Sport, Recreation and Leadership

SPORTS ACADEMY

SEMESTER ONE 2019

Course Title	Sport, Recreation and Leadership	Course Code	9153
Unit Title	Sports Coaching and Management	Unit Code	09992
Prerequisite	Nil	Unit Value	1.0
Term 1 Unit	Sports Coaching & Management A		
Term 2 Unit	Sports Coaching & Management B		
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 on the systems in place that provide skills and resources for sports based activities. Students study the theory and practice of sports coaching and how it is managed. Students may choose to study from the electives Coaching Fundamentals, Advanced Coaching and Sports Management Specific Unit Goals

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 Sport Fitness and Recreation 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
Cert II	SISXCAI002	**Assist with activity sessions**
	SISXCCS001	**Provide quality service**
Cert III	SISXCAI003	**Conduct non-instructional sport, fitness or recreation sessions (core)**
	SISXCAI004	**Plan and conduct programs**

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

Elective	Code	Competency Title
Coaching Fundamentals	SISXCAI001	Provide equipment for activities
	SISSSCO101	Develop and update knowledge of coaching practices
Advanced Coaching	SISXFAC001	Maintain equipment for activities
Sports Management	FSKLRG09	Use strategies to respond to routine workplace problems
	SISXMGT001	Develop and maintain stakeholder relationships (Cert III competency)

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
http://training.gov.au/Training/Details/SIS30115

CONTENT DESCRIPTIONS

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry, Process and Procedures	
• analyse concepts, leadership theories and models in the sport and recreation industry (SRLA01) • understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions (SRLA02) • apply concepts, leadership, theories and models in sport and recreation industry contexts (SRLA03)	• describe leadership and models in the sport and recreation industry (SRLM01) • understand that leadership and models can inform engagement in health and well-being interventions (SRLM02)
Technical Information	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry (SRLA04) • demonstrate understanding of how principles, strategies, digital literacy and methodology can improve the effectiveness of delivery and outcomes of wellbeing interventions in the sport and recreation industry (SRLA05)	• describe strategies and digital literacy in the sport and recreation industry (SRLM03) • understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of wellbeing interventions in the sport and recreation industry (SRLM04)
A Course	**M Course**
• apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts (SRLA06)	• apply strategies and digital literacy in sport and recreation industry contexts (SRLM05)
Workplace, Health and Safety	
• explain the significance of WH and S in the sports and recreation industry (SRLA07) • apply WH and S policy and practices in practical settings (SRLA08)	• apply WH and S practices in practical settings (SRLM06)
Problem Solving	
• analyse leadership and sport and recreation issues and propose solutions (SRLA09) • analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry (SRLA10) • plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context (SRLA11)	• describe leadership and sport and recreation issues (SRLM07) • plan and apply problem solving strategies (SRLM08)

Industry Literacy and Numeracy	
• use appropriate terminology in expressing ideas in writing (SRLA12) • apply mathematical concepts in solving problems, such as in activity planning (SRLA13)	• use appropriate terminology in expressing ideas in writing (SRLM09) • use basic numeracy in planning sport and recreation activities (SRLM10)
Behaviour and attitudes in the Workplace	
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments (SRLA14) • organises materials and resources (SRLA15)	• apply intrapersonal and interpersonal skills within practical and workplace environments (SRLM11) • organises materials and resources (SRLM12)
Reflection on learning	
• analyse and reflect on own and others' learning and performances (SRLA16)	• reflect on own performance (SRLM13)
Communication	
• communicate in ways that are suitable for the sport and recreation environment and audience, including the use of appropriate information and communication technologies (SRLA17) • Communicate effectively in a range of forms and mediums for different purposes and audiences (SRLA18)	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies (SRLM14)

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Electives

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

Coaching Fundamentals

Concepts, theories and models relating to sport coaching, for example; code of ethics for coaching (National Coaching Accreditation Scheme NCAS), smartplay (injury prevention practice in sport), play by the rules (community codes of practice for sport), stages of learning, whole learning and part learning, game centred and technique centred approach.

Principles, methodology and procedures for sport coaching, including roles of a coach, planned coaching, periodisation, managing athlete participation and behaviour, activity modification, communicating with athletes, minimising athlete risk and equipment safety.

The nature and purpose of sport coaching, for example, understanding athlete goals and needs, referring athletes to professional services, athlete diversity and rules and regulations in sport.
Representations and interpretation of coaching styles and impact on athletes, tactical coaching and the revolution of sport skills, athlete learning styles, athlete interaction in the community and impacts of modern technology for coaches.

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

Advanced Coaching

Concepts, theories and models relating to sport coaching, for example; athlete growth and development, physical limitations of athletes (juniors, veterans, women and pregnancy and athletes with disability), classifications in sport and disability discrimination act.

Principles, methodology and procedures including session planning, warm up and warm downs, skill progression, conditioning, pre-exercise nutrition for athletes, athlete hydration, maintenance schedules and equipment repairs.
The nature and purpose of sport coaching including skill demonstration, technical assessment (video analysis, feedback and kinesthesis) inclusion, athlete psychology (motivation, stress and confidence) and sports leadership.
Representations and interpretation of athlete performance and statistics, cohesion in team sports, patterns of sport participation and coaches in the media.

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

Sports Management

Concepts, theories and models relating to sport management, for example; sport organisations (business structure and hierarchical responsibilities), stakeholder influences and maintaining effective relationships, sport and the law (constitution, contracts, rules and convention, judiciary, negligence and liability) and codes of practice in sports management. Compare the structure and delivery of sport in Australia and other countries, investigate issues confronting Australian Sport, explore how policies are developed, objectives set and plan implemented by government and non-government agencies.

Principles, methodology and procedures within sport management including workplace risk management, incident reports, reporting to supervisors, mandatory reporting, strategies for workplace problems and submissions (funding, facility upgrades and equipment).

The nature and purpose of sport management including roles in sports organisations, existence of sport organisations (mission, vision, objectives and strategic priorities), conducting sport and recreations sessions, collaboration with stakeholders following organisation policies and procedures, client needs and expectations and client satisfaction.

Representations and interpretation of sport management including sport session advertising and marketing, the effect of law on sports management and responding to workplace issues (clients, colleagues, physical work environment).

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

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Written Response	Weeks 6	30%
Community Coaching Project	Weeks 13 to 16	50%
Sports Coaching Accreditation Certificate	Week 17	20%

SPECIFIC ENTRY & EXIT REQUIREMENTS for TERM UNITS

It is not possible to enter this course at Term 2.
It is not possible to exit at Term 1 and receive 0.5 points.

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.

Executive Teacher: Mark Armstrong

Class Teacher: Matthew Adams

Date: 7 February 2019