Erindale College	**Sport, Recreation and Leadership**

SPORTS ACADEMY

SEMESTER ONE 2018

Course Title	Sport, Recreation and Leadership A/V	**Course Code**	9153
Unit Title	Sport & Recreation Industry	**Unit Code**	09986
Prerequisite	Nil	**Unit Value**	1.0
Term 1 Unit	Sport & Recreation Industry a	**Unit Value**	0.5
Term 2 Unit	Sport & Recreation Industry b	**Unit Value**	0.5
Qualification	SIS20115 Certificate II in Sport and Recreation		
Training Package	SIS Sport, Fitness and Recreation Training Package		

Unit Description

The focus of this unit is the structure of sectors within the sports fitness and recreation industry. Students may study the roles and responsibilities of organisations within each sector and the significance for communities. Students may choose to study from the electives First Aid or Aquatics and Safety.

Specific Unit Goals

This unit should enable students to:

A Course	**M Course**
• analyse theories, concepts, principles, methodologies, leadership, perspectives and ideas in the sport and recreation industry	• describe methodologies, leadership, perspectives and ideas in the sport and recreation industry
• apply theories, concepts, principles, methodologies, leadership, concepts, skills and strategies in the sport and recreation industry	• apply strategies, leadership, procedures and techniques in the sport and recreation industry

Content Descriptions

All content below must be delivered:

A	**M**
Concepts, theories and models	
• analyse concepts, leadership, theories and models in the sport and recreation industry	• describe leadership and models in the sport and recreation industry
• understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions	• understand that leadership and models can inform engagement in health and well-being interventions
• apply concepts, leadership, theories and models in sport and recreation industry contexts	

Principles, strategies, methodology	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry	• describe strategies and digital literacy in the sport and recreation industry
• understand that principles, strategies, digital literacy and methodology can improve the effectiveness of delivery and outcomes of well being interventions in the sport and recreation industry	• understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of well being interventions in the sport and recreation industry
• apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts	• apply strategies and digital literacy in sport and recreation industry contexts
Nature and purpose	
• explain the significance of the sports and recreation industry	
• apply policy and practices in practical settings	• apply practices in practical settings
Representations and interpretations	
• analyse leadership and sport and recreation issues	• describe leadership and sport and recreation issues
• analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry	
• analyse and reflect on own and others performances	• reflect on own performance
• plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context	• plan and apply problem solving strategies
Communication	
• communicate in ways that are suitable for the sport and recreation environment and audience, including the use of appropriate information and communication technologies	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments	• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the list below.
For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the list below.

Sports Fitness and Recreation Industry

Concepts, theories and models relating to the sport and recreation industry, for example, sectors of industry (sport, fitness, community recreation and outdoor recreation), structures and roles of organisations such as the Australian Sports Commission (ASC) and the AIS, legislation within the sports industry, human rights, community development philosophies (inclusion, safety, legal obligations).
Principles, methodology and procedures including legal and ethical implications, employing up to date relevant industry knowledge and skills, investigating and comparing community expectations, meeting expectations using a client focussed approach, researching, investigating and adopting appropriate emerging technologies.

The nature and purpose of the sport and recreation industry, for example role of volunteers, diversity of clients (recreational, elite clients), the roles within a range of working environments and exploring the economic and social significance of the sport and recreation industry (individual and community).

Representations and interpretation by critically analysing and evaluating legal and ethical issues that impact on the sport, fitness, community and outdoor recreation sectors, for example, equity, gender, nutritional choices, client privacy as well as the growth and impact of emerging technologies. Analysis and evaluation of the decline, growth and trends in specific areas of the sport and recreation industry.

Communicate effectively in a range of forms and mediums for different purposes and audiences. These include the appropriate use of information and communication technologies that involve ICT, written and verbal communication appropriate for a variety of situations across the sport and recreation industry.

Aquatics and Safety

Concept, theories and models related to floatation, mobility and buoyancy, safe water practice, self-preservation and emergency care, tidal charts, water current formation and behaviour and water quality.
Principles, methodology and procedures including responding to an aquatic emergency situation by following workplace protocol. This includes operating rescue equipment appropriate to the aquatic environment, completing incident reports and following workplace referrals and procedures, water quality testing procedures, evacuation, swimming stroke techniques, swimming survival techniques, movement in water, diving skills and safety and warm up and warm down methods for aqua fitness.

The nature and purpose of aquatic emergencies and ability to respond, the roles of lifeguards and swimming instructors, swimming abilities of community and demographics of water environments (living near rivers, pools and beaches). Bronze Medallion, Pool Lifeguard Training Course and Pool Lifeguard License as well as Austswim qualifications may also be explored and completed as part of this unit.

Representations and interpretation of emergency situations such as responding to and identifying water emergency situations. This includes assessing and managing immediate water hazards to health and safety of self and others, assessing water dangers/marine and deciding on appropriate course of action.

Communication in a range of forms and mediums for different purposes and audiences.

First Aid

Concept, theories and models related to the role of the first aider, legal, workplace emergency procedures and community considerations including consent, duty of care requirements, respectful behaviour towards a casualty and appropriate first aid procedures including DRSABCD, CPR, RICER and management of injuries and conditions eg bleeding and anaphylaxis.

Principles, methodology and procedures including responding to an emergency situation by applying workplace and first aid protocols such us contacting appropriate personal and selecting and using emergency equipment as required. This includes operating first aid equipment and monitoring the casualty's condition in accordance with first aid/workplace principles, performing CPR and providing first aid in accordance with established first aid principles, communicating details of the incident to participants and emergency services, reporting details of incident to workplace supervisor as appropriate and maintaining confidentiality of records and information in line with organisational policies.

The nature and purpose of first aid and the role of the first aider.

Representations and interpretation of emergency situations such as responding to and identifying an emergency situation, including assessing and managing immediate hazards to health and safety of self and others, assessing the casualty/situation, recognising the need for first aid response, seeking assistance from emergency response services and reflecting on the incident and own performance such as recognising the possible psychological impacts on self and other rescuers involved in critical incidents.

Communication in a range of forms and mediums for different purposes and audiences.

Units of Competency

Competence must be demonstrated over time and in the full range of sport and recreation contexts. Teachers must use this unit document in conjunction with the Units of Competence from the SIS Training Package, which provides performance criteria, range statements and assessment contexts.
Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.
In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following core units must be delivered and assessed over the semester:

Code	Competency Title
HLTAID003	**Provide first aid**
SISXEMR001	**Respond to emergency situations**
SISXIND002	**Maintain sport, fitness and recreation industry knowledge**

All additional competencies associated with the relevant elective units must also be delivered:

Elective	Code	Competency Title
Sports Fitness and Recreation Industry	FSKDIG03	Use digital technology for routine workplace tasks
Aquatics and Safety	SISCAQU002	Perform basic water rescues
First Aid		

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualifications can be found at:
http://training.gov.au/Training/Details/SIS20115

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Task 1: Aquatics practical assessment	Weeks 2 to 10	30%
Task 2: Aquatics exam	Week 9	20%
Task 3: First Aid practical assessment	Weeks 11 to 18	30%
Task 4: First Aid exam	Week 15	20%

SPECIFIC ENTRY & EXIT REQUIREMENTS for TERM UNITS
It is possible to enter this course at Term 1.
To exit at Term 1 you must complete assessment tasks one and two.
Entry into this course for Term 2 is by negotiation with the Executive teacher.

RECOGNITION OF PRIOR LEARNING
If you already have experience, skills or knowledge that is relevant to this vocational course then you are entitled to seek acknowledgment of this through the Recognition of Prior Learning (known as RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If you apply for RPL you will be asked to supply evidence to support your application. Your teacher, or the VET Coordinator, will be able to assist you, if you think that the RPL process may apply to you.

CREDIT TRANSFER
Credit transfer allows you to count relevant, successfully completed studies, competencies or qualifications towards your current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. To apply for Credit Transfer you must bring a copy of your formal qualifications or study to your teacher or the VET Coordinator so that they can be recognised.

OPPORTUNITY TO RESIT
If you are assessed as Not Yet Competent when first assessed, you have the right to request another competency assessment when you feel ready for this, to prove your competency. This is to be done in negotiation with your teacher.

ATTENDANCE AND PARTICIPATION
Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK
Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so. Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.
No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT
The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

CHEATING AND DISHONEST PRACTICE
The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the Academy concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal for further advice on the 'appeal process'.

Executive Teacher: Mark Armstrong

Class Teacher: Matthew Adams

Date: 15 February 2018

Achievement Standards Health, Outdoor & Physical Education A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions on individuals' health and well-being • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• explains health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions on individuals' health and well-being • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discuses their validity and reliability • explains health, outdoor, physical education topics and discuses their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• discusses health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions on individuals' health and well-being • discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions on individuals' health and well-being • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions on individuals' health and well-being • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • describes practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • identifies practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards Health, Outdoor & Physical Education A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses theories, concepts and models used to explain health, outdoor and physical activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health, outdoor, physical activity topics • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• discusses theories, concepts and models used to explain health, outdoor and physical activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health, outdoor, physical activity topics • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets theories, concepts and models used to explain health, outdoor and physical activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health, outdoor, physical activity topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, outdoor and physical activity • describes principles, strategies, methodology, approaches to data and procedures • describes health, outdoor, physical activity topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, outdoor and physical activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health, outdoor, physical activity topics • communicates limited ideas and information with limited or no referencing
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