1 E 2-6 C2 E 1-6 C3 E 1-4 C4 E 2-7