

LEVEL 1 | Syllabus Overview

Module	Competencies	Content	Learning outcomes	Assessment tasks	Duration
M1 About the ASCA	<ul style="list-style-type: none"> ▶ Describe the ASCA Coach Education Programs and the ASCA Accreditation Framework. ▶ Communicate the ASCA Scope of Practice. ▶ Explain the ethical responsibilities of the S&C Coach. 	<ul style="list-style-type: none"> ▶ Housekeeping matters e.g., schedule, venue layout, etc. ▶ Introduction of presenter/s and Modules they will be presenting. ▶ About the ASCA. ▶ ASCA Accreditation Framework. ▶ ASCA Level 1 Course Modules Overview. ▶ The ASCA's Scope of Practice. ▶ Assessment requirements. ▶ Ethical responsibilities of the S&C Coach. 	<ul style="list-style-type: none"> ▶ Outline the ASCA Coach Education and the ASCA Accreditation Framework. ▶ Comprehend the ASCA's Scope of Practice. ▶ Be aware of the ethical responsibilities of the S&C Coach. 	Nil	20mins
M2A Training Theory - Planning & Periodisation Fundamentals	<ul style="list-style-type: none"> ▶ Design, implement and review conditioning training programs to improve athletic performance in club to state level athletes/teams. 	<ul style="list-style-type: none"> ▶ Components of training <ul style="list-style-type: none"> - Psychological preparation - Tactical preparation - Technical preparation - Physical preparation ▶ Training principles <ul style="list-style-type: none"> - Progressive overload - Specificity - Variety - Individualisation - Recovery/adaptation - Reversibility ▶ Broad training variables <ul style="list-style-type: none"> - Type - Frequency - Intensity - Volume - Duration ▶ LTAD <ul style="list-style-type: none"> - History and developing athleticism. - Balyi's stages of training 	<ul style="list-style-type: none"> ▶ Describe the components of training. ▶ Determine and apply training principles and variables in the physical preparation of a club to state level athletes/teams. ▶ Apply principles of LTAD in the design and implementation of strength and conditioning training programs. ▶ Show an understanding of the response to training in relation to fatigue. ▶ Ascertain the dominant physical qualities that can be trained. ▶ Identify the relationship between physical qualities. ▶ Develop, implement, and review strength and conditioning training sessions appropriate for club to state level athletes/teams. ▶ Implement the RPE method of load monitoring to evaluate training sessions. 	<ul style="list-style-type: none"> ▶ Successful completion of pre-course quiz Module 2. ▶ Successful pass Major Task 1.2 and 3 of the Level 1 Workbook. 	75mins

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		<ul style="list-style-type: none"> ▶ Fatigue Curve and Super compensation theory - Responses to training ▶ Dominant physical qualities that can be trained - Speed - Strength - Endurance - Flexibility ▶ Theoretical relationship between physical qualities ▶ Planning training and periodisation - Periods - Phases of periods - Macrocycles - Mesocycles - Tapering - Measuring training load-Volume - Duration ▶ LTAD. - Balyi's stages of training - Considerations for adolescents in High School 			
M2B Coaching Theory and Practical Coaching	<ul style="list-style-type: none"> ▶ Develop and apply appropriate coaching and teaching skills to match the physical and psychological development of the athlete to enhance sports performance. ▶ Effectively develop 	<ul style="list-style-type: none"> ▶ Coaching Styles ▶ Role of the S&C Coach ▶ Coaching skills of the S&C Coach - Teaching/coaching skills - Supervising/organisational skills - Knowledge of the principles of training - Ability to write programs - Develop Long Term Athlete Development skills ▶ Creating the learning environment. ▶ 3 Stages of Skill development ▶ Different learning styles in athletes ▶ Coaching the Novice athlete 	<ul style="list-style-type: none"> ▶ Describe the role of the strength and conditioning coach. ▶ Develop and apply coaching skills that enhance sports performance in club to regional level athletes/teams. ▶ Utilise a range of teaching skills improve athletic performance in accordance with the athlete/s physical and psychological development. ▶ Implement positive reinforcement and feedback techniques ▶ Demonstrate competence in effective organisational and supervision skills 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 3 ▶ Assessor's evaluation of competencies in practical coaching session 	<p>90mins (total)</p> <p>45min Theory</p> <p>45min Practical</p>

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	<p>communication strategies for improved athlete performance.</p>	<ul style="list-style-type: none"> ▶ Exercise choice and the novice athlete ▶ Teaching more advanced exercises ▶ Practical coaching skills <ul style="list-style-type: none"> - Skill modification - Feedback cycle - Reinforcement techniques - Analysing exercise skills ▶ Organising and supervision of training - Supervision Skills 			
M3A Fundamental Movements and Body Weight Training	<ul style="list-style-type: none"> ▶ Understand the fundamentals of body weight exercises in the prescription of training. 	<ul style="list-style-type: none"> ▶ Foundational Movements ▶ Body weight training ▶ Training safely ▶ 6 stages of strength and power development ▶ 6 main body weight exercise groups ▶ 6 ways of progressing or regressing the resistance ▶ Examples of foundational movements and body weight exercise sequencing ▶ 6 body weight tests and assessment scaling ▶ Considerations for younger female athletes 	<ul style="list-style-type: none"> ▶ Understand the difference between foundational movements and body weight exercises. ▶ Correctly progress and regress athlete loading to ensure a safe environment is maintained at all times. ▶ Organise, teach, supervise, observe and provide feedback on basic body weight exercises. ▶ Conduct a 6 stage body weight assessment. ▶ Recognise potential injury risks in young female athletes. 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 3A ▶ Successful completion of Major Task 4 of the Level 1 Workbook <ul style="list-style-type: none"> ▶ Assessor's evaluation of competencies in practical session. 	<p>120min (total)</p> <p>45min Theory</p> <p>75min practical</p>
M3B Strength Training Fundamentals	<ul style="list-style-type: none"> ▶ Design, implement, review and adjust a strength training program to improve athlete performance in stage 3 and 4 level athletes/teams. 	<ul style="list-style-type: none"> ▶ Types of strength <ul style="list-style-type: none"> - Control and stability - Hypertrophy - Maximal strength - Power or speed-strength - Power/strength endurance ▶ The stages for strength development ▶ The stages for power development and training ▶ The pathway to develop these different types of strength 	<ul style="list-style-type: none"> ▶ Understand the different types of strength and how it is affected by different types of programs at different stages of an athlete career. ▶ Understand the progressions in strength and power training. ▶ Write effective and appropriate programs for Stage 3 and 4 strength and power athletes. ▶ Understand progressions beyond level 4 strength and power training stages for a 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 5 ▶ Successful completion of Major Tasks 5, 6 and 7 in the Level 1 Workbook 	<p>150min (total)</p> <p>60min Theory</p> <p>90min Practical</p>

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	<ul style="list-style-type: none"> ▶ Implement testing protocols and benchmarking for improving strength in stage 3 and 4 level athletes/teams. 	<ul style="list-style-type: none"> ▶ Strength training program design depends upon choosing the appropriate: <ul style="list-style-type: none"> - Exercise - Repetitions - Sets resistance order of exercise - Speed of lifting - Rest period - Periodisation strategy(s) ▶ Learning progressions and exercise variations ▶ Testing strength and power ▶ Benchmarking ▶ Practical session – teaching, supervision, observation and feedback. 	<p>more effective transitions to advanced training.</p> <ul style="list-style-type: none"> ▶ Coach the relevant level 1 barbell and variation exercises. 	<ul style="list-style-type: none"> ▶ Assessor's evaluation of competencies in practical session. 	
M4 Speed and Agility	<ul style="list-style-type: none"> ▶ Design, implement, test and adjust a periodised speed and agility training program to improve athlete performance in club to regional level athletes/teams. 	<ul style="list-style-type: none"> ▶ Definition of speed. ▶ Types or sub-qualities of speed: <ul style="list-style-type: none"> - Acceleration. - Change of direction. - Reaction/agility. - Maximum speed/velocity. - Speed endurance. - Speed Training. ▶ Methods to increase all types of speed: <ul style="list-style-type: none"> - Position. - Pattern. - Power. ▶ Technique Drilling. ▶ Power – strength and speed. ▶ Acceleration training and drills. ▶ Change of direction training. ▶ Reaction and agility training and drills. ▶ Maximum velocity training and drills. ▶ Fundamental acceleration and maximum. ▶ Velocity training guidelines. ▶ Speed endurance training. 	<ul style="list-style-type: none"> ▶ Define Linear Speed and explain its sub components acceleration and Max Velocity ▶ Define Agility and explain its sub components Deceleration and COD ▶ Outline the desired Distance, Intensity and Rest requirements for Acceleration and Top Speed training ▶ Outline tests used to assess both linear speed and COD. ▶ Identify the strength training protocols for improved speed performance at a youth and sub-elite level 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 6 ▶ Successful completion of Major Tasks 8 and 9 of the Level 1 Workbook ▶ Assessor's evaluation of competencies in practical session. 	<p>120min (total)</p> <p>55min Theory</p> <p>65min Practical</p>

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		<ul style="list-style-type: none"> ▶ Planning speed sessions. ▶ Testing of speed. ▶ Testing acceleration and Maximum velocity. ▶ Speed endurance test. ▶ Sport specific movement tests. ▶ Practical demonstration – teaching, supervision, observation, and feedback. 			
M5 Energy Systems Fundamentals	<ul style="list-style-type: none"> ▶ Design, implement and review a periodised energy system conditioning program appropriate for club to regional level athletes/teams. ▶ Implement testing protocols and benchmarking for improving endurance conditioning in club to regional level athletes/teams. 	<ul style="list-style-type: none"> ▶ Energy systems ▶ Aerobic energy system training <ul style="list-style-type: none"> - Aerobic training zones - Determining the maximum aerobic speed - Benchmarking MAS performance - Types of training - Choices and progressions for aerobic development ▶ Energy Systems training <ul style="list-style-type: none"> - Type of training - Continuous, Fartlek, Long Intervals - Critical Speed - Short intervals – MAS Grids - Game Based Conditioning (GBC) - Examples ▶ Determining maximum speed in meters per second 	<ul style="list-style-type: none"> ▶ Outline and describe the different energy systems training requirements to improve sports performance in athletes. ▶ Determine maximal aerobic speed (MAS) utilising a variety of testing methods. ▶ Utilise a variety of energy system training methods to improve athlete performance in club to regional level athletes/teams. ▶ Implement a testing program to evaluate energy system conditioning in club to regional level athletes/teams ▶ Incorporate energy system conditioning into a periodised plan to improved athletic performance. ▶ Organise, teach, supervise, observe and provide feedback on energy system training drills. 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 5 ▶ Successful completion of Major Tasks 10 and 11 of the Level 1 Workbook ▶ Assessor’s evaluation of competencies in practical session. 	<p>90min (total)</p> <p>60min Theory</p> <p>30min Practical</p>
M6 Flexibility and Mobility	<ul style="list-style-type: none"> ▶ Design and implement training methods and testing protocols for improved flexibility and 	<ul style="list-style-type: none"> ▶ Definitions ▶ 3 P’s ▶ Stability – Mobility Continuum ▶ Mobility practice ▶ Flexibility and Range of Motion ▶ Types of stretching to improve flexibility - Passive stretching 	<ul style="list-style-type: none"> ▶ Outline the definitions of stretching and mobility ▶ Develop and implement a stretching program to improve flexibility and mobility in club to regional level athletes/teams. 	<ul style="list-style-type: none"> ▶ Successful completion Pre-course quiz Module 8 ▶ Successful completion of Major Tasks 12 and 13 of the Level 1 Workbook 	<p>120min (total)</p> <p>45min Theory</p> <p>75min</p>

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	<p>mobility in club to regional level athletes/teams.</p> <ul style="list-style-type: none"> ▶ Prepare warm up/ warm down sessions for a wide range of beginner level athletes/sports ▶ Demonstrate practical application of stretching and mobility exercises 	<ul style="list-style-type: none"> - Static stretching - Dynamic stretching - Ballistic stretching - PNF methods - Pin and stretch ▶ Duration of stretch ▶ Movement ▶ Assessing movement quality ▶ Warm-up ▶ Cool-downs 	<ul style="list-style-type: none"> ▶ Implement appropriate methods to assess movement quality. ▶ Devise a variety of warm-up and cool-down sessions for specific training situations ▶ Organise, teach, supervise, observe and provide feedback on flexibility and mobility exercises. 	<ul style="list-style-type: none"> ▶ Assessor's evaluation of competencies in practical session. 	<p><i>Practical – across other modules in warmups and cool downs</i></p>
M7 Recovery Methods	<ul style="list-style-type: none"> ▶ Develop strategies for improved recovery from training and competition in club to regional level athletes/teams. 	<ul style="list-style-type: none"> ▶ Recovery = restoration and regeneration ▶ Performance = Fitness – fatigue ▶ The recovery principle - Fundamental indicators of over-training and under-recovery - What types of time frames must be specific - The importance of sleep - Better planning - Nutrition strategies - Massage - Heat therapies - Saunas - Cold therapies - Active recovery - Compression garments and machines 	<ul style="list-style-type: none"> ▶ Explain the difference between restoration and regeneration ▶ Utilise a range of recovery methods and strategies for improved athletic performance in club to regional level athletes/teams. 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-course quiz Module 9 	30min
M8 Nutrition and Supplements for Strength and	<ul style="list-style-type: none"> ▶ Define appropriate nutritional guidelines to enhance sports 	<ul style="list-style-type: none"> ▶ Differences between a nutritionist, dietitian, and sports dietitian. ▶ S&C scope of practice in nutrition ▶ Implementation of the Australian Dietary Guidelines 	<ul style="list-style-type: none"> ▶ Be aware of the Scope of Practice for S&C Coaches in relation to provision of nutritional advice. ▶ Outline the Australian Dietary Guidelines, SDA face sheet on 	<ul style="list-style-type: none"> ▶ Successful completion of Pre-Course activities/quiz (Module 8) 	45min

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<p>Conditioning Coaches</p>	<p>performance for club to regional level athletes/teams.</p>	<ul style="list-style-type: none"> ▶ Role of carbohydrates, protein, and fat as fuel for exercise. ▶ Supplement classification system ▶ Basic hydration strategies for athletes 	<p>supplements and the AIS supplements recommendation</p> <ul style="list-style-type: none"> ▶ Identify the importance of fluid intake and hydration for improved athlete performance 		
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