

Section 4: Accreditation Program Description

Section 4.1: Competency Statements

Competency statements are broad descriptions of the expectations of coaches who should eventually obtain their Level 1 accreditation. These are the statements that have formed the basis for designing this Competency Based Training document for prospective Level 1 candidates.

In other words a **competency statement** defines what a Level 1 Coach must be able to ‘DO’ in order for them to achieve all or part of the Level 1 accreditation. Ideally any Level 1 courses conducted will ensure that coaches achieve the required standards described in the **competency statements** below. An important philosophical principle in this endeavour is that no candidate identified and/or approved as being capable of achieving all the Level 1 competencies will be failed. Rather, it will be a matter of time in which competencies are assessed and achieved on the first or any subsequent occasion. To this end, it will be imperative that on-going support, direction, guidance and advice be given to each individual participant to enable them to achieve the required competencies.

The competency statements in this section state in general terms what is expected of the Level 1 coach. In Section 4 these competencies are translated into learning outcomes for the education and training that are intended to develop the competencies. The “learning outcomes” in Section 4 attempt to show the context clearly.

Note: Refer to Introductory Pages vii and viii for further details regarding Competency Based Training.

Competency Statements

Note: All competency statements implicitly refer to the development of any Junior or Senior player at the beginner, recreational level.

For “Core Units”, Level 1 Squash Coaches will be able to:

1. *List and describe safe coaching practices (on-court and off-court) and the associated legal responsibilities.*
2. *Identify and demonstrate the main injury management components related to first aid procedures and basic injury prevention activities.*
3. *Identify and demonstrate safe squash swing techniques for all four basic strokes.*
4. *Identify and demonstrate the main features of movement before, during and after striking the ball and list a range of drills and routines to develop footwork and court movement.*
5. *Identify the basic elements in developing decision-making skills and then be able to describe and demonstrate practical ways to improve these skills.*
6. *Analyse basic skill, detect and demonstrate the reasons for common errors, and implement error correction coaching techniques.*
7. *Demonstrate basic teaching and communication skills and the effective use of video analysis of oneself as a coach and players coached.*
8. *Demonstrate feeding skills and skill development progressions for each of the 4 basic strokes.*
9. *Plan, prepare, deliver and evaluate squash coaching lessons that are structured to improve a player’s ability to play the game of squash and prepare them for basic competition.*
10. *Impart and demonstrate the rules of playing squash in a coaching environment.*

11. *Inform players of the components of the NCAS and the structure and functions of Squash Australia and related committees & organisations (i.e. NCC, PSCAA, State Assoc's).*
12. *List the various factors relevant to coaching special groups including children, female athletes, veterans/ masters and disabled athletes.*

For optional “Elective Units”, Level 1 Squash Coaches will be able to:

Stream 1: Talent Identification (ID) and Development.

E.1 *Apply and develop basic physical and mental abilities to squash players at the recreational, beginner level.*

OR

Stream 2: Club Coach.

E.2 *Conduct games and activities sessions that act as a warm up or ice breaker in assisting the development of coordination.*

E.3 *Identify the overall level of basic coordination in a group and conduct activities to improve basic coordination.*

More specifically, for “Core Units”, Level 1 Squash Coaches will be able to:

1. Squash Safety:

1.1 Safe Coaching Practices

1.1.1 *List and describe safe coaching practices related to on-court and off-court coaching activities.*

1.1.2 *Describe the legal responsibilities of coaches in relation to all coaching practices.*

1.2 Injury Management and Prevention

1.2.1 *List and explain the main injury management elements related to first aid procedures.*

1.2.2 *Describe and demonstrate basic injury prevention activities.*

2. Developing Basic Perceptual-Motor Skills:

2.1 Stroke Development

2.1.1 *Identify and demonstrate the basic squash grip.*

2.1.2 *Explain and demonstrate safe and effective squash swings for a variety of strokes via basic teaching and communication skills. Apply this to the four (4) basic strokes:*

- | | |
|----------------------|----------------------|
| i) <i>The Drive</i> | ii) <i>The Boast</i> |
| iii) <i>The Drop</i> | iv) <i>The Lob</i> |

2.2 Footwork and Court Movement

2.2.1 *Identify and demonstrate the four (4) different components of footwork as follows:*
a) *Taking off to intercept the ball;*

- b) *Running/ moving towards the ball;*
- c) *Footwork when striking the ball;*
- d) *Movement in recovery to the “T”.*

2.2.2 *List and demonstrate a range of drills & routines to specifically develop footwork.*

2.3 Developing Basic Decision-Making Skills

2.3.1 *Identify and demonstrate at least 2 practical ways in which to improve a player’s decision making skills (eg. reaction or anticipation time);*

2.3.2 *Identify & demonstrate ways to improve a player’s tactical decision making skills at a basic level, including:*

- a) *shot selection*
- b) *anticipation*

2.4 Skill Analysis, Error Detection & Correction

2.4.1 *Identify and implement methods to improve technique through analysis, identification of problems and correction of technique.*

3. Practical Coaching:

3.1 Communication and Evaluation

3.3.3 *Demonstrate basic teaching and communication skills in the coaching environment.*

3.1.2 *Apply video for self-analysis of coaching sessions and analysis of player being coached.*

3.2 On-Court Practical Sessions

3.2.1 *Feed an appropriate grade ball in an individual coaching situation for each of the four (4) primary strokes.*

3.2.2 *List and apply a progression in developing each of the four (4) primary strokes for:*

- i) *feeding & coaching feedback;*
- ii) *solo (stationary & with movement) drills;*
- iii) *movement drills;*
- iv) *pair routines;*
- v) *restricted games.*

3.2.3 *Identify the strengths and weaknesses of a player in relation to their abilities in:*

- a) *perceptual-motor skills;*
- b) *physical skills; and*
- c) *psychological skills.*

3.3 Plan, Prepare and Deliver Coaching Lessons

3.3.1 *Plan, prepare, develop and deliver squash coaching lessons that are structured to improve a player’s ability to play the game of squash over a minimum 6-8 week period.*

- 3.3.2 *Apply guidelines for setting short and long term goals for players at a basic level.*
- 3.3.3 *Set weekly training programs & guidelines including those leading up to a competition at a basic level.*
- 3.3.4 *Prepare training guidelines in preparation for a weekend tournament at a basic level.*

4. Additional Coaching Skills:

- 4.1 *Demonstrated knowledge of the rules of squash based on a workshop &/or home study of workbook questions for Level 1 candidate coaches.*
- 4.2.1 *List the primary components of the NCAS, ASC, ACC and AIS.*
- 4.2.2 *Outline the structure and functions of the National Coaching Committee, PSCAA, WSF, PSA, WISPA, State Associations and the relationships to Squash Australia.*
- 4.3 *List the various factors relevant to coaching special groups including children, female athletes, veterans/ masters and disabled athletes?*

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