Athlete Development

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>15 TCE CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>ATH215113</td>
</tr>
<tr>
<td>COURSE SPAN</td>
<td>2013 — 2017</td>
</tr>
<tr>
<td>COURSE STATUS</td>
<td>CLOSED</td>
</tr>
<tr>
<td>READING AND WRITING STANDARD</td>
<td>NO</td>
</tr>
<tr>
<td>MATHEMATICS STANDARD</td>
<td>NO</td>
</tr>
<tr>
<td>COMPUTERS AND INTERNET STANDARD</td>
<td>NO</td>
</tr>
</tbody>
</table>

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.

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:

- apply methods of physical preparation and technical training to maximise personal sporting performance
- 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
- set personal performance goals, outline ways in which these can be achieved, and monitor their progress towards meeting their goals
- detail and maintain; an individualised, systematic physical preparation and technical training program
- use a variety of sporting equipment in a safe manner
- apply personal planning and organisational skills
- communicate ideas and information about personal performance, physical preparation and technical training programs, and competition
- describe the basic dietary requirements for a athletes
- describe how various recovery methods affect performance
- implement strategies to reduce the incidence of injury and describe ways of managing injury
- 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 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.
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
### Criterion 1: Understand and apply methods of physical preparation and fitness testing to maximise personal performance

The learner:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>follows directions in the use of a wide range of equipment used to measure fitness</td>
<td>follows directions in the use of a range of equipment used to measure fitness</td>
<td>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)</td>
</tr>
<tr>
<td>accurately describes the processes used in fitness tests</td>
<td>describes the processes used in fitness tests</td>
<td>describes the major processes used in fitness tests</td>
</tr>
<tr>
<td>identifies all relevant test findings</td>
<td>identifies test findings</td>
<td>identifies some major test findings</td>
</tr>
<tr>
<td>accurately describes how test findings are related to the development of personal physical preparation and technical training programs in order to meet individual goals</td>
<td>describes how test findings are related to the development of personal physical preparation and technical training programs in order to meet individual goals</td>
<td>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</td>
</tr>
<tr>
<td>identifies and describes a wide range of methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility</td>
<td>identifies a range of methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility</td>
<td>identifies some methods used to improve strength, power, flexibility, speed, muscular endurance, aerobic capacity and agility</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td>follows established safety procedures for the use of equipment and facilities as directed.</td>
</tr>
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</table>

### 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:

<table>
<thead>
<tr>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>transcribes given rosters / programs into other formats.* The learner actively seeks clarification and negotiates changes to timelines if these are required</td>
<td>transcribes given rosters / programs into other formats.* The learner seeks clarification and negotiates changes to timelines if these are required</td>
<td>transcribes given rosters / programs into other formats.* There may be some errors in the transcription</td>
</tr>
<tr>
<td>follows direction regarding personal</td>
<td>follows direction regarding personal</td>
<td>follows direction regarding personal</td>
</tr>
</tbody>
</table>
**preparation** and assists others to do so

sets short-, medium- and long-term goals which are measurable, achievable and realistic, and effectively plans actions

sets short- and medium-term goals which are measurable, achievable and realistic, and
plans accordingly

sets short-term goals which are generally measurable, achievable 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.

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<th><strong>Rating C</strong></th>
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<tbody>
<tr>
<td>negotiates with an appropriate person to construct an individual physical preparation and technical training program</td>
<td>follows a given physical preparation and technical training program. The learner may make some appropriate adaptions to the program to meet specific, individual needs/goals</td>
<td>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)</td>
</tr>
<tr>
<td>notifies an appropriate person if they are unable to participate and initiates the negotiation of remedial action (if applicable)</td>
<td>notifies an appropriate person if they are unable to participate and negotiates remedial action (if applicable)</td>
<td>notifies an appropriate person if they are unable to participate in scheduled sessions</td>
</tr>
<tr>
<td>leads others in the setting-up and packing away of equipment</td>
<td>appropriately assists others in the setting-up and packing away of equipment</td>
<td>appropriately assists others in the setting-up and packing away of equipment</td>
</tr>
<tr>
<td>accurately describes and evaluates relationships between their physical preparation and technical training program and improvements in their sport performance</td>
<td>describes relationships between aspects of their physical preparation and technical training program and improvements in their sport performance</td>
<td>identifies some of the relationships between aspects of their physical preparation and technical training program and improvements in their sport performance</td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td>follows established safety procedures for the use of equipment and facilities as directed.</td>
</tr>
</tbody>
</table>

**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:

*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**

<table>
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<tbody>
<tr>
<td>negotiates with an appropriate person to construct an individual physical preparation and technical training program</td>
<td>follows a given physical preparation and technical training program. The learner may make some appropriate adaptions to the program to meet specific, individual needs/goals</td>
<td>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)</td>
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<td>notifies an appropriate person if they are unable to participate and initiates the negotiation of remedial action (if applicable)</td>
<td>notifies an appropriate person if they are unable to participate and negotiates remedial action (if applicable)</td>
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<td>appropriately assists others in the setting-up and packing away of equipment</td>
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<td>describes relationships between aspects of their physical preparation and technical training program and improvements in their sport performance</td>
<td>identifies some of the relationships between aspects of their physical preparation and technical training program and improvements in their sport performance</td>
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<td>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).</td>
<td>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).</td>
<td>follows established safety procedures for the use of equipment and facilities as directed.</td>
</tr>
</tbody>
</table>

**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:

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

* 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:

<table>
<thead>
<tr>
<th></th>
<th>Rating A</th>
<th>Rating B</th>
<th>Rating C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises and describes in detail the factors that influence sporting performance. The description is accurate</td>
<td>recognises and describes the major factors that influence sporting performance</td>
<td>recognises and identifies the major factors that influence sporting performance</td>
<td></td>
</tr>
<tr>
<td>Details the dietary requirements of sportsperson's engaged in a range of specific sports</td>
<td>outlines the dietary requirements of sportsperson's engaged in some specific sports</td>
<td>recognises and identifies the main requirements of a sportsperson's diet</td>
<td></td>
</tr>
<tr>
<td>Describes and classifies a variety of the injuries suffered by sportspersons and accurately describes some treatment/management programs</td>
<td>lists and classifies a variety of the injuries suffered by sportspersons and describes some treatment/management programs</td>
<td>lists some of the injuries suffered by sportspersons and their treatment/management programs</td>
<td></td>
</tr>
<tr>
<td>Accurately describes methods and processes used to assist recovery from sporting injuries in a range of situations</td>
<td>describes methods used to assist recovery from sporting injuries in some different of situations.</td>
<td>lists some of the methods used to assist recovery from sporting injuries.</td>
<td></td>
</tr>
</tbody>
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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.