



Jabatan Pembangunan Kemahiran
Kementerian Sumber Manusia, Malaysia

NATIONAL OCCUPATIONAL SKILLS STANDARD
(*STANDARD KEMAHIRAN PEKERJAAN KEBANGSAAN*)

ET-011-3:2012

SPORTS COACHING

KEJURULATIHAN SUKAN

LEVEL 3

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Department of Skills Development (DSD)
Federal Government Administrative Centre
62530 PUTRAJAYA, MALAYSIA

NATIONAL OCCUPATIONAL SKILLS STANDARD

SPORTS COACHING

KEJURULATIHAN SUKAN

LEVEL 3

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STANDARD PRACTICE

NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR SPORTSCOACHING - LEVEL 3

1. INTRODUCTION

Sports coaching bring out ability by identifying needs and planning and implementing suitable training programmes. Whatever the sports or games, coaching involves developing the athletes' physical and psychological fitness and providing the best possible practical conditions in order to maximise their performance. Coaches must be aware of their ethical and legal obligations to their clients.

Coaches not only help athletes realise and reach their maximum potential in the sporting arena but are also instrumental in shaping their character. Sports coaching go beyond just the playing field. Coaching is essential in nurturing positive values such as teamwork and perseverance. These positive attitudes will help athletes to develop the resilience needed to handle many of sporting events challenges.

The demand for qualified and experienced Sport Coaching personnel is important as of now and may increase in the near future. Hence, the development of this NOSS is essential for the industry to have certain guidelines and standards based on the level of competencies that have been set by the industrial experts in this field.

Based on the development findings, it was decided that the entry level for Sport Coaching personnel career is at Level 3. The justification is based on the nature of work that requires competency in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.

The first stage of NOSS development is to identify the Competency Unit (CU) for Sport Coaching Level 3. CU can be defined as a meaningful unit of works, which contains several activities to complete a work cycle objectively and the CU must be independent (stand alone). Core CU are the competencies that are common/ generic to the job according to the industry.

The second stage of NOSS development is to develop Competency Profile (CP). The CP is the summary and analysis of all the competency units that have been identified in the first stage of the development. Each CU will be analysed in order to determine the work activity involve. The performance criteria for each activity will also be determined.

The final stage of NOSS development is to develop the Curriculum of Competency Unit (CoCU). This will be done based on the information of the developed CP. After the final stages of NOSS development, a complete set of final draft will be presented to Jawatankuasa Teknikal Penilaian Standard (JPTS) which consist of experience industrial experts for validation purposes. Later, this validated document will be submitted to Majlis Pembangunan Kemahiran Kebangsaan (MPKK) for approval and endorsement.

This NOSS provides first-hand information to the workers regarding the Sport Coaching working environment. This NOSS also provides a career path and employment development for those involved in this industry.

Pre-requisite

Minimum requirements for those interested to enrol this course are as follows:

- Age above 18 years
- Literacy in writing and reading in *Bahasa Melayu* and English
- Medically fit

2. OCCUPATIONAL STRUCTURE

Sports coach also known as sports instructor is under the sub- sector of sports and fitness training services (*Figure 1.1 shows the structured career path of sports and fitness training services.*)

SECTOR	EDUCATION AND TRAINING SERVICES
SUB SECTOR	SPORTS TRAINING SERVICES
AREA	SPORTS COACHING <i>KEJURULATIHAN SUKAN</i>
L5	Sports Director <i>Pengarah Sukan</i>
L4	Head of Sports Coach <i>Ketua Jurulatih Sukan</i>
L3	Sports Coach <i>Jurulatih Sukan</i>
L2	No Level <i>Tiada Tahap</i>
L1	

Figure 1.1 Occupational Profile Structure for sports and recreational service

SECTOR	EDUCATION AND TRAINING SERVICES
SUB SECTOR	SPORTS TRAINING SERVICES
AREA	SPORTS COACHING <i>KEJURULATIHAN SUKAN</i>
L5	Sports Coaching Management <i>Pengurusan Kejurulatihan Sukan</i>
L4	Sports Coaching <i>Kejurulatihan Sukan</i>
L3	Sports Coaching <i>Kejurulatihan Sukan</i>
L2	No Level <i>Tiada Tahap</i>
L1	No Level <i>Tiada Tahap</i>

Figure 1.2 Occupational Area Structure for sports and recreational service

3. DESCRIPTION OF COMPETENCY LEVEL

The NOSS is developed for various occupational areas. Candidates for certification must be assessed and trained at certain levels to substantiate competencies. Below is a guideline of each NOSS Level as defined by the Department of Skills Development, Ministry of Human Resources, Malaysia.

Malaysia Skills Certificate Level 1: (Operation and Production Level)	Competent in performing a range of varied work activities, most of which are routine and predictable.
Malaysia Skills Certificate Level 2: (Operation and Production Level)	Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and required individual responsibility and autonomy.
Malaysia Skills Certificate Level 3: (Supervisory Level)	Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.
Malaysia Skills Diploma Level 4: (Executive Level)	Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present.
Malaysia Skills Advanced Diploma: Level 5: (Managerial Level)	Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources features strongly, as do personal accountabilities for analysis, diagnosis, planning, execution and evaluation.

4. MALAYSIAN SKILL CERTIFICATION

Candidates after being assessed verified and fulfilled Malaysian Skill Certification requirements shall be awarded with *Sijil Kemahiran Malaysia (SKM)* for Level 3. Sports coach should be sanctioned by National Coaching Board.

Assessment must be in accordance with the following:

This NOSS outlines Competency Unit (CU) in the Sport Coaching working environment as required by the industry and has been developed and documented following extensive collaboration across key Malaysian organisations. To meet the requirements of this industry, it is imperative that the CU outlined follow a high standard as well as maintenance of consistency throughout the assessment process. This can only be done by stipulating a precise framework in which the assessment of CU must be conducted. The training & assessment of a Sport Coaching practitioner must be deployed in accordance with JPK policy and standard as follows:

- a) The final assessment of competence must include the combination of documented continuous assessment conducted by the facilitator during training and the results of post-training examination;
- b) The post-training examination must be practical in nature and involve demonstration & application of the CU utilizing real equipment and real-world examples;
- c) The CU as outlined in this NOSS must be assessed throughout the training program and during a post-training examination;
- d) The learning environment and facilities need to be in accordance with the requirements of the industries;
- e) The development and assessment of the CU must demonstrate that they develop transferable skills;
- f) The development and assessment of the CU must include documentation by candidates both during training and examination; and
- g) All training and assessment materials must be mapped and verified to be in accordance with the NOSS Sport Coaching by a panel of industry subject matter experts appointed by JPK.

5. JOB COMPETENCIES

Sports coaching personnel (Level 3) is competent in performing:

- Periodization program development
- Sport training implementation
- Physical fitness assessment
- Athlete's psychological preparation
- Athlete's nutritional arrangement
- Game analysis
- Athlete's injuries prevention

6. WORKING CONDITION

Generally they work from under normal working hour from morning to evening depending on organization nature of work. They may be required to work extra hours to fulfil internal and external requirement. In Sport Coaching, they may be needed to work in odd hours and away from home to accommodate work requirements. They need to use / wear appropriate attire during the commencement of their jobs.

7. EMPLOYMENT PROSPECT

There are excellent prospect for Sport Coaches due to shortage of hands-on expert in Sport Coaching. There is lacking of professional and well experience coach. This area has a very good job market potential abroad for skilled personnel due to shortage of such highly skilled personnel in this region.

Other related occupation with respect to employment opportunities are:

- Sport trainer
- Sports officer
- Sport coordinator
- Sport event coordinator
- Assistant sports trainer

Other related industries with respect to employment opportunities are:

- Educational institutions
- Public services
- Sports tourism
- Sports clubs and associations
- Sports advertising
- Sports marketing
- Sports journalism / Commentator
- Public relations
- Sports activity centres
- Sports entrepreneur

8. TRAINING, INDUSTRIAL/PROFESSIONAL RECOGNITION, OTHER QUALIFICATIONS AND ADVANCEMENT

As for career advancement, most competent Sports Coach learns their competencies on the job. They usually begin as helpers and gradually learn new skills as they gain experience. Certification may increase chances of advancement, thus with additional formal training/education, sports coaching candidates can become as professional coach through skill training pathway.

9. SOURCES OF ADDITIONAL INFORMATION

- Majlis Sukan Negara
Kompleks Sukan Negara
Sri Petaling 57000 Kuala Lumpur
Tel : 03 – 89929600
Fax : 03 – 89967400
Website : www.ncs.gov.my
- Ministry of Tourism Malaysia
(Industry Development Division)
Level 14, No. 2, Tower 1
Jalan P5/6, Presint 5
62200 Putrajaya
Tel : 03 – 8891 7000
Fax : 03 – 8891 7473
Website : www.motour.gov.my
- Kementerian Pelajaran Malaysia
Blok E8, Kompleks E,
Pusat Pentadbiran Kerajaan
Persekutuan,
62604, Putrajaya, Malaysia
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10. ACKNOWLEDGEMENT

The Director General of DSD would like to extend his gratitude to the organisations and individuals who have been involved in developing this standard.

This standard has been checked by the Standard Technical Evaluation Committee (STEC). Panel members of STEC are listed below:

- Dr. MohdTaib Bin Harun – UniversitiKebangsaan Malaysia
- Dr. NurIkhwan Bin Mohamad - UniversitiPerguruan Sultan Idris
- Pn. HarlisaBintiRozikin – MajlisSukan Negara, Negeri Selangor

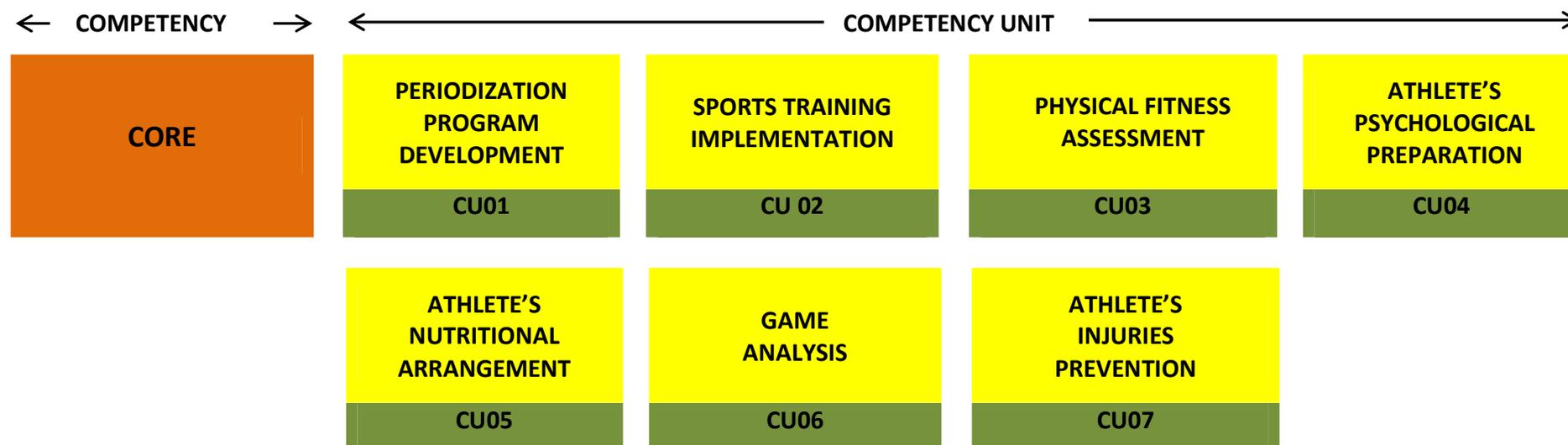
**11. COMMITTEE MEMBERS FOR DEVELOPMENT OF STANDARD PRACTICE (SP),
COMPETENCY PROFILE CHART (CPC), COMPETENCY PROFILE (CP) AND
CURRICULUM OF COMPETENCY UNIT (CoCU)**

SPORT COACHING - LEVEL 3

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COMPETENCY PROFILE CHART (CPC)

SECTOR	EDUCATION AND TRAINING SERVICES		
SUB SECTOR	SPORT TRAINING SERVICES		
JOB AREA	SPORTSCOACHING		
JOB LEVEL	THREE (3)	JOB AREA CODE	ET-011-3:2012



COMPETENCY PROFILE (CP)

Sub Sector	SPORTS TRAINING SERVICES			
Job Area	SPORTS COACHING			
Level	THREE (3)			
CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
1. Periodization program development	ET-011-3: 2012-CU01	<p>This competency unit describes the physical, technical, tactical and psychological requirements in developing periodization program.</p> <p>The person who is competent in periodization program development shall be able to identify training periodization requirement, develop physical training criteria, develop technical training criteria, develop tactical training criteria, develop psychological training criteria and produce training periodization program to meet specific sports requirement.</p> <p>The outcome of this competency is to produce competent coach in preparation of training periodization program in accordance with individual athlete ability.</p>	<p>1. Identify training periodization requirement</p> <p>2. Develop physical training criteria</p> <p>3. Develop technical training criteria</p>	<p>1.1 Information such as athlete's historical data, available equipment, available training venue, safety requirement and time frame gathered in accordance with training periodization requirement.</p> <p>1.2 Goals, activities, organization and evaluation determined in line with training periodization objective.</p> <p>2.1 Athlete's historical data, equipment availability and venue availability determined in accordance with physical training requirement.</p> <p>2.2 Physical training frequency, physical training intensity, physical training time and types of physical training determined in accordance with individual athlete's capabilities.</p> <p>3.1 Athlete's historical data, equipment availability and venue availability determined in accordance with technical training</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>4. Develop tactical training criteria</p> <p>5. Develop psychological training criteria</p> <p>6. Produce training periodization program</p>	<p>requirement.</p> <p>3.2 Technical training frequency, technical training intensity, technical training time and types of technical training determined in accordance with phases of technical training.</p> <p>4.1 Athlete's historical data, equipment availability and venue availability assessed in accordance with tactical training requirement</p> <p>4.2 Opponent weaknesses and tactical strategy determined and set in accordance with phases of technical training</p> <p>5.1 Psychological training time and types of psychological & mental training determined in accordance with psychological training requirement</p> <p>5.2 Types of psychological training such as visualization, imagery, team building, motivation, communication and meditation determined in accordance with phases of psychological training</p> <p>6.1 Training periodization prepared in accordance with training plan format and content</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
				6.2 Training periodization checked and submitted in accordance endorsement guidelines

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
2. Sports training implementation	ET-011-3: 2012-CU02	<p>This competency unit describes the activity of implementing sport training that has been planned in training periodization program.</p> <p>The person who is competent in this CU title shall be able to identify sport training session requirement, coordinate training session, conduct training session, evaluate training session effectiveness and report training session activities to meet specific sports requirement.</p> <p>The outcome of this competency is to produce expert coach in sports training implementation by following training periodization program in accordance with sport training guidelines.</p>	<ol style="list-style-type: none"> 1. Identify sport training session requirement 2. Coordinate training session 3. Conduct training session 4. Evaluate training session effectiveness 	<ol style="list-style-type: none"> 1.1 Training periodization obtained and interpreted in identifying sports training session requirement. 1.2 Sports training session requirement such as safety measures, training goals, athlete's participation, athlete's psychological level and types of equipment determined in accordance with training periodization program. 2.1 Training facilities, training equipment and refreshment arrangement in accordance with specific training requirement. 2.2 Training assistant arranged in accordance with standard operating procedure. 3.1 Training component such as warm up, main activities and cooling down executed in accordance with training guidelines. 3.2 Training outcome recorded in accordance with training session record format and content. 4.1 Training outcome report interpreted in evaluating training session effectiveness

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>5. Report training session activities</p>	<p>4.2 Self-reflection and athlete's individual feedback/respond assessed in accordance with standard operating procedure</p> <p>4.3 Training facilities such as venue, equipment, training surface and environment assessed in accordance with specific training requirement.</p> <p>5.1 Training session activities report prepared in accordance with reporting guidelines.</p> <p>5.2 Training session activities report checked and submitted in accordance with validation guidelines.</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Assess athlete's physical fitness level</p> <p>4. Report physical fitness assessment finding</p>	<p>3.1 Physical fitness level standard and actual athlete's physical fitness level determine and checked in accordance with test battery norms.</p> <p>3.2 Athlete's fitness level variant determined and athlete's current physical status reviewed against world class athletes.</p> <p>4.1 Fitness and assessment findings report prepared in accordance with reporting guidelines</p> <p>4.2 Athlete's selection status and training program base on training principles submitted in accordance with report endorsement guidelines.</p> <p>4.3 Physical fitness assessment findings report generated and submitted in accordance with endorsement guidelines.</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
4. Athlete's psychological preparation	ET-011-3: 2012-CU04	<p>This competency unit describes the activity for identifying and arranging athlete needs in psychological aspect with sport psychologist.</p> <p>The person who is competent in this CU title shall be able to identify athlete's psychological requirement, coordinate psychological training session and produce athlete's psychological report to meet specific sports requirement.</p> <p>The outcome of this competency is to produce competent coach in assisting with athlete's psychological preparation to maintain athlete mental states, motivation, behaviour and values in accordance with related games requirements.</p>	<ol style="list-style-type: none"> 1. Identify athlete's psychological requirement 2. Coordinate mental training session 	<ol style="list-style-type: none"> 1.1 Athlete's current psychological information such as motivation level, mental readiness, psychological back ground, discipline level and attitude determined. 1.2 Specific psychological requirement such as off-site / on-site and individual/team determined. 2.1 Types of athlete psychological training session such as, motivation session, team building session, visualization session, imagery session, stress management session and anger management determined in accordance with training periodization program. 2.2 Athlete psychological training requirement such as athlete/team participation, venue & venue environment, time arrangement, tools & equipment arrangement and trainer/ psychologist arrangement coordinated in accordance with training periodization program. 2.3 Psychological training session delivery and effectiveness determined in accordance with athlete's performance and feedback

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Produce athlete's psychological report</p>	<p>2.4 Psychological training session activities recorded in accordance with recording checklist</p> <p>3.1 Athlete's psychological performance report prepared in accordance with reporting guidelines</p> <p>3.2 Athlete's psychological performance report checked and submitted in accordance with submission guidelines</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
5. Athlete's nutritional arrangement	ET-011-3: 2012-CU05	<p>This competency unit describes the coordination and monitoring of athlete's nutritional plan.</p> <p>The person who is competent in this CU title shall be able to identify nutritional requirement, coordinate nutritional plan preparation, monitor nutritional plan intake and produce athletes nutritional arrangement report to meet specific sports requirement.</p> <p>The outcome of this competency is to produce competent coach in athlete's nutritional arrangement.</p>	<ol style="list-style-type: none"> 1. Identify nutritional requirement 2. Coordinate nutritional plan preparation 3. Monitor nutritional plan intake 	<ol style="list-style-type: none"> 1.1 Sports nutrition requirement such as carbohydrate, protein, fat, vitamin, minerals, fluid and supplements determined in accordance with each individual athlete's requirements. 1.2 Athlete's dietary information such as eating habit, lifestyle, sleeping habits, addiction, allergy, portion intake, cooking method preference and metabolic rate determined. 2.1 Individual athlete's dietary information collated in accordance with nutritionist requirement. 2.2 Athlete's appointment with sport nutritionist arranged in accordance with nutritionist availabilities. 2.3 Athlete nutritional plan obtained upon consultation with sports nutritionist. 3.1 Nutritional plan progress, nutritional plan compliance and athlete performance checked in accordance with approved nutritional plan. 3.2 Nutritional plan effectiveness recorded in accordance with each individual athlete's requirements.

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>4. Produce athlete's nutritional arrangement report</p>	<p>4.1 Athlete's nutritional arrangement report prepared in accordance with reporting guidelines</p> <p>4.2 Athlete's nutritional arrangement report checked and submitted in accordance with submission guidelines</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			3. Report game analysis findings	3.1 Game analysis findings report prepared in accordance with reporting guidelines 3.2 Game analysis findings report checked and submitted in accordance with submission guidelines

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			<p>3. Handle athlete's injuries incidence</p> <p>4. Coordinate athlete's rehabilitation program</p>	<p>3.1 Type of injuries such as intrinsic, extrinsic and over injuries determined in accordance with injuries information guidelines</p> <p>3.2 Injuries level minor and major assessed in accordance with injuries information guidelines</p> <p>3.3 Method in attending athlete's injuries such as TOTAPs (Talk, Observe, touch, active movement, passive movement, skill test), DRABC (Danger, Respond, Airway, Breathing, Circulating), PRICE (Prevent, Rest, Ice, Compress, Elevate), first aid, CPR (Cardiopulmonary resuscitation) and coordination of EMT (Emergency Medical Team) determined.</p> <p>4.1 Injuries medical report obtained and interpreted in accordance with standard operating procedure</p> <p>4.2 Athlete's rehabilitation program arranged and rehabilitation program effectiveness monitored in accordance with standard operating procedure</p>

CU Title	CU Code	CU Descriptor	CU Work Activities	Performance Criteria
			5. Report athlete's injuries incident	5.1 Athlete's injuries incidence report prepared in accordance with reporting guidelines 5.2 Athlete's injuries incidence report checked and submitted in accordance with submission guidelines

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector	SPORTS TRAINING SERVICES						
Job Area	SPORTS COACHING						
Competency Unit Title	PERIODIZATION PROGRAM DEVELOPMENT						
Learning Outcome	<p>The person who is competent in this CU shall be able to produce competent coach in preparation of periodization program and to ensure efficient coaching. Upon completion of this competency unit, trainees shall be able to :-</p> <ul style="list-style-type: none"> • Identify training periodization requirement • Develop physical training criteria • Develop technical training criteria • Develop tactical training criteria • Develop psychological training criteria • Produce training periodization program 						
Competency Unit ID	ET-011-3:2012-CU01	Level	3	Training Duration	450 Hour	Credit Hours	45
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Identify training periodization requirement	i. Introduction of training periodization ii. Training periodization requirement information <ul style="list-style-type: none"> • Athlete's historical data • Available equipment • Available training venue 			15	Lecture	i. Training periodization requirement information gathered ii. Training periodization objective determined	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Safety requirement • Time frame iii. Training periodization objectives <ul style="list-style-type: none"> • Goals • Activities • Organization • Evaluation 					
		i. Gather training periodization requirement information ii. Determine training periodization objective	<u>Attitude:-</u> <ul style="list-style-type: none"> i. Resourceful in acquiring information and data ii. Meticulous in identifying training periodization requirement 	30	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Develop physical training criteria	i. Assessment of athlete's physical historical data ii. Types and purpose of physical training equipment iii. Principles of physical training such as:- <ul style="list-style-type: none"> • Specificity • Overload • Progression • Individuality • Variability • Reversibility iv. Physical training criteria such as:- <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type v. Types of physical training <ul style="list-style-type: none"> • Interval training • Weight training • Circuit training • Pressure training • Fartlek training • Plyometric training • LSD training vi. Phases of physical training such as: <ul style="list-style-type: none"> • Off season 			32	Lecture	i. Athlete's physical historical data assessed ii. Physical training equipment availability assessed iii. Physical training venue availability assessed iv. Physical training frequency determined v. Physical training intensity determined vi. Physical training duration determined vii. Types of physical training determined viii. Physical training criteria set up ix. Physical

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • General preparation • Specific preparation • Pre competition preparation • Competition preparation • Transition vii. Physical training schedule:- <ul style="list-style-type: none"> • Micro cycle • Messo cycle • Macro cycle 					training schedule generated
		i. Assess athlete's physical historical data ii. Assess physical training equipment availability iii. Assess physical training venue availability iv. Determine physical training frequency v. Determine physical training intensity vi. Determine physical training duration vii. Determine types of physical training viii. Set physical training criteria ix. Generate physical		80	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		training schedule	<u>Attitude:-</u> i. Analytical in assessing physical training requirement ii. Knowledgeable in developing physical training criteria iii. Integrity in handling athlete's personal information			
3. Develop technical training criteria	i. Assessment of athlete's technical historical data ii. Types and purpose of technical training equipment iii. Principles of technical training such as:- <ul style="list-style-type: none"> • Specificity • Overload • Progression • Individuality • Variability • Reversibility • Accuracy • Power 			32	Lecture	i. Athlete's technical historical data assessed ii. Technical training equipment availability assessed iii. Technical training venue availability assessed

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	iv. Guidelines in developing technical training program:- <ul style="list-style-type: none"> • Skills breakdown <ul style="list-style-type: none"> ▪ Gross skill ▪ Fine skill ▪ Complex skill • Combine skills • Continuity of skill training v. Technical training criteria such as:- <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type vi. Phases of technical training such as: <ul style="list-style-type: none"> • Off season • General preparation • Specific preparation • Pre competition preparation • Competition preparation • Transition vii. Technical training schedule:- <ul style="list-style-type: none"> • Micro cycle • Messo cycle • Macro cycle 					iv. Technical training frequency determined v. Technical training intensity determined vi. Technical training duration determined vii. Types of sport skills training determined viii. Technical training criteria set up ix. Technical training schedule generated

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Assess athlete's technical historical data ii. Assess technical training equipment availability iii. Assess technical training venue availability iv. Determine technical training frequency v. Determine technical training intensity vi. Determine technical training duration vii. Determine types of sport skills training viii. Set technical training criteria ix. Generate technical training schedule 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Analytical in assessing technical training requirement ii. Knowledgeable in developing technical training criteria iii. Integrity in handling athlete's personal information 	80	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Develop tactical training criteria	<ul style="list-style-type: none"> i. The importance of tactical training ii. Assessment of athlete's/team strength and weakness (SWOT analysis) iii. Assessment of opponent opportunity and threat (SWOT analysis) <ul style="list-style-type: none"> • Opponent's individual/team physical level • Opponent's individual/team technical level • Opponent's individual/team tactical level • Opponent's individual/team psychological level iv. Types and purpose of tactical training equipment such as:- <ul style="list-style-type: none"> • Motor training simulation v. Sources of opponent's weaknesses and strengths information such as:- <ul style="list-style-type: none"> • Videos • Previous game 			27	Lecture	<ul style="list-style-type: none"> i. Athlete's tactical historical data assessed ii. Tactical training equipment availability assessed iii. Tactical training venue availability assessed iv. Opponent weaknesses determined v. Tactical strategy determined vi. Tactical training frequency determined vii. Tactical training criteria set up viii. Tactical training schedule generated

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<p>report</p> <p>vi. Phases of tactical training such as:</p> <ul style="list-style-type: none"> • Pre competition preparation • Competition preparation • Transition <p>vii. Technical training schedule:-</p> <ul style="list-style-type: none"> • Micro cycle • Meso cycle • Macro cycle <p>viii. Type of tactical strategies such as:</p> <ul style="list-style-type: none"> • Individual strategy • Team formation 					
		<p>i. Assess individual athlete's/team strength and weakness (SWOT analysis)</p> <p>ii. Assess opponent opportunity and threat (SWOT analysis)</p> <p>iii. Assess tactical training equipment availability</p> <p>iv. Assess tactical training venue availability</p> <p>v. Determine tactical strategy</p> <p>vi. Determine tactical</p>		65	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		training frequency vii. Set tactical training criteria viii. Generate tactical training schedule	<u>Attitude:-</u> i. Analytical in assessing tactical training requirement ii. Knowledgeable in developing tactical training criteria iii. Integrity in handling athlete's personal information			
5. Develop psychological training criteria	i. The importance of psychological training ii. Assessment of athlete's psychological historical data iii. Phases of psychological training such as: <ul style="list-style-type: none"> • Off season • General preparation • Specific preparation • Pre competition preparation • Competition preparation 			20	Lecture	i. Athlete's psychological historical data assessed ii. Psychological training frequency determined iii. Psychological training intensity determined iv. Psychological training time

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Transition iv. Types of psychological training such as: <ul style="list-style-type: none"> • Visualization • Imagery • Team building • Motivation • Communication • Meditation 	i. Assess athlete's psychological historical data ii. Determine psychological training frequency iii. Determine psychological training intensity iv. Determine psychological training phases v. Determine types of psychological training vi. Set psychological training criteria vii. Generate psychological training schedule	<u>Attitude:-</u> i. Analytical in assessing psychological training requirement			determined v. Types of psychological and mental training determined vi. Psychological training criteria set up <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type vii. Psychological training schedule generated

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			ii. Knowledgeable in developing psychological training criteria iii. Integrity in handling athlete's personal information			
6. Produce training periodization program	i. Types of training periodization program such as:- <ul style="list-style-type: none"> • Monocycle • Bi-cycle • Tri-cycle ii. Phases of training periodization such as:- <ul style="list-style-type: none"> • Off season • General preparation • Specific preparation • Pre competition preparation • Competition preparation • Transition iii. Training periodization format and content for:- <ul style="list-style-type: none"> • Micro cycle • Meso cycle • Macro cycle iv. Training periodization endorsement guidelines			7	Lecture	i. Related training schedules collated ii. Types of training periodization determined iii. Training periodization format and content determined iv. Training periodization generated v. Training periodization for endorsement checked and submitted

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Collate related training schedules ii. Determine types of training periodization iii. Determine training periodization format and content iv. Generate training periodization program v. Check and submit training periodization program for endorsement 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in generating training periodization program ii. Meticulous in checking training periodization program 	15	Demonstration and observation	

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes. 02.04 Prepare brief reports and checklist using standard forms. 02.05 Read/Interpret flowcharts and pictorial information. 03.03 Accept responsibility for own work and work area. 06.03 Identify and highlight problems. 01.04 Analyse information. 02.08 Prepare pictorial and graphic information. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.03 Organize and maintain own workplace. 04.04 Apply problem solving strategies. 01.07 Utilize database applications to locate and process information. 01.11 Apply thinking skills and creativity. 02.09 Prepare flowcharts. 02.10 Prepare reports and instructions. 03.15 Liaise to achieve identified outcomes. 03.16 Identify and assess client/customer needs. 05.01 Implement project/work plans.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Athlete's personal profile folder	1:1
2. Computer	1:5
3. TV and DVD player	1:25
4. Printer	1:25
5. Equipment's checklist	1:1
6. Stationery	1:1
7. Physical assessment form	1:1
8. Psychological assessment form	1:1

References

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Tudor O. Bompa, Phd And Michael C.Carrera ISBN-13:978-0-7360-5559-8
2. Kejurulatihan Dan SainsSukan
Haji Gapor Ahmad ISBN 967-61-1929-6
3. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
4. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
5. Exercise Physiology
Gene M. Adam ISBN 0-07-232903-3
6. Exercise Physiology Theory And Application To Fitness And Performance
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7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		SPORTS TRAINING IMPLEMENTATION						
Learning Outcome		<p>The person who is competent in this CU shall be able to implement the training program effectively by following the training periodization program. Upon completion of this competency unit, trainees shall be able to :-</p> <ul style="list-style-type: none"> • Identify sport training session requirement • Coordinate training session • Conduct training session • Evaluate training session effectiveness • Report training session activities 						
Competency Unit ID		ET-011-3:2012-CU02	Level	3	Training Duration	450 Hours	Credit Hours	45
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria		
1. Identify sport training session requirement	i. Sports in Malaysia ii. Philosophy of coaching such as:- <ul style="list-style-type: none"> • Sports concept • Coaching cycle • Coaching styles • Roles of a coach • Ethics in coaching iii. The importance of sports training implementation			15	Lecture	i. Training periodization obtained ii. Training periodization interpreted iii. Sports training session requirement determined		

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	iv. Sport training goals and objectives v. Sports training session requirement such as:- <ul style="list-style-type: none"> • Safety measures • Athlete's fitness level • Athlete's technical skill level • Athlete's psychological level • Athlete's participation level such as:- <ul style="list-style-type: none"> ▪ Beginners ▪ Intermediate ▪ Advance • Types of equipment and apparatus such as:- <ul style="list-style-type: none"> ▪ Cone ▪ Rope ▪ Hurdle ▪ Gym apparatus • Training venue such as:- <ul style="list-style-type: none"> ▪ Indoor ▪ Outdoor 					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		i. Obtain training periodization program ii. Interpret training periodization program iii. Determine sports training session requirement	<u>Attitude:-</u> i. Analytical in interpreting training periodization program ii. Resourceful in acquiring information and data iii. Timely in gathering related information and details	30	Demonstration and observation	
2. Coordinate training session	i. Purpose of coordinating training session ii. Training facilities arrangement such as:- <ul style="list-style-type: none"> • Venue • Transportation • Attire iii. Training equipment's			7	Lecture	i. Training facilities arranged ii. Training equipment arranged iii. Refreshment arranged

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	arrangement iv. Refreshment arrangement v. Training assistant arrangement					iv. Training assistant arranged
		i. Arrange training facilities ii. Arrange training equipment iii. Arrange refreshment iv. Arrange training assistant	<u>Attitude:-</u> i. Organise in coordinating training session ii. Timely in arranging training session requirements	16	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Conduct training session	i. Athlete's briefing content such as:- <ul style="list-style-type: none"> • Training objective • Previous skill adaptation • Safety precaution ii. Training components such as:- <ul style="list-style-type: none"> • Warm up <ul style="list-style-type: none"> ▪ Stretching and loosening • Main activities <ul style="list-style-type: none"> ▪ Skills demonstration ▪ Skills practice ▪ Corrective feedback • Cooling down <ul style="list-style-type: none"> ▪ Stretching and loosening ▪ Psychological input ▪ Feedback briefing iii. Type of physical training such as:- <ul style="list-style-type: none"> • Interval training • Weight training • Circuit training • Pressure training • Fartlek training 			70	Lecture	i. Training objective briefed to athlete ii. Training components executed iii. Different types of physical training demonstrated iv. Self-reflection conducted v. Training outcomes recorded

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Plyometric training • LSD training iv. Coach self-reflection such as:- <ul style="list-style-type: none"> • Relevant to specific training objectives • In depth • Time duration • Teaching skills • Availability apparatus v. Training outcome recording format					
		i. Brief athlete's on training objectives ii. Execute training components iii. Demonstrate different types of physical training iv. Conduct self-reflection v. Record training outcomes	<u>Attitude:-</u> i. Professional in conducting training session ii. Adhere to training plan iii. Attentive to training outcomes	200	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Safety:-</u> i. Ensure precaution measures for injuries are well prepared			
4. Evaluate training session effectiveness	i. Purpose of evaluating training session effectiveness ii. Assessment of self-reflection iii. Assessment of athlete's individual feedback / respond iv. Assessment of training facilities effectiveness such as:- <ul style="list-style-type: none"> • Venue • Equipment • Training surface • Environment 			27	Lecture	i. Training outcome report interpreted ii. Self-reflection assessed iii. Athlete's individual feedback / respond assessed iv. Training facilities effectiveness assessed

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Interpret training outcome report ii. Assess self-reflection iii. Assess athlete's individual feedback / respond iv. Assess training facilities effectiveness 	<u>Attitude:-</u> <ul style="list-style-type: none"> i. Professional in evaluating effectiveness of training session ii. Analytical in assessing all aspects of training session 	63	Demonstration and observation	
5. Report training session activities	<ul style="list-style-type: none"> i. The importance of training session reporting ii. Training session report format and content iii. Shortfall in sports training implementation and area of improvement iv. Training session activities report validation guidelines 			7	Lecture	<ul style="list-style-type: none"> i. Training session report format and content determined ii. Area of improvement recommended iii. Training session activities report generated iv. Training

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Determine training session report format and content ii. Recommend area of improvement iii. Generate training session activities report iv. Check and submit training session activities report for validation 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Accurate in presenting facts and figures ii. Timely in preparing training session report iii. Maintain confidentiality of athlete's personal file 	15	Demonstration and observation	session activities report for validation checked and submitted

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes. 02.01 Interpret and follow manuals, instructions and SOP's. 02.03 Communicate clearly. 02.04 Prepare brief reports and checklist using standard forms. 02.05 Read/Interpret flowcharts and pictorial information. 03.02 Demonstrate integrity and apply practical practices. 03.03 Accept responsibility for own work and work area. 03.04 Seek and act constructively upon feedback about work performance. 03.05 Demonstrate safety skills. 03.06 Respond appropriately to people and situations. 03.07 Resolve interpersonal conflicts. 06.03 Identify and highlight problems. 01.04 Analyse information. 03.08 Develop and maintain a cooperation within work group. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.03 Organize and maintain own workplace. 04.04 Apply problem solving strategies. 04.05 Demonstrate initiative and flexibility. 01.11 Apply thinking skills and creativity. 02.10 Prepare reports and instructions. 02.11 Convey information and ideas to people. 03.09 Manage and improve performance of individuals.</p>	<p>1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline</p>

Core Abilities	Social Skills
<p>03.10 Provide consultations and counselling.</p> <p>03.11 Monitor and evaluate performance of human resources.</p> <p>03.12 Provide coaching/on-the-job training.</p> <p>03.13 Develop and maintain team harmony and resolve conflicts.</p> <p>03.14 Facilitate and coordinate teams and ideas.</p> <p>03.15 Liaise to achieve identified outcomes.</p> <p>03.16 Identify and assess client/customer needs.</p> <p>05.01 Implement project/work plans.</p> <p>05.02 Inspect and monitor work done and/or in progress.</p>	

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Sport training implementation checklist	1:1
2. Equipment's safety gear tools checklist	1:1
3. Sports equipment's checklist	1:1
4. Sports training assessment forms	1:1
5. Stop watch and whistle	1:1
6. Venue safety guideline checklist	1:1

References

REFERENCES

1. Kejurulatihan Dan SainsSukan
Haji Gapor Ahmad ISBN 967-61-1929-6
2. Periodization Training For Sports
Tudor O. Bompa, Phd And Michael C.Carrera ISBN-13:978-0-7360-5559-8
3. Exercise Physiology Theory And Application To Fitness And Performance
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Alan C. Lacy ISBN-13: 978-0-321-66655-0
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6. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		PHYSICAL FITNESS ASSESSMENT						
Learning Outcome		<p>The person who is competent in this CU shall be able to conduct and assess physical fitness assessment. Upon completion of this competency unit, trainees shall be able to:-</p> <ul style="list-style-type: none"> • Identify physical fitness assessment profile • Carry out physical fitness test session • Assess athlete's physical fitness level • Report physical fitness assessment finding 						
Competency Unit ID		ET-011-3:2012-CU03	Level	3	Training Duration	360 Hour	Credit Hours	36
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria		
1. Identify physical fitness assessment profile	i. Concepts in physical conditioning ii. Functions of physical fitness assessment iii. Type of sports such as:- <ul style="list-style-type: none"> • Team sport • Individual sport iv. Physical fitness assessment profile such as:- <ul style="list-style-type: none"> • Health related fitness components 			10	Lecture	i. Type of sports determined ii. Athlete's physical database gathered iii. Physical fitness assessment profile determined		

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> ▪ Body composition ▪ Muscular endurance ▪ Cardiovascular fitness ▪ Flexibility ▪ Muscular strength • Motor skills related fitness components <ul style="list-style-type: none"> ▪ Speed ▪ Agility ▪ Balance ▪ Power ▪ Coordination ▪ Reaction time 					
		<ol style="list-style-type: none"> i. Determine type of sports ii. Gather athlete's physical database iii. Determine physical fitness assessment profile 	<p><u>Attitude:-</u></p> <ol style="list-style-type: none"> i. Meticulous in identifying assessment profile ii. Resourceful in gathering data and information 	26	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iii. Integrity in handling athlete's personal information			
2. Carry out physical fitness test session	i. Physical fitness test session details such as:- <ul style="list-style-type: none"> • Time • Venue and venue condition • Test surface ii. Physical fitness related component testing batteries such as:- <ul style="list-style-type: none"> • Body composition such as:- <ul style="list-style-type: none"> ▪ Skin fold test ▪ Body Mass Index (BMI) ▪ Body fat percentage • Muscular endurance such as:- <ul style="list-style-type: none"> ▪ Sit-ups (bent knees) ▪ Flexed-arm hang ▪ Chin-ups • Cardiovascular fitness such as:- 			47	Lecture	i. Fitness and skills test session details determined ii. Fitness and skills related testing batteries determined iii. Equipment preparation coordinated iv. Venue arrangement coordinated v. Travelling arrangement coordinated vi. Fitness and skills test session conducted vii. Athlete's testing results observed and recorded

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> ▪ Treadmill test ▪ Step up test ▪ 2.4 km run • Flexibility such as:- <ul style="list-style-type: none"> ▪ Sit and reach ▪ Trunk and neck extension test ▪ Static flexibility test • Muscular strength such as:- <ul style="list-style-type: none"> ▪ Isotonic strength test ▪ Bench squat ▪ Standing broad jump iii. Motor skills related fitness components testing batteries <ul style="list-style-type: none"> • Speed such as:- <ul style="list-style-type: none"> ▪ 30 m dash ▪ Shuttle run • Agility such as:- <ul style="list-style-type: none"> ▪ Quadrant jump ▪ Zigzag run ▪ Right boomerang run • Balance such as:- <ul style="list-style-type: none"> ▪ Stork stand ▪ Bass stick test (length and cross wise) • Power such as:- 					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> ▪ Vertical jump ▪ Magaria-Kalamen ▪ Vertical arm pull test • Coordination such as:- <ul style="list-style-type: none"> ▪ Wall toss test ▪ Soda pop test ▪ Minnesota rate of manipulation test • Reaction time such as:- <ul style="list-style-type: none"> ▪ Nelson hand reaction test ▪ Nelson foot reaction test iv. Physical fitness test session preparation and coordination such as:- <ul style="list-style-type: none"> • Equipment preparation • Venue arrangement coordination • Transport arrangement v. Physical fitness test session outline:- <ul style="list-style-type: none"> • Briefing • Pre-test • Demonstration 					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Assignment of test to athlete • Observation • Record testing result 					
		<ol style="list-style-type: none"> i. Determine physical fitness test session details ii. Determine physical fitness related testing batteries iii. Coordinate equipment preparation iv. Coordinate venue arrangement v. Coordinate transport arrangement vi. Conduct physical fitness test session vii. Observe and record athlete's testing results 	<p><u>Attitude:-</u></p> <ol style="list-style-type: none"> i. Meticulous in organising fitness test session 	115	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			ii. Provide clear instruction and deliver accurate demonstration <u>Safety:-</u> i. Comply with safety and health guidelines for each type of training			
3. Assess athlete's physical fitness level	i. The importance of athlete's physical fitness assessment ii. Physical fitness level standards such as:- <ul style="list-style-type: none"> • Athlete • Mass population iii. Comparison between athlete's physical fitness level against test battery norms iv. Comparison between athlete's physical fitness level against world class athlete			44	Lecture	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Determine physical fitness level standards ii. Check athlete's physical fitness level iii. Compare athlete's physical fitness level against test battery norms iv. Determine physical fitness level variant v. Review athlete's current physical status 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Analytical in assessing athlete's fitness and skills level ii. Integrity in handling athlete's personal information iii. Professional in reviewing athlete's physical status 	100	Demonstration and observation	<ul style="list-style-type: none"> i. Physical fitness level standards determined ii. Athlete's physical fitness level checked iii. Athlete's physical fitness level compared against test battery norms iv. Physical fitness level variant determined v. Athlete's current physical status reviewed

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Report physical fitness assessment finding	i. Types of report <ul style="list-style-type: none"> • Athlete's individual report • Team report ii. Report format and content iii. Recommendation for next course of action such as:- <ul style="list-style-type: none"> • Restructuring training program • Revise training equipment and apparatus iv. Report endorsement guidelines			6	Lecture	i. Types of report determined ii. Report format and content determined iii. Next course of action recommended iv. Physical fitness assessment report generated v. Report for endorsement submitted
		i. Determine types of report ii. Determine report format and content iii. Recommend next cause of action iv. Generate physical fitness assessment report v. Submit report for endorsement		12	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:-</u> i. Meticulous in generating training periodization program ii. Meticulous in checking training periodization program iii. Accurate in presenting facts and figures iv. Timely in preparing training session report v. Maintain confidentiality of athlete's personal file			

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes.. 02.01 Interpret and follow manuals, instructions and SOP's. 02.03 Communicate clearly. 02.04 Prepare brief reports and checklist using standard forms. 03.02 Demonstrate integrity and apply practical practices. 03.03 Accept responsibility for own work and work area. 03.04 Seek and act constructively upon feedback about work performance. 03.05 Demonstrate safety skills. 03.06 Respond appropriately to people and situations. 01.04 Analyse information. 03.08 Develop and maintain cooperation within work group. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.03 Organize and maintain own workplace. 04.04 Apply problem solving strategies. 04.05 Demonstrate initiative and flexibility. 01.11 Apply thinking skills and creativity. 02.09 Prepare flowcharts. 02.10 Prepare reports and instructions. 02.11 Convey information and ideas to people. 03.09 Manage and improve performance of individuals. 03.10 Provide consultations and counselling. 03.15 Liaise to achieve identified outcomes. 03.16 Identify and assess client/customer needs. 05.02 Inspect and monitor work done and/or in progress.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Physical fitness assessment forms	1:1
2. Physical fitness analysis forms	1;1
3. Cones	As required
4. Skipping rope	1:1
5. Stop watch and whistle	1:1
6. Measuring tape	1:1
7. Height and weight scale	1:25
8. Personal Protective Equipment (PPE)	1:1
9. Test batteries equipment and apparatus checklist	1:1
10. Test batteries table of norms	1:1

References

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1. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
2. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
3. Exercise Physiology
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7. Majelis Sukan Negara (2013), Nota Sain Sukan Tahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		ATHLETE'S PSYCHOLOGICAL PREPARATION						
Learning Outcome		<p>The person who is competent in this CU shall be able to identify and arrange athlete needs in psychological aspect with sport psychologist. Upon completion of this competency unit, trainees shall be able to:-</p> <ul style="list-style-type: none"> • Identify athlete's psychological requirement • Coordinate mental training session • Produce athlete's psychological report 						
Competency Unit ID		ET-011-3:2012-CU04	Level	3	Training Duration	90 Hour	Credit Hours	9
Work Activities	Related Knowledge	Related Skills		Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria	
1. Identify athlete's psychological requirement	i. The importance of athlete psychological preparation ii. Athlete's current psychological information such as:- <ul style="list-style-type: none"> • Motivation level • Mental readiness • Psychological background • Discipline level • Attitude iii. Specific psychological requirement such as:-				4	Lecture	i. Athlete's current psychological information determined ii. Specific psychological requirement determined	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Off-site / On-site • Individual / team 					
		<ul style="list-style-type: none"> i. Determine athlete's current psychological information ii. Determine specific psychological requirement 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in identifying athlete's psychological requirement ii. Resourceful in gathering data and information iii. Integrity in handling athlete's personal information 	10	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Coordinate athlete's psychological training session	i. Types of athlete psychological training method such as:- <ul style="list-style-type: none"> • Motivation session • Team building session • Visualization session • Imagery session • Stress management session • Anger management • Counselling session ii. Role and responsibility of sport psychologist iii. Coordination of psychological training requirement such as:- <ul style="list-style-type: none"> • Athlete/team participation • Venue and venue environment • Times arrangement • Tools and equipment arrangement • Trainer / psychologist arrangement 			21	Lecture	i. Types of athlete psychological training method determined ii. psychological training requirement coordinated iii. Sports psychologist consulted iv. Sport psychologist assessment report obtained v. Psychological training session effectiveness assessed vi. Psychological training session activities recorded

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	iv. Method of psychological training session delivery such as:- <ul style="list-style-type: none"> • Lecture • Role play • Simulation v. Assessment of psychological training session effectiveness such as:- <ul style="list-style-type: none"> • Participant feedback • Athlete's psychological status after training • Performance level after training • Standardise psychological testing vi. Types of psychological assessment tools such as:- <ul style="list-style-type: none"> • The Attentional Interpersonal Style (TAIS) • Competitive State Anxiety Inventory (CSAI-2R) • Test of Performance 					

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	Strategies (TOPS) <ul style="list-style-type: none"> • Mental Performance Inventory (MPI) • Profile of Moods State (POMS) 					
		<ol style="list-style-type: none"> i. Determine types of athlete psychological training method ii. Coordinate psychological training requirement iii. Consult with sports psychologist iv. Obtain sport psychologist assessment report v. Assess psychological training session effectiveness vi. Record psychological training session activities 		50	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:-</u> i. Organise in coordinating athlete's psychological training session ii. Timely in arranging athlete's psychological training session			
3. Produce athlete's psychological report	i. The importance of athlete's psychological reporting ii. Athlete's psychological report format and content iii. Shortfall in athlete's psychological and area of improvement iv. Athlete's psychological report submission guidelines			2	Lecture	i. Athlete's psychological report format and content determined ii. Area of improvement recommended iii. Athlete's psychological report generated iv. Athlete's

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		<ul style="list-style-type: none"> i. Determine athlete's psychological report format and content ii. Recommend area of improvement iii. Generate athlete's psychological report iv. Check and submit athlete's psychological report 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in generating athlete's psychological report ii. Meticulous in checking athlete's psychological report iii. Accurate in presenting facts and figures iv. Timely in preparing athlete's psychological report v. Maintain confidentiality of athlete's personal file 	3	Demonstration and observation	psychological report checked and submitted

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes. 01.03 Utilize basic IT applications. 02.03 Communicate clearly. 02.04 Prepare brief reports and checklist using standard forms. 03.02 Demonstrate integrity and apply practical practices. 03.03 Accept responsibility for own work and work area. 03.04 Seek and act constructively upon feedback about work performance. 03.06 Respond appropriately to people and situations. 03.07 Resolve interpersonal conflicts. 06.03 Identify and highlight problems. 01.04 Analyse information. 01.05 Utilize the Internet to locate and gather information. 01.06 Utilize word processor to process information. 02.06 Write memos and letters. 02.08 Prepare pictorial and graphic information. 03.08 Develop and maintain a cooperation within work group. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.04 Apply problem solving strategies. 04.05 Demonstrate initiative and flexibility. 01.07 Utilize database applications to locate and process information. 01.08 Utilize spread sheets applications to locate and process information. 01.11 Apply thinking skills and creativity. 02.09 Prepare flowcharts. 02.10 Prepare reports and instructions. 03.09 Manage and improve performance of individuals. 03.10 Provide consultations and counselling.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Training periodization report	1:1
2. Athlete's current psychological information checklist	1:1
3. Training session feedback form	1:1
4. Athlete's psychological report	1:1
5. Athlete's performance status report	1:1
6. Psychological inventory form (TAIS, CSAI-2, TOPS, MPI, POMS)	1:1 1:5
7. Computer	1:25
8. Printer	1:25
9. Internet	1:25
10. TV set and DVD player	

References

REFERENCES

1. Advanced Fitness Assessment And Exercise Prescription
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2. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
3. Exercise Physiology
Gene M. Adam ISBN 0-07-232903-3
4. Periodization Training For Sports
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5. Kejurulatihan Dan SainsSukan
Haji Gapor Ahmad ISBN 967-61-1929-6
6. Exercise Physiology Theory And Application To Fitness And Performance
Mcgraw . Hill ISBN 0-07-121545-X
7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		ATHLETE'S NUTRITIONAL ARRANGEMENT						
Learning Outcome		<p>The person who is competent in this CU shall be able to coordinate and monitor athlete's nutritional plan. Upon completion of this competency unit, trainees shall be able to:-</p> <ul style="list-style-type: none"> • Identify nutritional requirement • Coordinate nutritional plan preparation • Monitor nutritional plan intake • Produce athlete's nutritional arrangement report 						
Competency Unit ID		ET-011-3:2012-CU05	Level	3	Training Duration	90 Hour	Credit Hours	9
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria		
1. Identify nutritional requirement	i. The importance of athlete's nutritional arrangement ii. Food pyramid iii. Sport nutrition requirement such as:- <ul style="list-style-type: none"> • Carbohydrate • Protein • Fat • Vitamin • Minerals • Fluid • Supplements 			2	Lecture	i. Selected sport nutrition requirement determined ii. Individual athlete's dietary information determined		

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> ▪ Legal and illegal supplement contents <p>iv. Individual athlete's dietary information such as:-</p> <ul style="list-style-type: none"> • Eating habits • Lifestyle • Sleeping habits • Addiction • Allergy • Portion intake • Cooking method preference • Metabolic rate <p>v. Energy sources and system</p> <p>vi. Nutrition for special purposes</p> <p>vii. Calorie awareness such as:-</p> <ul style="list-style-type: none"> • Local food • Junk food • Fast food 					
		<p>i. Determine selected sport nutrition requirement</p> <p>ii. Determine individual athlete's dietary information</p>		7	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:-</u> i. Resourceful in acquiring information of nutritional requirement ii. Meticulous in identifying nutritional requirement			
2. Coordinate nutritional plan preparation	i. Athlete dietary information checklist ii. Role and responsibility of sport nutritionist iii. Function of athlete nutritional plan			12	Lecture	i. Current individual athlete's dietary information collated ii. Athlete dietary information checklist updated
		i. Collate current individual athlete's dietary information ii. Update athlete dietary information checklist iii. Arrange athlete's for sport nutritionist appointment iv. Consult with sports nutritionist on athlete's nutritional plan		28	Demonstration and observation	iii. Athlete's for sport nutritionist appointment arranged iv. Athlete's nutritional plan preparation

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		preparation v. Obtain nutritional plan intake from sport nutritionist	<u>Attitude:-</u> i. Organise in coordinating nutritional plan preparation ii. Timely in arranging nutritional plan preparation			consulted with sports nutritionist v. Nutritional plan intake from sport nutritionist obtained
3. Monitor nutritional plan intake	i. Nutrition plan implementation monitoring method such as:- <ul style="list-style-type: none"> • Observation • Consultation with athlete • Spot check • Athlete's self-report ii. Factors that contribute to non-compliance of nutrition plan such as:- <ul style="list-style-type: none"> • Habits and life style • Affordability • Availability iii. Factors that lead to athlete nutritional compliance such as:-			11	Lecture	i. Nutrition plan compliance checked ii. Nutrition plan against athlete's checked performance iii. Problem arise with regard to non-compliance communicated with relevant parties iv. Nutrition plan feedback from athlete recorded

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Daily monitoring • Counselling • Knowledge on nutrition values • Habits and life style 					d
		<ul style="list-style-type: none"> i. Check nutrition plan compliance ii. Check nutrition plan against athlete's performance iii. Communicate with relevant parties on problem arise with regard to non-compliance iv. Record nutrition plan feedback from athlete 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Integrity in monitoring athlete's nutritional plan intake ii. Meticulous in monitoring athlete's nutritional plan intake 	25	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Produce athlete's nutritional arrangement report	<ul style="list-style-type: none"> i. The importance of athlete's nutritional arrangement reporting ii. Athlete nutritional report format and content iii. Shortfall in athlete's nutritional arrangement and area of improvement iv. Athlete nutritional report submission guidelines 			2	Lecture	<ul style="list-style-type: none"> i. Athlete's nutritional arrangement report format and content determined ii. Athlete's nutritional arrangement report generated iii. Athlete's nutritional arrangement report checked and submitted
		<ul style="list-style-type: none"> i. Determine athlete's nutritional arrangement report format and content ii. Generate athlete's nutritional arrangement report iii. Check and submit athlete's nutritional arrangement report 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in generating athlete's nutritional arrangement report ii. Meticulous in checking athlete's 	3	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			nutritional arrangement report iii. Accurate in presenting facts and figures iv. Timely in preparing athlete's nutritional arrangement report v. Maintain confidentiality of athlete's personal file			

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 02.03 Communicate clearly. 02.04 Prepare brief reports and checklist using standard forms. 02.05 Read/Interpret flowcharts and pictorial information. 03.01 Apply cultural requirement to the workplace. 03.02 Demonstrate integrity and apply practical practices. 03.03 Accept responsibility for own work and work area. 03.06 Respond appropriately to people and situations. 03.07 Resolve interpersonal conflicts. 06.03 Identify and highlight problems. 01.04 Analyse information. 01.05 Utilize the Internet to locate and gather information. 01.06 Utilize word processor to process information. 02.06 Write memos and letters. 02.08 Prepare pictorial and graphic information. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.04 Apply problem solving strategies. 04.05 Demonstrate initiative and flexibility.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Core Abilities	Social Skills
<p>01.07 Utilize database applications to locate and process information.</p> <p>01.08 Utilize spread sheets applications to locate and process information.</p> <p>01.11 Apply thinking skills and creativity.</p> <p>02.09 Prepare flowcharts.</p> <p>02.10 Prepare reports and instructions.</p> <p>02.11 Convey information and ideas to people.</p> <p>03.09 Manage and improve performance of individuals.</p> <p>03.10 Provide consultations and counselling.</p> <p>03.15 Liase to achieve identified outcomes.</p> <p>03.16 Identify and assess client/customer needs.</p> <p>05.01 Implement project/work plans.</p> <p>05.02 Inspect and monitor work done and/or in progress.</p>	

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Athlete nutrition plan	1:1
2. Athlete dietary information checklist	1:1
3. Food pyramid chart	1:1
4. Weight scale	1:5
5. Height scale	1:5
6. BMI scale index	1:1
7. BMI data form	1:1
8. Calculation instrument	1:1
9. Computer	1:5
10. Printer	1:25
11. Internet	1:25
12. Local food calorie chart	1:1

References

REFERENCES

1. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
2. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
3. Exercise Physiology
Gene M. Adam ISBN 0-07-232903-3
4. Periodization Training For Sports
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5. Kejurulatihan Dan SainsSukan
Haji Gapor Ahmad ISBN 967-61-1929-6
6. Exercise Physiology Theory And Application To Fitness And Performance
Mcgraw . Hill ISBN 0-07-121545-X
7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		GAME ANALYSIS						
Learning Outcome		<p>The person who is competent in this CU shall be able to identify opponent strategy, improve game strategy and upgrade tactical training component. Upon completion of this competency unit, trainees shall be able to:-</p> <ul style="list-style-type: none"> • Identify game analysis objective • Conduct game analysis • Report game analysis findings 						
Competency Unit ID		ET-011-3:2012-CU06	Level	3	Training Duration	180 Hour	Credit Hours	18
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria		
1. Identify game analysis objective	i. The importance of game analysis ii. Game analysis objectives such as:- <ul style="list-style-type: none"> • Identify opponent strategy • Improve game strategy • Upgrade tactical training component iii. Types of game analysis such as:- <ul style="list-style-type: none"> • Preliminary analysis • Deep analysis 			10	Lecture	i. Types of game analysis determined ii. Game analysis information collated iii. Physical fitness performance determined iv. Training periodization effectiveness determined		

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	iv. The important information needed in games analysis such as:- <ul style="list-style-type: none"> • Fitness and skills performance • Training periodization effectiveness • Athlete's nutritional effectiveness • Psychological preparation effectiveness • Sports training session implementation effectiveness 					v. Athlete's nutritional effectiveness determined vi. Psychological preparation effectiveness determined vii. Sports training session implementation effectiveness determined
		i. Determine types of game analysis ii. Collate game analysis information iii. Determine physical fitness performance iv. Determine training periodization effectiveness v. Determine athlete's nutritional effectiveness vi. Determine psychological preparation		35	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		effectiveness vii. Determine sports training session implementation effectiveness	<u>Attitude:-</u> i. Resourceful in acquiring game analysis information ii. Meticulous in identifying game analysis objective			
2. Conduct game analysis	i. Game analysis instrument such as:- <ul style="list-style-type: none"> • Individual athlete's analysis sheet (format and content) • Games analysis sheet (format and content) ii. Analysis area for athletes and opponent such as:- <ul style="list-style-type: none"> • Physical • Technical • Tactical • Psychological iii. Training/competition observation methodsuch			35	Lecture	i. Game analysis instrument prepared ii. Analysis area for athletes and opponent determined iii. Onsite training/competition observed iv. Tactical execution strategised v. Analysis outcomes recorded

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	as:- <ul style="list-style-type: none"> • Onsite • Playback • Review and report iv. Specific strategy for particular game					
		i. Prepare game analysis instrument ii. Determine analysis area for athletes and opponent iii. Observe onsite training/competition iv. Re-strategies tactical execution v. Record analysis outcomes	<u>Attitude:-</u> i. Professional in conducting game analysis ii. Attentive to game analysis outcomes	80	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Report game analysis findings	<ul style="list-style-type: none"> i. The importance of games analysis reporting ii. Game analysis report format and content iii. Shortfall in game performance and area of improvement iv. Game analysis report submission guideline 			6	Lecture	<ul style="list-style-type: none"> i. Game analysis report format and content determined ii. Area of improvement recommended iii. Game analysis report generated iv. Game analysis report checked and submitted
		<ul style="list-style-type: none"> i. Determine game analysis report format and content ii. Recommend area of improvement iii. Generate game analysis report iv. Check and submit game analysis report 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in generating game analysis report findings ii. Meticulous in checking game analysis report findings iii. Accurate in presenting facts and figures 	14	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			iv. Timely in preparing game analysis report findings			

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes. 02.04 Prepare brief reports and checklist using standard forms. 02.05 Read/Interpret flowcharts and pictorial information. 03.03 Accept responsibility for own work and work area. 06.03 Identify and highlight problems. 01.04 Analyse information. 02.08 Prepare pictorial and graphic information. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.03 Organize and maintain own workplace. 04.04 Apply problem solving strategies. 01.11 Apply thinking skills and creativity. 02.09 Prepare flowcharts. 02.10 Prepare reports and instructions. 02.11 Convey information and ideas to people. 03.09 Manage and improve performance of individuals. 03.11 Monitor and evaluate performance of human resources. 03.15 Liaise to achieve identified outcomes. 03.16 Identify and assess client/customer needs.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Athlete's performance assessment forms	1:1
2. Game performance assessment forms	1:1
3. Game analysis checklist	1:1
4. Game safety guideline	1:1
5. Body safety gear tools	1:1
6. Venue safety guideline checklist	1:1
7. Video recorder and player	1:25
8. TV	1:25

References

REFERENCES

1. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
2. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
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5. Kejurulatihan Dan Sainsukan
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7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		SPORTS TRAINING SERVICES						
Job Area		SPORTS COACHING						
Competency Unit Title		ATHLETE'S INJURIES PREVENTION						
Learning Outcome		<p>The person who is competent in this CU shall be able to ensure athlete's safety during training session and game. Upon completion of this competency unit, trainees shall be able to:-</p> <ul style="list-style-type: none"> • Identify injuries exposure • Conduct injuries prevention exercise • Handle athlete's injuries incidence • Coordinate athlete rehabilitation program • Report athlete's injuries incident 						
Competency Unit ID		ET-011-3:2012-CU07	Level	3	Training Duration	180 Hour	Credit Hours	18
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria		
1. Identify injuries exposure	i. Overview of athlete's related injuries ii. Sports information related to athlete potential injuries exposure such as:- <ul style="list-style-type: none"> • Facilities, equipment and activities involve • Athlete medical history • Nature of sports • Equipment condition 			10	Lecture	i. Sports information related to athlete potential injuries exposure determined ii. Athlete's injuries prevention criteria determined		

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	<ul style="list-style-type: none"> • Venue environment • Personal attire • Weather iii. Understanding of human anatomy and physiology such as:- <ul style="list-style-type: none"> • Skeletal system (major bones) • Muscular system (major muscles) • Cardiovascular system iv. Athlete's injuries prevention criteria such as:- <ul style="list-style-type: none"> • Attire • Mental readiness • Psychological background • Discipline level • Attitude • Medical history 					
		i. Determine sports information related to athlete potential injuries exposure ii. Determine athlete's injuries prevention criteria		25	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<u>Attitude:-</u> i. Resourceful in acquiring information and data ii. Meticulous in identifying injuries exposure iii. Integrity in handling athlete's potential injuries information			
2. Conduct injuries prevention exercise	i. Safety criteria's of equipment and training area such as:- <ul style="list-style-type: none"> • Equipment functionality • Training area specification • Equipment/gear suitability • Inappropriate used of equipment/gear ii. Relationship between exercise and injuries such as:- <ul style="list-style-type: none"> • Risk and non-risk exercises • Athlete's habits • Body structure and 			2	Lecture	i. Safety of equipment and training area inspected ii. Potential risk of exercise assessed iii. Athlete's protective gear inspected

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	activities iii. Athlete's protective gear such as:- <ul style="list-style-type: none"> • Knee pad • Helmet • Shoes • Sport attire 					
		i. Inspect safety of equipment and training area ii. Assess potential risk of exercise iii. Inspect athlete's protective gear	<u>Attitude:-</u> i. Professional in conducting injuries prevention exercise ii. Meticulous in inspecting athlete's protective gear <u>Safety:-</u> i. Ensure precaution measures for injuries are well prepared	8	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
3. Handle athlete's injuries incident	i. Types of injuries such as:- <ul style="list-style-type: none"> • Intrinsic • Extrinsic • Overuse injuries ii. Athlete's injuries level such as:- <ul style="list-style-type: none"> • Minor injuries • Major injuries iii. Guideline in attending athlete's injuries incident such as:- <ul style="list-style-type: none"> • TOTAPs (Talk, Observe, Touch, Active Movement, Passive Movement, Skill Test) • DRABC (Danger, Respond, Airway, Breathing, Circulation) • PRICE (Prevent, Rest, Ice, Compress, Elevate) • First aid • CPR (Cardiopulmonary resuscitation) • Coordinate EMT (Emergency Medical Team) 			25	Lecture	i. Types of injuries determined ii. Injuries level assessed iii. Athlete's injuries attended iv. Injuries incident checklist updated

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
		i. Determine types of injuries ii. Assess injuries level iii. Attend to athlete's injuries iv. Update injuries incident checklist	<u>Attitude:-</u> i. Analytical in assessing injury level ii. Maintain calmness in attending injured athlete iii. Ensure first aid kit is available at all time	65	Demonstration and observation	
4. Coordinate athlete rehabilitation program	i. The importance of rehabilitation program ii. Types of rehabilitation program such as: <ul style="list-style-type: none"> • Sport massage • Physiotherapy iii. Rehabilitation program guidelines from physiotherapist iv. Assessment of athlete's			10	Lecture	i. Medical report obtained ii. Athlete's for rehabilitation program arranged iii. Rehabilitation program effectiveness monitored

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	rehabilitation session effectiveness <ul style="list-style-type: none"> • Athlete feed back • Athlete's recovery status after rehabilitation exercise • Performance level after rehabilitation 					
		i. Obtain medical report ii. Arrange athlete's for rehabilitation program iii. Monitor rehabilitation program effectiveness	<u>Attitude:-</u> i. Organise in coordinating athlete's rehabilitation program ii. Timely in arranging athlete's rehabilitation program	26	Demonstration and observation	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
5. Report athlete's injuries incident	<ul style="list-style-type: none"> i. The importance of athlete's injuries incident reporting ii. Athlete's injuries incident report format and content iii. Athlete's injuries incident report submission guidelines 			2	Lecture	<ul style="list-style-type: none"> i. Athlete's injuries incident report format and content determined ii. Athlete's injuries incident performance report generated
		<ul style="list-style-type: none"> i. Determine athlete's injuries incident report format and content ii. Generate athlete's injuries incident performance report iii. Check and submit athlete's injuries incident report 	<p><u>Attitude:-</u></p> <ul style="list-style-type: none"> i. Meticulous in generating injuries incident report ii. Meticulous in checking athlete's injuries incident report iii. Accurate in presenting facts and figures 	7	Demonstration and observation	<ul style="list-style-type: none"> iii. Athlete's injuries incident report checked and submitted

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
			<ul style="list-style-type: none"> iv. Timely in preparing injuries incident report v. Maintain confidentiality of athlete's personal file 			

Employability Skills

Core Abilities	Social Skills
<p>01.01 Identify and gather information. 01.02 Document information procedures or processes. 02.03 Communicate clearly. 02.04 Prepare brief reports and checklist using standard forms. 03.03 Accept responsibility for own work and work area. 03.05 Demonstrate safety skills. 03.06 Respond appropriately to people and situations. 06.03 Identify and highlight problems. 01.04 Analyse information. 02.06 Write memos and letters. 04.01 Organize own work activities. 04.02 Set and revise own objectives and goals. 04.03 Organize and maintain own workplace. 02.10 Prepare reports and instructions. 02.11 Convey information and ideas to people. 03.09 Manage and improve performance of individuals. 03.10 Provide consultations and counselling. 03.15 Liase to achieve identified outcomes. 03.16 Identify and assess client/customer needs.</p>	<ol style="list-style-type: none"> 1) Communication skills 2) Conceptual skills 3) Interpersonal skills 4) Learning skills 5) Multitasking and Prioritizing 6) Self-discipline

Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Equipment list	1:1
2. Equipment specification manual	1:1
3. Personal protective gear list	1:1
4. Athlete personal file	1:1
5. Inspection checklist	1:1
6. Medical report	1:1
7. Anatomical chart	1:25
8. Anatomical model	1:25
9. Basic first aid kit	1:1
10. PRICE checklist	1:1
11. TV set and DVD player	1:25
12. Rehabilitation program guidelines	1:1

References

REFERENCES

1. Advanced Fitness Assessment And Exercise Prescription
Vivian H. Heyward ISBN-13 : 978-0-7360-5732-5
2. Measurement And Evaluation In Physical Education And Exercise Science
Alan C. Lacy ISBN-13: 978-0-321-66655-0
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6. Exercise Physiology Theory And Application To Fitness And Performance
Mcgraw . Hill ISBN 0-07-121545-X
7. MajlisSukan Negara (2013), Nota SainSukanTahap 1, 2 dan 3

Table 8: Training Hour Summary

SECTOR	: EDUCATION AND TRAINING SERVICES	
SUB SECTOR	: SPORT TRAINING SERVICES	
JOB AREA	: SPORTS COACHING	
JOB LEVEL	: THREE (3)	
CU ID	Competency Unit	Training Hour
ET-011-3:2012 -CU01	PERIODIZATION PROGRAM DEVELOPMENT	450
ET-011-3:2012 -CU02	SPORTS TRAINING IMPLEMENTATION	450
ET-011-3:2012 -CU03	PHYSICAL FITNESS ASSESSMENT	360
ET-011-3:2012 -CU04	ATHLETE'S PSYCHOLOGICAL PREPARATION	90
ET-011-3:2012 -CU05	ATHLETE'S NUTRITIONAL ARRANGEMENT	90
ET-011-3:2012 -CU06	GAME ANALYSIS	180
ET-011-3:2012 -CU07	ATHLETE'S INJURIES PREVENTION	180
	Total Training Program Hours	1800