COURSE OUTLINE

SPX102 Introduction to Coaching Science

School: School of Health - Sport and Exercise Science

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the professions of sports coaching and officiating. Content cover coaching pedagogy, training principles and an introduction to other sport sciences. You will gain practical skills in physical testing and coaching. Within this course you will also complete the Australian Sports Commission Play By The Rules (2 modules), Beginning Coaching Certificate, and the Introductory Officiating Certificate.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Pre-recorded concept videos and associated activity.	2hrs	Week 1	12 times
Laboratory 1 – Labs delivered face to face.	2hrs	Week 1	12 times

1.3. Course Topics

- Introduction to coaching
- The role of the coach
- The role of the official
- Risk management and ethical behaviour
- Theory and methodology of training
- Training principles
- Integrating coaching science and other sport science disciplines
- Long term athlete development models
- Coaching diverse populations – Masters, females and athletes with disabilities
- Socio-cultural issues for coaches
- Future trends in sport and coaching

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Exercise and Sports Science Australia
1 Define key coaching and exercise training concepts and terminology relevant to professional practice.	Knowledgeable	2.2.1, 2.2.1, 2.2.5, 2.2.5, 3.2.2, 4.2.1, 4.2.2, 4.2.4, 5.2.1, 5.2.3
2 Explain coaching requirements for training and developing athletes across various ages and diverse backgrounds, including consideration of social determinants of health.	Engaged	2.2.10, 5.2.4, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 13.2.6, 14.2.2, 14.2.4
3 Define methods for teaching sport skills or tactics to diverse populations based on the needs of individuals.	Knowledgeable	4.2.1, 4.2.3, 4.2.5, 4.2.5, 5.2.1, 5.2.3, 5.2.7, 13.2.6
4 Know and apply ethical and professional conduct in interactions with athletes, coaches, and officials.	Ethical	1.2.1, 1.2.1, 1.2.15, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.5, 1.2.6, 1.2.6, 1.2.7, 1.2.7
5 Describe and assess effective communication skills across various coaching scenarios.	Creative and critical thinker Communication	1.2.13, 1.2.3, 1.2.3, 1.2.5, 1.2.7, 2.2.5, 4.2.4, 4.2.4, 4.2.6, 4.2.7, 13.2.6

* Competencies by Professional Body

CODE	COMPETENCY
EXERCISE AND SPORTS SCIENCE AUSTRALIA	
1.2.1	Practise with integrity within the scope of practice for an AEP, the ESSA Code of Professional Conduct and Ethical Practice, and jurisdictional Codes of Conduct.
1.2.15	Professional Advocacy: Evaluate national and state legal, regulatory, and industrial instruments associated with AEP practice, and apply this knowledge to advocate for equitable employment conditions.
1.2.2	Practise in accordance with ethically relevant legislation, regulations, and standards that apply to AEPs including privacy, confidentiality, data security, informed consent, and record-keeping.
1.2.3	Differentiate and select verbal and non-verbal communication strategies that are contextually appropriate, timely, accessible, and respectful to clients, population groups, and relevant others.
1.2.4	Practice with integrity within the scope of training for an Exercise Scientist and the ESSA Code of Professional Conduct and Ethical Practice.
1.2.5	Communication and Collaboration: Differentiate and select verbal and non-verbal communication strategies that are contextually appropriate, culturally responsive, timely, accessible, and respectful of clients, population groups, and relevant others.
1.2.6	Practise collaboratively and effectively with other professionals, including seeking feedback and input to inform decision-making, delegating tasks, and referring to other professionals and services where appropriate.

CODE	COMPETENCY
1.2.7	Communication and Collaboration: Collaborate with clients and relevant others in shared care planning and decision-making practices.
1.2.13	Practitioner Self-care, Development and Reflective Practice: Engage in teaching, mentoring, and peer learning activities, and contribute to a positive workplace culture by modelling professional behaviours, problem solving and supporting continuous improvement.
2.2.1	Integrate knowledge of anatomy, physiology, pathophysiology, and other determinants of health and function and apply these to inform safe and effective movement, physical activity, and exercise-based interventions for individuals and population groups throughout all stages of their life.
2.2.5	Evaluate research findings and apply exercise prescription principles to develop recommendations and interventions, including targeted exercise prescription for the purposes of optimising health status, function, recovery, independence, and participation.
2.2.10	Growth and Development: Identify and describe structural, physiological, and psychosocial components of human development, and explore their interrelationships.
3.2.2	Describe the individual and integrated physiological responses and adaptations to acute and chronic exercise under normal conditions, in different environments, and by external influences (e.g. ergogenic aids or technologies).
4.2.1	Select and apply a range of evidence-based tools and methods to prescribe monitor and evaluate exercise load and progress based on the needs of individuals.
4.2.2	Interpret data obtained during a client assessment to prescribe, deliver and monitor physical activity and exercise-based interventions.
4.2.4	Apply the principles of motor control and learning, functional anatomy and biomechanics to assess movement and to recognise dysfunctional movement patterns and unsafe exercise technique.
4.2.3	Analyse a broad range of exercise modalities and select appropriate exercises and equipment to suit the needs and abilities of clients including consideration of social determinants of health.
4.2.5	Select and apply learning cues and movement progressions for teaching and correcting movement and exercise technique.
4.2.6	Communicate client progress and intervention outcomes to care teams and relevant others, including appropriate reporting to other health professionals in compliance with healthcare frameworks and compensable schemes.
4.2.7	Communicate effectively and respectfully with clients and relevant others about progress and outcomes of interventions, including appropriate reporting.
5.2.1	Apply evidence-based approaches to prescribe, monitor, manage, progress and regress exercise programs based on individual needs, including principles related to growth, development, pregnancy, disability, and ageing.
5.2.3	Interpret and communicate assessment data to inform physical activity and exercise-based approaches, selecting appropriate exercises and equipment based on individual needs and abilities.
5.2.4	Describe the impact of body proportions on body composition and function.
5.2.7	Evaluate and modify coaching methods to improve exercise or movement performance by clients and service users.
6.2.1	Describe the stages of growth, maturation and development across the lifespan, from conception through to reproduction and death.
6.2.2	Describe the difference between chronological and biological age, and the implications of these two factors across the life span.
6.2.3	Identify exercises that are contraindicated for particular stages of growth, maturation and development across the lifespan, and have knowledge of the injuries or conditions that commonly present during certain stages of growth and development.
6.2.4	Describe the structural, physiological, motor and psychosocial developmental changes across the lifespan, and the effect, and timing of, physical activity and exercise to elicit change.
6.2.5	Apply evidence-based physical activity and exercise principles affecting growth, development, pregnancy, and ageing.
13.2.6	Demonstrate the ability to communicate effectively and respond appropriately to assist clients from diverse populations to change their health and physical activity behaviours.
14.2.2	Use research databases to access peer-reviewed scientific literature and conduct searches to identify relevant information.

CODE	COMPETENCY
14.2.4	Cite the research of others in written and oral communication.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SPX321

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards. Therefore, your attendance and participation in practicals/laboratory’s and tutorials is expected. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course. For any work that is missed you will need to demonstrate to your course provider that you have covered the required material. This will usually take the form of a detailed summary and reflection of the directed study activities and practical skills for the missed class or placement.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Portfolio	Individual	10%	20-60 minutes each	Refer to Format	Online Submission
All	1b	Portfolio	Individual	20%	800-1000 words	Week 8	In Class
All	2	Practical / Laboratory Skills, and Written Piece	Individual	50%	Students will have 10 minutes to administer a random selection of field based practical tests. Students will submit a 400 word report.	Week 9	Online Assignment Submission with plagiarism check and in class
All	3	Examination - Centrally Scheduled	Individual	20%	2 Hours: Multiple choice and short answers	Exam Period	Online Submission

All - Assessment Task 1a: Portfolio element A: Coaching and Officiating

GOAL:	This element has been designed to allow you to develop and demonstrate core knowledge of coaching, professional conduct including understanding of the roles and responsibilities of the sports coach and the official and coaching training methods.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	You will complete four online Australian Sports Commission (ASC) courses. These include: Play By the Rules (two modules): Beginning Coaching General Principles and Introductory Level Officiating General Principles. Marks are allocated by providing evidence of completion. All four courses are completed individually and online. Submit each course's certificate of completion electronically to Canvas by the end of Week 4.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Evidence of the completion of the modules — 1 2
GENERIC SKILLS:	Communication

All - Assessment Task 1b: Portfolio element B: Coaching Session Lesson Plan

GOAL:	Demonstrate effective coaching practice by designing a lesson plan for a one-hour coaching session
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	Students will submit a lesson plan for a one-hour skills based coaching session (exercise prescription) and will need to select appropriate exercises based on the needs of the individual in which they are coaching, including consideration of social determinants of health. Students will also be assessed on the quality of information delivery and explanation of concepts, goal setting and action planning.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstration of coaching requirements:	1 2
2	Time management; structured planning; class organisation	4
3	Communication skills	5
4	Understanding of appropriate methods:	1 2
5	demonstration and teaching of sports skills; appropriate and effective feedback; skill correction; and for the application of appropriate risk management strategies.	1 2 3 5
6	Collaboration and management of a group	4

GENERIC SKILLS:	Communication, Organisation

All - Assessment Task 2: Physical Testing and Talent Reporting

GOAL:	You will collect data using anthropometric measures and field based performance tests. You will be practically assessed on your ability to deliver field based tests. You will also be assessed on your ability to interpret data and evaluate sporting performance via a report. The goal of this task is to determine your ability to administer field based fitness tests and interpret data from these tests.
PRODUCT:	Practical / Laboratory Skills, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Students will submit their report online via Canvas by the end of week 9. Students will be practically assessed on their ability to conduct the physical tests from the Laboratory classes. The assessment of physical testing will be conducted during the Laboratory classes in Weeks 8 - 12.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis of each of the performance tests;	2
2	Assessment of their reliability/validity;	2
3	Evaluation of sporting strengths and weaknesses;	1
4	Recommendations of potentially suitable sport/s based on your performance evaluations;	2
5	Professional communication	5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies

All - Assessment Task 3: Final Exam

GOAL:	Demonstrate an understanding of the theoretical content taught during the trimester.
PRODUCT:	Examination - Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	A 2 hour exam consisting of multiple choice and short answer questions. Knowledge of the skills taught will be assessed in the final exam including training and development for diverse populations. This examination will take place during the Trimester 2 Final Examination Period.
CRITERIA:	

No.		Learning Outcome assessed
1	Understanding of professional conduct	1
2	Knowledge of coaching requirements	2
3	Knowledge of training and development of all ages	2
4	Knowledge of training and development for special and diverse populations	3

GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2021				
All delivery modes	Examination - Centrally Scheduled	Final Exam	1.2.1	Taught, Assessed
			1.2.2	Taught, Assessed
			1.2.3	Taught, Assessed
			1.2.6	Taught, Assessed
			2.2.1	Taught, Assessed
			2.2.5	Taught, Assessed
	Portfolio	Portfolio element A: Coaching and Officiating	2.2.1	Taught, Assessed
			2.2.5	Taught, Assessed
		Portfolio element B: Coaching Session Lesson Plan	1.2.3	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Practical / Laboratory Skills, and Written Piece	Physical Testing and Talent Reporting	1.2.3	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
ESSA ACCREDITED EXERCISE SCIENTIST PROFESSIONAL STANDARDS 2020				
All delivery modes	Examination - Centrally Scheduled	Final Exam	4.2.1	Taught, Assessed
			4.2.3	Taught, Assessed
			4.2.5	Taught, Assessed
			6.2.2	Taught, Assessed
			6.2.3	Taught, Assessed
			6.2.4	Taught, Assessed
			6.2.5	Taught, Assessed
			13.2.6	Taught, Assessed
			14.2.2	Taught, Assessed
			14.2.4	Taught, Assessed
	Portfolio	Portfolio element A: Coaching and Officiating	1.2.3	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.3	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.5	Taught, Practiced, Assessed
			4.2.6	Taught, Practiced, Assessed
			6.2.2	Taught, Assessed
			6.2.3	Taught
			6.2.4	Taught, Assessed
			6.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed
			14.2.2	Taught, Practiced, Assessed
			14.2.4	Taught, Practiced, Assessed
		Portfolio element B: Coaching Session Lesson Plan	1.2.3	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			3.2.2	Taught, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.3	Taught, Assessed
			4.2.4	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.5	Taught, Practiced, Assessed
			4.2.6	Taught, Assessed
			6.2.2	Taught, Assessed
			6.2.3	Taught, Practiced, Assessed
			6.2.4	Taught, Assessed
			6.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed
			14.2.2	Taught, Practiced, Assessed
			14.2.4	Taught, Practiced, Assessed
	Practical / Laboratory Skills, and Written Piece	Physical Testing and Talent Reporting	1.2.3	Taught, Practiced, Assessed
			1.2.4	Taught, Practiced, Assessed
			1.2.5	Taught, Practiced, Assessed
			1.2.7	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.4	Taught, Practiced, Assessed
			6.2.2	Taught, Assessed
			6.2.4	Taught, Assessed
			13.2.6	Taught, Practiced, Assessed
			14.2.2	Taught, Practiced, Assessed
			14.2.4	Taught, Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
1	Course Introduction The Role of the coach and the role of the Official Risk management and ethical practice and codes of conduct
2	Performance Testing Talent Identification
3	Theory & Methodology of Training: Part 1 Training Principles
4	Theory and Methodology of Training: Part 2 Training Capacities
5	Planning and Programming Designing a Training Session
6	Tutorial “Drop-in” Session
7	Long Term Athlete Development Active Start & FUNdamentals
8	Long term Athlete Development Learning to Train & Training to Train
9	Long Term Athlete Development Training to Compete & Training to Win
10	Coaching female athletes Coaching pregnant athletes
11	Coaching for diverse populations
12	Future trends in sport

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Frank Pyke	2012	Coaching Excellence	n/a	Human Kinetics

8.2. Specific requirements

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards. Therefore, your attendance and participation in practicals/laboratory's and tutorials is expected. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course. For any work that is missed you will need to demonstrate to your course provider that you have covered the required material. This will usually take the form of a detailed summary and reflection of the directed study activities and practical skills for the missed class or placement.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central