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ATHLETE DEVELOPMENT

[INSERT COURSE CODE - TASC ASSIGN CODE]

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 topics 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 focused on critical elements leading to improvement in their chosen sport. Athlete Development supports and monitors the overall personal program for each athlete, including emphasizing 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 personalized training and competition program which is adapted to the learners' preferred sport and personal circumstances.

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.

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 more 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 branch of the Health and Physical Education (HPE) suite of courses.

Athlete Development aims to provide learners with opportunities 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 recognize 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 specialized 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:

- detail and maintain an individualised, systematic personal physical preparation and technical training program
- 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
- measure personal progress in training and competition using key performance indicators to assess effectiveness of strategies
- use a variety of training and sporting equipment and methods in a safe and appropriate manner
- apply personal planning and organisational skills to record and manage performance data
- communicate ideas and information about personal performance, physical preparation and technical training programs, and competition
- describe the basic dietary requirements for athletes
- describe how various recovery methods affect performance and implement, review and refine their own regime
- implement strategies to reduce the incidence of injury and describe ways of managing injury
- describe how sport science concepts of: biomechanics, skill acquisition, sport psychology and exercise physiology are integrated and applied to influence their personal sporting performance
- apply a coordinated approach to managing physical preparation; technical training; performance review, self-assessment and coach feedback to maximise personal sporting performance

Additionally, learners may:

- develop an appreciation of the high work ethic and commitment required to compete at a highest level
- adhere to recommended practice in managing dietary requirements for athletes
- develop the goal 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 who is prepared to endorse the enrolment and verify the athlete’s capacity to successfully complete the course
- compete in a recognised sporting competition in the year they undertake the course
- be involved in a physical preparation, sport-specific coaching and technical training program.

Creating a positive group environment and a culture of teamwork and supportive interaction with others will be an ongoing priority 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 high work ethic and commitment to developing personal potential are fundamental to this course.
PATHWAYS

Athlete Development extends on the Australian Curriculum - 9/10 Health and Physical Education v8.2:

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 course will also 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 provides some relevant background and experience for learners who plan to undertake Sport Science, Level 3.

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 DESCRIPTION [DELETE IF NOT APPLICABLE]

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.

Course work is 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 with one another 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.

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.

The sports industry is highly competitive and contains a diverse range of related roles and opportunities. Athlete Development also prepares learners for multiple study and vocational futures in related fields. Athlete Development provides an applied introduction to many of the key terms, concepts and approaches that provide a beneficial pathway to Sport Science, Level 3 as it provides the learner with first-hand experience as a working athlete using current research and best practice.
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 contents 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 will need to 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)

For Modules 1 & 2 and learners will need to regularly use an Athlete 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 should 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 Journal requirements see Appendix A.

All learners must:

- undertake appropriate fitness tests during their program of study. These will occur at appropriate points of the competition calendar including pre-, mid- and late season and also the beginning and towards the end of the course
- regularly meet and with their teacher and their specialist coach(es) to review progress and gather feedback. All coaches collaborating with the teacher and athlete as part of this course must be suitably qualified in the learners’ sport, hold current Working with Vulnerable People registration, and must be endorsed by the sport’s peak body as a suitable match for the competition level
- maintain a comprehensive Athlete Journal (refer Appendix A) that integrates and includes testing records, training comments, competition notes and reviews, coach feedback, personal planning, calendar, meeting and communication notes, etc. Course providers should consider identifying and using a suitable web based option to facilitate access, storage and sharing of information between the learner and their support team.
COURSE DELIVERY

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

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

This course is designed to enable concurrent delivery of the 3 modules within a single academic year. There is sufficient flexibility of 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. Teachers and learners should take a holistic view of the course and its role in the individual development of each athlete.
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 student 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 Journal.

The coach will be required to provide regular and formal feedback to inform to teachers assessment of the specialist and competition components of the learner's program. While the coach may also use information from the Athlete 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 for role of Coach in assessment).

MINIMUM WORK REQUIREMENTS – UNIT 1 SPECIALIST AND TECHNICAL COACHING/TRAINING

<table>
<thead>
<tr>
<th>Task</th>
<th>Example Product</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Training Plan – Specialist &amp; Technical</td>
<td>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.</td>
<td>2, 4</td>
</tr>
<tr>
<td>Annual Competition Plan</td>
<td>Generate a spreadsheet, table or similar document format that outlines the annual competition plan, reflects the events of major focus and aligns to the Annual Training Plans</td>
<td>2, 4</td>
</tr>
<tr>
<td>Competition Reviews</td>
<td>Following each competition undertake a reflective self-analysis and record key points and outcomes in the Athlete Journal</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>Training Journal</td>
<td>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 Athlete Journal</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td><strong>Coach Feedback - Athlete Reflection &amp; Plan</strong></td>
<td>In response to formal evaluation from your 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 Athlete Journal</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td><strong>Season review</strong></td>
<td>Using the data in the Athlete Journal 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 Athlete Journal</td>
<td>3, 4, 5</td>
</tr>
</tbody>
</table>

**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 process of:
  - setting of personal performance goals
  - developing, modifying, and adapting the physical preparation and technical training program.

In addition, the Athlete Journal will be used as a record where learners: outline personal goals; record communications regrading fitness tests and their results; and their physical preparation and technical training program.
Use of an appropriate electronic journal tool in line with contemporary high performance sport programs is encouraged. Learners will work towards achieving incremental improvements during each phase of their training program.

<table>
<thead>
<tr>
<th>Task</th>
<th>Example Product</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Work Requirements – Unit 2 Physical Preparation and Performance Measurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research task – Sport Specific Norms and Targets</td>
<td>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.</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Summary of Test Protocols</td>
<td>Compile a collection of protocols that relate to the specific sport and are being used to regularly monitor progress. Ideally these protocols would align with the instruments being used for state and national programs.</td>
<td>1,4,5</td>
</tr>
<tr>
<td>Interpreting test data</td>
<td>Use test data to compare to personal targets and sport specific norms. Identify areas of improvement, concern and success. Summarize the significance in terms of the program preceding testing and list recommendations about areas to address and refine.</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Review and goal setting</td>
<td>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.</td>
<td>1,4,5</td>
</tr>
</tbody>
</table>
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.

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
       • 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

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.

Module 3 Elective – Choose and complete** one of the following Units*:

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

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

**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

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

**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) compete the course or b) gain certification, their assessment shall reflect this.
<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Personal Time Management Chart</td>
<td>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.</td>
<td>2, 4</td>
</tr>
<tr>
<td>Goal setting</td>
<td>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.</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>System integration Assignment</td>
<td>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.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Create a weekly training and competition eating plan. Explain the choices, amounts and timing.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Injury and Recovery Management</td>
<td>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.</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Competition Plan</td>
<td>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, leadup, follow-up and psychological elements of competition performance.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
WORK REQUIREMENTS

The Athlete Journal must contain records of the elements as outlined in Appendix A. Processes and expectations surrounding the nature of communication between the athlete, specialist coach, teacher and support team are outlined in the Communication Guidelines - Appendix B

### SUMMARY OF MINIMUM WORK REQUIREMENTS

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<thead>
<tr>
<th>Module</th>
<th>Task</th>
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<td>2</td>
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<tr>
<td>2</td>
<td>Summary of Test Protocols</td>
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<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>Personal Time Management Chart</td>
<td>2, 4</td>
</tr>
<tr>
<td>3</td>
<td>Goal setting</td>
<td>2,3,4,5</td>
</tr>
<tr>
<td>3</td>
<td>System integration Assignment</td>
<td>1,2,3,4,5</td>
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<td>2,4,5</td>
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</tr>
<tr>
<td>3</td>
<td>Competition Plan</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

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 ‘c’ 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. Further information on quality assurance processes, as well as on assessment, is on the TASC website: http://www.tasc.tas.gov.au

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 PROCESSES
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 the Authority 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 the marking guide
- samples of current student’s work, including access to Athlete Journals.

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. 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 regularly 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.
### STANDARDS

**CRITERION 1 REVIEW, APPLY, AND REFINE METHODS OF PHYSICAL PREPARATION AND FITNESS TESTING TO MAXIMISE PERSONAL PERFORMANCE**

<table>
<thead>
<tr>
<th>RATING 'C'</th>
<th>RATING 'B'</th>
<th>RATING 'A'</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>The learner:</td>
<td>The learner:</td>
</tr>
<tr>
<td>• follows directions in the use of specified equipment used to measure fitness.</td>
<td>• follows directions and operates effectively in the use of a range of specialised equipment used to measure fitness</td>
<td>• follows established protocols, assists others and operates effectively in the use of a range of specialised equipment used to measure fitness</td>
</tr>
<tr>
<td>• identifies the purpose and key steps used in basic fitness tests</td>
<td>• describes the purpose and key steps used in a range of fitness tests</td>
<td>• explains the purpose and key steps used in a range of fitness tests</td>
</tr>
<tr>
<td>• uses test data to identify and prioritise key performance areas to address</td>
<td>• uses test data to identify and prioritise key areas to address and justify decisions</td>
<td>• uses test data to identify, prioritise and discuss alternative approaches to addressing areas of concern</td>
</tr>
<tr>
<td>• identifies test findings that are related to the development of personal physical preparation and technical training programs in order to meet some 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>• 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>
</tr>
<tr>
<td>• identifies common methods used to improve physiological attributes for their chosen sport.</td>
<td>• reviews and uses specific methods used to improve physiological attributes for their chosen sport.</td>
<td>• compares and classifies a range of specific methods used to improve physiological attributes for their chosen sport.</td>
</tr>
</tbody>
</table>

*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 |
|---|---|---|
| **RATING ‘C’** | **RATING ‘B’** | **RATING ‘A’** |
| **The learner:** | **The learner:** | **The learner:** |
| ```markdown
- collates and compiles provided information rosters / programs into a summary format.*
``` | ```markdown
- organises and compiles provided rosters / programs into a summary format.* The learner seeks clarification and negotiates changes to timelines if these are required
``` | ```markdown
- reviews and compiles given rosters / programs into a summary format.* The learner actively seeks clarification, negotiates and manages changes to timelines if these are required
``` |
| ```markdown
- sets short and medium term goals which are generally measurable, achievable and realistic, and plans accordingly
``` | ```markdown
- sets short and medium term goals which are measurable, achievable and realistic, and adjusts plans accordingly
``` | ```markdown
- sets short, medium and long-term goals which are measurable, achievable and realistic, effectively generates and updates action plans
``` |
| ```markdown
- identifies key connections between current practice and future performance
``` | ```markdown
- describes key connections between current practice and future performance
``` | ```markdown
- explains key connections between current practice and future performance
``` |
| ```markdown
- uses performance feedback and review information to reflect on progress towards meeting personal goals and make basic adjustments to personal program as directed
``` | ```markdown
- uses performance feedback and review information to reflect on progress towards meeting personal goals and identifies future focus areas. Actively seeks and reacts to advice on personal development as an athlete
``` | ```markdown
- uses performance feedback and review information to evaluate progress towards meeting personal goals, identifies priorities and explains future action plans. Actively seeks and responds to advice from multiple sources on their personal development as an athlete
``` |
| ```markdown
- identifies journal evidence of motivation and commitment*** during the majority of phases of their annual program of training and competition
``` | ```markdown
- reviews journal evidence of motivation and commitment*** during most phases of their annual program of training and competition
``` | ```markdown
- examines journal evidence of motivation and commitment*** during all phases of an annual training and competition program
``` |

* 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 REGULARLY MONITOR PROGRESS IN AN INTEGRATED PHYSICAL PREPARATION AND SPORT SPECIFIC TECHNICAL TRAINING PROGRAM |
|---|---|---|
| **RATING ‘C’** | **RATING ‘B’** | **RATING ‘A’** |
| The learner: | The learner: | The learner: |
| • undertakes a general physical preparation program provided by the coach or teacher | • undertakes a blended general and personalised physical preparation program developed in conjunction with coaches | • undertakes a collaboratively planned and structured personalised physical preparation program following research and discussions with coaches |
| • generally participates in a sport specific technical training program. Records activities and reflections on progress. | • regularly participates in a sport specific technical training program. Records activities and reflections on progress and adjustments made following collaboration with coaches | • fully applies them self to a sport specific technical training program. Records activities and reflections on progress and adjustments made following both research and collaboration with coaches |
| • identifies basic relationships between integrated aspects of their physical preparation and technical training program | • describes relationships between integrated aspects of their physical preparation and technical training program and explains links to improvements in personal sport performance | • accurately describes and evaluates integrated relationships between their physical preparation and technical training program and their links to improvements in personal sport performance |
| • monitors effectiveness of training by undertaking general performance testing at required intervals. Reflects on significance of data records and entries recorded in athlete journal. | • plans and undertakes both general and sport specific performance testing in keeping with relevant competition phases. Key progress data records and regular entries maintained in athlete journal. | • plans and undertakes both general and sport specific performance testing in keeping with relevant competition phases. Detailed progress data records and regular entries maintained in athlete journal. |
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 Journal, and evaluations and reports from specialist coaches.

<table>
<thead>
<tr>
<th>RATING ‘C’</th>
<th>RATING ‘B’</th>
<th>RATING ‘A’</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>The learner:</td>
<td>The learner:</td>
</tr>
<tr>
<td>In written communication the learner:</td>
<td>In written communication the learner:</td>
<td>In written communication the learner:</td>
</tr>
<tr>
<td>• correctly spells most common words and uses simple punctuation and sentence structure to convey meaning</td>
<td>• correctly spells most common and specialised terms, and uses basic grammar, punctuation and sentence structure to convey meaning</td>
<td>• correctly spells common and specialised words, and uses grammar, punctuation and complex sentence structure to clearly convey meaning</td>
</tr>
<tr>
<td>In both oral and written communications the learner:</td>
<td>In both oral and written communications the learner:</td>
<td>In both oral and written communications the learner:</td>
</tr>
<tr>
<td>• conveys basic ideas and information to intended audience</td>
<td>• conveys ideas and information to intended audience</td>
<td>• conveys ideas and information to intended audience with clarity</td>
</tr>
<tr>
<td>• includes use of some specialised terms that are generally correct</td>
<td>• includes use of a range of specialised terms that are generally correct</td>
<td>• includes correct use of a wide range of relevant specialised terms</td>
</tr>
<tr>
<td>• describes basic routines and actions. The description is largely accurate and correctly sequenced</td>
<td>• accurately describes routines and actions. The description is correctly sequenced</td>
<td>• accurately describes complex routines and actions. The description is correctly sequenced. Where relevant, connections between different training/preparation sessions are highlighted</td>
</tr>
<tr>
<td>• identifies short-term personal, technical and performance goals. These goals are generally measurable, achievable and realistic</td>
<td>• describes short- and medium term personal, technical and performance goals during reviews. These goals are measurable, achievable and realistic</td>
<td>• includes reference to short-, medium- and long-term personal, technical and performance goals during review and evaluation. These goals are measurable, achievable and realistic</td>
</tr>
<tr>
<td>• makes some use of basic data and statistics to support conclusions and/or set goals</td>
<td>• recognises and uses key data and statistics to support conclusions and/or set goals.</td>
<td>• interprets and uses detailed data and statistics to support conclusions and/or set goals.</td>
</tr>
<tr>
<td>• records sources of information as directed.</td>
<td>• records sources of information.</td>
<td>• accurately records sources of information</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>RATING ‘C’</th>
<th>RATING ‘B’</th>
<th>RATING ‘A’</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>The learner:</td>
<td>The learner:</td>
</tr>
<tr>
<td>• identifies and lists major factors that influence sporting performance. The learner is able to describe high impact factors for their sport</td>
<td>• recognises and describes major factors that influence sporting performance. The learner is able to categorise factors based on impact and significance for their sport</td>
<td>• recognises and accurately describes details of critical factors that influence sporting performance. The learner is able to prioritize and rank factors based on impact and significance for their sport</td>
</tr>
<tr>
<td>• recognises and identifies key general requirements of an athlete’s diet</td>
<td>• outlines and discusses both key general and sport-specific athlete dietary requirements</td>
<td>• reviews and compares details of both key general and sport-specific athlete dietary requirements</td>
</tr>
<tr>
<td>• lists common injuries suffered by athletes and describes their recommended treatment/management approaches</td>
<td>• identifies and classifies a range of injuries suffered by athletes and describes some typical treatment/management approaches</td>
<td>• discusses and classifies a wide range of injuries suffered by athletes and compares options for treatment/management approaches</td>
</tr>
<tr>
<td>• lists a range of current methods used to enhance recovery in athletes</td>
<td>• describes a range of methods used to enhance recovery in athletes.</td>
<td>• examines and compares methods and processes used to enhance recovery in athletes</td>
</tr>
<tr>
<td>• lists examples of recognised psychological challenges and common coping strategies used by athletes. Identifies and relates to own experiences.</td>
<td>• identifies and describes recognised psychological challenges and coping strategies used by athletes. Identifies and relates to own experiences and formulates solutions.</td>
<td>• examines and compares a range of psychological challenges and coping strategies used by athletes. Identifies and relates to own experiences, establishes priorities and develops action plans</td>
</tr>
<tr>
<td>• identifies and lists major factors that influence sporting performance. The learner is able to describe high impact factors for their sport</td>
<td>• recognises and describes major factors that influence sporting performance. The learner is able to categorise factors based on impact and significance for their sport</td>
<td>• recognises and accurately describes details of critical factors that influence sporting performance. The learner is able to prioritize and rank factors based on impact and significance for their sport</td>
</tr>
<tr>
<td>• recognises and identifies key general requirements of an athlete’s diet</td>
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</tr>
<tr>
<td>• lists common injuries suffered by athletes and describes their recommended treatment/management approaches.</td>
<td>• identifies and classifies a range of injuries suffered by athletes and describes some typical treatment/management approaches.</td>
<td>• discusses and classifies a wide range of injuries suffered by athletes and compares options for treatment/management approaches.</td>
</tr>
</tbody>
</table>
QUALIFICATIONS AVAILABLE
The qualification consists of the name of the course plus the award.

Athlete Development Level 2 (with the award of):
This is the range of awards that learner can achieve. The full range is five awards:

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 student 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 (‘2’ 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.

ACCRREDITATION

The accreditation period for this course is from 1 January, 2018

VERSION HISTORY

Version [insert version number] — Accredited on [TASC will insert accreditation date] for use from [TASC will insert date]. This course replaces [insert course code and Course Title] that expired on [insert date].

VERSION CONTROL

This document is a Word version of the course. It is not a TASC controlled version. The current PDF version of the course on the TASC website is the definitive one.
APPENDICES

APPENDIX A:
Outline of Athlete Journal requirements

Throughout the year of study all learners undertaking the Athlete Development Level 2 course must use and submit a Journal as the major evidence for assessment. Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

Journal Use
The learner is typically expected to update entries within 48 hours of training and events. The Athlete 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 Journal must contain (but is not limited to) sections that address the following content:

- Training sessions
  - Fitness & 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 & regular progress reviews
- Support team, emergency, and other useful contact numbers

Other information that may be recorded in the Athlete 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, Todays 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 Journal and analytics. Other resources to consider include:

APPENDIX B
Communication Guidelines:
Teacher, Specialist Coaches, Parents/Guardians & 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 Journal – this may involve emails, forms, documents, in either paper-based format, electronic files, or a combination of these.
- 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 and Working with Vulnerable People registration before commencing work with the learner
- contact details and an agreed preferred process for regular exchange of information (eg. 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. should all be provided with the mentor 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.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Module</th>
<th>Criterion</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>detail and maintain; an individualised, systematic personal physical preparation and technical training program</td>
<td>1,2</td>
<td>1,2</td>
<td>C1 E 3-5, C2 E 1-3</td>
</tr>
<tr>
<td>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</td>
<td>2</td>
<td>1,3</td>
<td>C1 E 2-4, C3 E 3,4</td>
</tr>
<tr>
<td>measure personal progress in training and competition using key performance indicators to evaluate effectiveness of strategies</td>
<td>1,2</td>
<td>3,4</td>
<td>C3 E 3,4, C4 E 2,6</td>
</tr>
<tr>
<td>use a variety of training and sporting equipment and methods in a safe and appropriate manner</td>
<td>1,2</td>
<td>1,3</td>
<td>C1 E 1,5,6, C3 E 1,2</td>
</tr>
<tr>
<td>apply personal planning and organisational skills to record and manage performance data</td>
<td>2</td>
<td>2</td>
<td>C2 E 1-4</td>
</tr>
<tr>
<td>communicate ideas and information about personal performance, physical preparation and technical training programs, and competition</td>
<td>1,2,3</td>
<td>4</td>
<td>C4 E 1-6</td>
</tr>
<tr>
<td>describe the basic dietary requirements for athletes</td>
<td>3</td>
<td>3,4,5</td>
<td>C3 E 3, C4 E 1-4, C5 E 2,4</td>
</tr>
<tr>
<td>describe how various recovery methods affect performance and implement, evaluate and refine their own regime</td>
<td>2, 3</td>
<td>1,2,3,4</td>
<td>C1 E 5, C2 E 3, C3 E 2-4, C4 E 1-7</td>
</tr>
<tr>
<td>implement strategies to reduce the incidence of injury and describe ways of managing injury</td>
<td>3</td>
<td>1,2,3</td>
<td>C1 E 4-6, C2 E 3, C3 E 3</td>
</tr>
<tr>
<td>describe how sport science concepts of: biomechanics, skill acquisition, sport psychology and exercise physiology are integrated and applied to influence their personal sporting performance</td>
<td>3</td>
<td>4, 5</td>
<td>C4 E 1-7, C5 E 1-5</td>
</tr>
<tr>
<td>apply a coordinated approach to managing physical preparation; technical training; performance analysis, self evaluation and coach feedback to maximise personal sporting performance</td>
<td>1,2,3</td>
<td>1,2,3,4</td>
<td>C1 E 2-6, C2 E 1-6, C3 E 1-4, C4 E 2-7</td>
</tr>
</tbody>
</table>