UNIT CODE	SISXCAI011
UNIT TITLE	**Develop and deliver long-term training programs**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to develop and deliver long-term training programs for individuals, groups, or sporting teams which are tailored to their physical capacity objectives. Objectives can be diverse in nature and may relate to personal fitness targets, or targeted capacity to compete in future activities such as recreational events or sporting competitions.
	Program design involves effective application of exercise science principles. This unit has a direct relationship with, and is supported by, SISFFIT049 use exercise science principles in fitness instruction.
	This unit applies to sport, fitness or recreation trainers, instructors and coaches who work independently using discretion and judgement to develop, deliver, evaluate and modify programs.
	The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Coaching and Instruction
UNIT SECTOR	Cross-Sector

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Identify participant needs.	1.1 Consult with participants and other relevant personnel to identify physical demands of future activity and physical capacity goals. 1.2 Identify fixed timelines for achievement of goals according to activity requirements. 1.3 Evaluate participant characteristics and current fitness capabilities to establish participant profiles.
2. Plan long-term training program.	2.1 Plan phases of training program required to meet fixed points and participant physical capacity goals. 2.2 Determine training volume and duration and frequency of sessions required to achieve goals. 2.3 Design a systematically structured program that incorporates effective use of exercise science and long-term training principles. 2.4 Identify training exercises, equipment requirements and roles of support personnel for each program phase. 2.5 Document long-term training program according to organisational format.
3. Plan individual sessions.	3.1 Determine objectives of individual sessions within the overall program and according to current program phase. 3.2 Select training exercises and techniques and equipment that target participant goals and session objectives. 3.3 Plan sessions that incorporate volume, intensity and load of exercises appropriate to participant existing fitness capabilities. 3.4 Develop sequenced and varied sessions to enhance participant motivation and to allow for recovery from specific exercise types. 3.5 Document session plans according to organisational format.
4. Deliver training sessions.	4.1 Provide clear and accurate instructions and demonstrations for exercises, technique and use of equipment. 4.2 Use communication techniques that provide positive reinforcement and motivation to participant. 4.3 Observe participant technique for safety and effectiveness and provide corrective instruction based on observations. 4.4 Monitor participant performance against session objectives using measures suited to type of exercises. 4.5 Identify signs of fatigue and overtraining and make required session modifications.
5. Monitor participant progress and update program.	5.1 Monitor participant progression towards goals through ongoing observation and measurements and compare with expectations in program plan. 5.2 Request ongoing feedback from participant to identify program likes and dislikes and their views on goal achievement. 5.3 Modify and update program and sessions according to feedback and evaluation. 5.4 Update program and participant progress records with details of evaluation and modifications.

FOUNDATION SKILLS

	Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.
SKILLS	**DESCRIPTION**
Writing skills to:	■ produce detailed program and session plans that use exercise and training terminology and abbreviations for instructional use ■ use fundamental sentence structure to complete participant records that require factual and subjective information.
Oral communication skills to:	■ ask open and closed question and actively listen to elicit information from participants and determine participant understanding of information provided ■ explain complexities of long-term training programs to participants using plain language and terms easily understood.
Numeracy skills to:	■ complete and record calculations and estimations of varying complexity for program and session plans involving times, frequency, interval, volume, speeds and loads.

Initiative and enterprise skills to:	■ critically evaluate:
	  ○ participant requirements for appropriate program design
	  ○ successes and failures of program to initiate improvements.

UNIT MAPPING INFORMATION	Supersedes and is not equivalent to SISXCAI005 Conduct individualised long term training programs.
LINKS	Companion Volume Implementation Guide

TITLE	**Assessment Requirements for SISXCAI011 Develop and deliver long-term training programs**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	
	■ develop and document three different long-term training programs tailored to the particular goals of three different participants
	■ for each long-term training program, plan all phases for achievement of participant long-term goals and incorporate the use of:
	  ○ periodisation
	  ○ peaking
	  ○ tapering
	
	■ for each of the three programs develop and document two session plans, each with a minimum duration of 30 minutes
	■ deliver two sessions for two of the programs (four sessions in total), according to session plans, each with a minimum duration of 30 minutes
	■ according to actual participant interactions or case studies:
	  ○ evaluate the effectiveness of one long-term training program, modify program and future session content
	  ○ document details of the evaluation and changes made.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	
	■ role of trainers, coaches and support personnel in long-term training programs
	■ common reasons and goals for participation in long-term training programs and how these impact on design of training programs
	■ methods used to evaluate fitness capabilities of participants at commencement of program:
	  ○ formal fitness assessment
	  ○ interviews and discussions with participants
	  ○ review of:
	    ● current exercise and training activity
	    ● competition and trials experience, recent results and personal best results
	    ● recent training logs
	
	■ meaning of fixed points in a long-term training program and importance of developing programs to meet timelines and schedules for recreational events and sporting competitions
	■ principles and practices of long-term training programs:
	  ○ periodisation and how programs are divided into phases to develop physical capacity to meet competition or performance timelines:
	    ● preparatory phase
	    ● competitive phase
	    ● transition phase
	
	  ○ different types of training periods within a long-term training program:
	    ● microcycle
	    ● mesocycle
	    ● macrocycle
	
	  ○ peaking
	  ○ tapering
	
	■ types of exercises, training techniques and equipment used during different phases of a long-term training programs for:

- cardiovascular endurance
- muscle strength and endurance
- agility and coordination
- flexibility

- how to effectively apply and combine exercise science principles to the design of long-term training programs and sessions to target participant goals:
  - adaptation
  - overload
  - specificity
  - individualisation
  - progression and regression
  - reversibility

- how the FITT (frequency, intensity, time and type) principle is used to structure long-term exercise programs and sessions
- the principle of recovery, its importance within long-term training programs and how this relates to different types of exercise for:
  - cardiovascular endurance training
  - muscle strength and endurance training
  - agility and coordination training
  - flexibility training

- instructional techniques relevant to the delivery of sessions within a long-term training program
- communication techniques used for participants of long-term training programs:
  - motivating individuals over a long period of time to persist in achieving goals, including techniques for intrinsic and extrinsic motivation
  - providing ongoing constructive feedback and positive reinforcement

- how to recognise and respond to common indicators of exercise fatigue and overtraining, and when and how training should be modified or stopped during a long-term program
- methods used to evaluate effectiveness of long-term training programs:
  - ongoing informal discussions with participants and targeted questions to elicit opinion about achievement of goals
  - ongoing observation and measurement of participant performance, and improvements in skill, fitness and endurance
  - staged formal fitness assessments and comparison measurements

- format and inclusions of documented:
  - long-term training programs
  - session plans
  - participant profile and training evaluation records.

ASSESSMENT CONDITIONS	Skills must be demonstrated in a sport, fitness, aquatic or recreation environment. This can be:
	
	■ a workplace, or
	■ a simulated industry environment set up for the purposes of skills assessment.
	
	The following resources must be available to replicate industry conditions of operation:
	
	■ first aid equipment
	■ communications equipment for emergency response.
	
	Assessment must ensure the use of:
	
	■ interaction with participants; these can be:
	  ○ participants in an industry workplace, or
	  ○ participants who participate in simulated activities used for the purpose of skills assessment
	
	■ equipment required for sessions
	■ template program and session plans
	■ participant records and progress charts.
	
	Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

LINKS	Companion Volume Implementation Guide