



Competency Unit: RABQSA-MA – Martial Arts

Effective date: July 2009

Competency	Performance Criteria	Evidence Guide
<p>1. Understand the role of Instructors</p>	<p>1.1 The role of Instructors is defined.</p> <p>1.2 The skills needed to be an effective practitioner are identified.</p> <p>1.3 Ethical considerations are identified.</p> <p>1.4 The philosophy of Instructing is identified.</p> <p>1.5 The stages of learning are identified.</p> <p>1.6 Methods for teaching simple and complex skills and tactics for the beginning athlete are identified.</p> <p>1.7 Course overview, outlining the Performance Criteria of the course and skills needed by the instructor to be effective, is provided.</p> <p>1.8 Methods for giving feedback, including questioning techniques are identified.</p> <p>1.9 Techniques for developing and asking appropriate questions that assist players in developing tactical thinking are identified.</p>	<p>1.1 The role of Instructors is accurately described, in accordance with the Martial Arts criteria.</p> <p>1.2 The skills defined by Martial Arts criteria to be an effective practitioner are described.</p> <p>1.3 Ethical considerations for instructions, as defined in the Martial Arts Association are accurately explained.</p> <p>1.4 Issues of philosophy of Instructing are defined in accordance with the Martial Arts Criteria, including:</p> <ul style="list-style-type: none"> • Communicate; • Teach; • Organize; and • Plan. <p>1.5 The stages of learning are explained, as defined in the Martial Arts criteria.</p> <p>1.6 Instructing styles for teaching skills and tactics are accurately defined in accordance with Martial Arts Criteria, including:</p> <ul style="list-style-type: none"> • Instructing characteristics/Facilitator vs. Controller; and • Problem solving approach/Philosophy.

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		<p>1.7 An overview of a Martial Arts Training course is explained in accordance with Martial Arts criteria.</p> <p>1.8 Methods of providing feedback are explained in accordance with Martial Arts criteria.</p> <p>1.9 Appropriate questioning techniques are explained, and sample questions are listed in accordance with Martial Arts criteria.</p>
<p>2. Understand how to effectively begin a training session</p>	<p>2.1 Methods to effectively begin a training session are identified.</p> <p>2.2 Methods and tools needed to organize a class are identified.</p> <p>2.3 Techniques to move efficiently from one practice activity to another are identified.</p> <p>2.4 Appropriate management measures are indentified.</p> <p>2.5 Techniques in constructing a session plan, appropriate for martial arts, are identified.</p> <p>2.6 Methods to develop a yearly schedule of events for their program are identified.</p> <p>2.7 Factors that enhance effective communication are identified.</p>	<p>2.1 Methods on how to effectively begin a training session are described, in accordance with Martial Arts criteria.</p> <p>2.2 Methods and tools, to organize a class, including training grids, are explained, in accordance with Martial Arts criteria.</p> <p>2.3 Techniques to move efficiently from one practice activity to another are explained, in accordance with Martial Arts criteria, are explained.</p> <p>2.4 Methods on identifying and implementing appropriate management measures, including behaviour management strategies, are described.</p>

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	<p>2.8 Active listening techniques are identified.</p> <p>2.9 The need for effective communication in the teaching environment is identified.</p>	<p>2.5 The principles of constructing a session plan, appropriate for martial arts, are outlined.</p> <p>2.6 Methods for developing a yearly schedule of events for their program are described, in accordance with Martial Arts criteria.</p> <p>2.7 The factors that enhance effective communication, including non-verbal communication and body language, are identified.</p> <p>2.8 Active listening techniques are explained.</p> <p>2.9 The need for effective communication in the teaching environment is explained in a Martial arts context.</p>
<p>3. Understand how to identify the five components of fitness for sport</p>	<p>3.1 The five components of fitness for sport are identified.</p> <p>3.2 Methods to prioritize the components of fitness for sport, emphasised within Martial Arts, are identified.</p> <p>3.3 The principles of training are identified.</p> <p>3.4 The different types of training required to develop the student's physical abilities are identified.</p>	<p>3.1 The following five components of fitness for sport are explained, including:</p> <ul style="list-style-type: none"> • Strength; • Power; • Speed; • Endurance; and • Flexibility. <p>3.2 Methods to prioritize the components of fitness for sport, emphasized with Martial Arts, are explained.</p>

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		<p>3.3 The principles of training are described, including:</p> <ul style="list-style-type: none"> • Specificity; • Progression; • Individuality; • Variety; • Overload; and • Reversibility. <p>3.4 The different types of training for Martial Arts are explained for following:</p> <ul style="list-style-type: none"> • Strength; • Power; • Speed; • Endurance; and • Flexibility.
<p>4. Understand the strategies that can be implemented to minimize the risk of injuries</p>	<p>4.1 The strategies that can be implemented to minimize the risk of sports injuries are identified.</p> <p>4.2 Identify the step by step procedures of STOP.</p> <p>4.3 Identify the components of the procedure involved with RICER treatment.</p> <p>4.4 The legal responsibilities of instructing sport are identified.</p>	<p>4.1 The Strategies that can be implemented to minimize the risk of sports injuries are explained to include injury prevention and risk management.</p> <p>4.2 The step by step procedures of STOP are defined.</p> <p>4.3 The components of the procedure involved with RICER treatment are explained.</p> <p>4.4 The legal responsibilities of Instructing sport are explained.</p>

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	4.5 Outline how to conduct an effective Risk Management Audit. 4.6 Apply the Martial Arts Industry Risk Management Policy.	4.5 The steps in conducting an effective Risk Management Audit are outlined. 4.6 The Martial Arts Industry Risk Management Policy is explained.
5. Understand the MAIA Code of Practice	5.1 The principles of the MAIA Code of Practice are identified. 5.2 The contents of the relevant State Child Protection Legislation are identified. 5.3 The contents of the relevant Occupational Health and Safety Legislation are identified. 5.4 The relevant Anti Discrimination and Harassment Legislation and Guidelines are identified. 5.5 The MAIA Child Protection Code is identified.	5.1 The principles of the MAIA Code of Practice are explained. 5.2 The contents of the relevant State Child Protection Legislation are explained. 5.3 The contents of the relevant Occupational Health and Safety Legislation are explained. 5.4 The relevant Anti Discrimination and Harassment Legislation and Guidelines are explained. 5.5 The MAIA Child Protection Code is explained.
6. Understand the benefits of goal setting within the athlete's training and competitive environment	6.1 The benefits of goal setting within the athlete's training and competitive environment are identified. 6.2 The positive and negative aspects of arousal and anxiety in the sporting environment are identified.	6.1 The benefits of goal setting within the athlete's training and competitive environment are explained. 6.2 The positive and negative aspects of arousal and anxiety in the sporting environment are explained.
7. Understand the basic Hand/Arm methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that	7.1 The basic Hand/Arm methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant represents, are identified.	7.1 The basic principles of training different Hand/Arm Techniques are explained, including: <ul style="list-style-type: none"> • Safety aspects; • Methods of teaching; • Appropriate muscle groups employed;

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the applicant represents		and <ul style="list-style-type: none"> • Observe and to rectify – common, slight, apparent and severe faults in Hand/Arm techniques.
8. Understand the basic Foot/Leg methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant represents	8.1 The basic Foot/Leg methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant is represents, are identified.	8.1 The basic principles of training different Foot/Leg Techniques are defined and/or demonstrated, including: <ul style="list-style-type: none"> • Safety aspects; • Methods of teaching; • Appropriate muscle groups employed; and • Observe and to rectify – common, slight, apparent and severe faults in Foot/Leg techniques.
9. Understand the basic Interception methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant represents	9.1 The basic Interception methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant is represent are identified.	9.1 The basic principles of training different Interception Techniques (e.g. Blocks & parries) are explained and/or demonstrated, including: <ul style="list-style-type: none"> • Safety aspects; • Methods of teaching; • Appropriate muscle groups employed; and • Observe and to rectify – common, slight, apparent and severe faults in interception technique.
10. Be able to demonstrate the basic Footwork methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the	10.1 The basic Footwork methods of Martial Arts to an appropriate target group, specific to the particular martial arts discipline that the applicant is represents, are identified.	10.1 The basic principles of training different Interception Techniques (e.g. Blocks & parries) are defined and/or demonstrated, including: <ul style="list-style-type: none"> • Safety aspects. • Methods of teaching • Appropriate muscle groups employed.



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applicant is represents,		
(OPTIONAL) 11. Understand the key differences between martial arts as sport and as self defense	11.1 The key differences between martial arts as sport, and as self defense are identified.	11.1 The key differences between martial arts as sport and as self defence are explained, including; <ul style="list-style-type: none"> • The technical and conceptual differences; • The key differences in instructing; and • The differences in student needs.
(OPTIONAL) 12. Understand the safety procedures to be observed when teaching martial arts weapons	12.1 The safety procedures to be observed when teaching martial arts weapons are identified.	12.1 The safety procedures to be observed and the use of safety weapons when teaching martial arts weapons are explained.