

UNIT OUTLINE

Sport, Recreation and Leadership (A/V)

Erindale Sports Academy

SEMESTER 2, 2021

Course Title	Sport, Recreation & Leadership	Course code	9338
Semester Unit Name 1.0 Value	Active Lifestyles & Sports Leadership	Unit Code	96676
Term 3 Unit Name 0.5 Value	Active Lifestyles & Sports Leadership a	Unit Code	96677
Term 4 Unit Name 0.5 Value	Active Lifestyles & Sports Leadership b	Unit Code	96678
Google Classroom code	3w4rbho		
RTO name	ACTIVE Tuggeranong	RTO Code	88000
Qualification	SIS20115 Certificate II in Sport & Recreation		
Training Package	SIS Sport, Fitness and Recreation Package		
Classroom Teacher/s	Kate Greenacre & Natasa Radosavljevic	Signature	
SLC	Mark Armstrong	Signature	

Unit Description

The focus of this unit is working effectively in a Sport and Recreation environment to plan and deliver individual and group exercise sessions that reflect the needs of clients. Students may choose to study from the electives Orientation to Fitness, Instructional Fitness, Event Leadership & Sports Project.

Specific Unit Goals

This unit should enable students to:

A Course

- analyse theories, concepts, principles, methodologies, leadership, perspectives and ideas in the sport and recreation industry
- apply theories, concepts, principles, methodologies, leadership, skills and strategies in practices in the sport and recreation industry
- analyse and apply sport and recreation work practices, processes and procedures

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course
Industry, Process and Procedures
<ul style="list-style-type: none">• 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)
Technical Information
<ul style="list-style-type: none">• 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)
apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts (SRLA06)
Workplace, Health and Safety
<ul style="list-style-type: none">• 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)
Problem Solving
<ul style="list-style-type: none">• 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)
Industry Literacy and Numeracy
<ul style="list-style-type: none">• use appropriate terminology in expressing ideas in writing (SRLA12)• apply mathematical concepts in solving problems, such as in activity planning (SRLA13)
Behaviour and attitudes in the Workplace
<ul style="list-style-type: none">• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments (SRLA14)
organises materials and resources (SRLA15)
Reflection on learning
analyse and reflect on own and others' learning and performances (SRLA16)
Communication
<ul style="list-style-type: none">• 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)
apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts (SRLA06)
Workplace, Health and Safety
<ul style="list-style-type: none">• 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)

Problem Solving
<ul style="list-style-type: none"> • 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)
Industry Literacy and Numeracy
<ul style="list-style-type: none"> • use appropriate terminology in expressing ideas in writing (SRLA12) • apply mathematical concepts in solving problems, such as in activity planning (SRLA13)
Behaviour and attitudes in the Workplace
<ul style="list-style-type: none"> • apply leadership, intrapersonal and interpersonal skills within practical and workplace environments (SRLA14) • organises materials and resources (SRLA15)
Reflection on learning
analyse and reflect on own and others' learning and performances (SRLA16)
Communication
<ul style="list-style-type: none"> • communicate in ways that are suitable for the sport and recreation environment and audience, including the use of appropriate information and communication technologies (SRLA17) <p>communicate effectively in a range of forms and mediums for different purposes and audiences (SRLA18)</p>

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	SISXIND001	Work effectively in sport, fitness and recreation environments
Cert III	BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
	ICTWEB201	Use social media tools for collaboration and engagement

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

Elective	Code	Competency Title
Orientation to Fitness	SISFFIT001	Provide health screening and fitness orientation
Instructional Fitness	SISFFIT003	Instruct fitness programs
Event Leadership	SISXCAI006	Facilitate groups (Cert III competency)
Sports Project	SITEEVT004	Provide event staging support

Please note that not all competencies may be assessed in the below named assessment tasks as some assessment opportunities may be presented through in class activities and or excursions.

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> and <http://training.gov.au/Training/Details/SIS30115>

ASSESSMENT

TASK	UoC Assessed	WEIGHTING	DUE DATE
Task 1: Fitness Assessment	SISXIND001 SISFFIT001	20%	Week 4
Task 2: Fitness Program	BSBWHS303 SISXIND001 SISFFIT003	30%	Week 8
Task 3: Social Media Task	SISXIND001 ICTWEB201	30%	Week 16
Task 4: Carnival Attendance & Reflection	SISXIND001 SISFFIT003 SITEEVT004	20%	Week 17

Prerequisites, Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course.

It is possible to enter this course at Term 4 however, entry into this course for Term 4 is by negotiation with the Executive teacher.

To exit at the end of Term 3 you must first complete Tasks 1 & 2

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 and whether a student is deemed competent or not yet competent.

Students will be assessed on the degree to which they demonstrate knowledge and skills as outlined on the rubrics attached on the following pages.

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

Achievement Standards Industry & Services A Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and Understanding	<ul style="list-style-type: none"> analyses industry practices, processes and procedures and explains their significance in the application to sport and recreation workplace and/or work related contexts analyses technical information and specifications and evaluates a wide range of materials and equipment evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related sport and recreation contexts 	<ul style="list-style-type: none"> explains industry practices, processes and procedures and describes their significance in the application to sport and recreation workplace and/or work related contexts explains technical information and specifications and describes a range of materials and equipment analyses work, health and safety practices and explains how they apply to the workplace and/or work related sport and recreation contexts 	<ul style="list-style-type: none"> describes industry practices, processes and procedures and identifies their significance in the application to sport and recreation workplace and/or work related contexts describes technical information and specifications and identifies a range of materials and equipment describes work, health and safety practices and identifies how they apply to the workplace and/or work related sport and recreation contexts 	<ul style="list-style-type: none"> identifies industry practices, processes and procedures with some reference to their significance in the application to sport and recreation workplace and/or work related contexts identifies technical information and specifications and identifies some materials and equipment identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related sport and recreation contexts 	<ul style="list-style-type: none"> identifies industry practices, processes and procedures with little or no reference to their significance in the application to sport and recreation workplace and/or work related contexts identifies some technical information with little or no reference to materials and equipment identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related sport and recreation contexts
Skills	<ul style="list-style-type: none"> applies with high proficiency, industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies with high proficiency, technical information and specifications to create high quality products and/or services solves problems, proposes solutions and justifies decisions in completing a task demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks demonstrates highly developed behaviours and attitudes and contributes positively to learning and work reflects with insight on own learning processes and needs related to industry and the workplace communicates with high proficiency, using sport and recreation industry terminology and effectively organises materials and resources 	<ul style="list-style-type: none"> applies with proficiency, industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies with proficiency, technical information and specifications to create quality products and/or services solves problems, proposes solutions and explains decisions in completing a task demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks demonstrates developed behaviours and attitudes and contributes positively to learning and work explains own learning processes and needs related to industry and the workplace communicates with proficiency, using sport and recreation industry terminology and competently organises materials and resources 	<ul style="list-style-type: none"> applies effectively industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies effectively technical information and specifications to create quality products and/or services solves problems, proposes solutions and describes decisions in completing a task demonstrates effectively industry specific literacy and numeracy skills to tasks demonstrates appropriate behaviours and attitudes and contributes positively to learning and work describes own learning processes and needs related to industry and the workplace communicates effectively, using sport and recreation industry terminology and organises materials and resources 	<ul style="list-style-type: none"> applies some industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies some technical information and specifications to create products and/or services follows instructions, guidelines and procedures demonstrates some industry specific literacy and numeracy skills to tasks demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work describes some learning processes and needs related to industry and the workplace communicates using some industry sport and recreation terminology and demonstrates some ability to organise materials and resources 	<ul style="list-style-type: none"> applies little or no industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies little or no technical information and specifications to create products and/or services follows simple instructions, guidelines and procedures demonstrates little or no industry specific literacy and numeracy skills to tasks demonstrates limited appropriate behaviours and attitudes describes limited learning processes and needs related to industry and the workplace communicates using little or no sport and recreation industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry & Services A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and Understanding	<ul style="list-style-type: none"> analyses work practices, processes and procedures in sport, recreation and leadership analyses technical information and specifications evaluates work, health and safety practices 	<ul style="list-style-type: none"> explains work practices, processes and procedures in sport, recreation and leadership explains technical information and specifications analyses work, health and safety practices 	<ul style="list-style-type: none"> describes work practices, processes and procedures in sport, recreation and leadership describes technical information and specifications describes work, health and safety practices 	<ul style="list-style-type: none"> identifies work practices, processes and procedures in sport, recreation and leadership identifies technical information identifies work, health and safety practices 	<ul style="list-style-type: none"> identifies some work practices, processes and procedures in sport, recreation and leadership identifies some technical information identifies some work, health and safety practices
Skills	<ul style="list-style-type: none"> applies with high proficiency, industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies with high proficiency, technical information and specifications to create high quality products and/or services solves problems, proposes solutions and justifies decisions in completing a task demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks demonstrates highly developed behaviours and attitudes and contributes positively to learning and work reflects with insight on own learning processes communicates with high proficiency, using a range of modes and medium using industry terminology and effectively organises materials and resources 	<ul style="list-style-type: none"> applies with proficiency, industry practices, processes and procedures to deliver sport and recreation a service and/or create a product applies with proficiency, technical information and specifications to create quality products and/or services solves problems, proposes solutions and explains decisions in completing a task demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks demonstrates developed behaviours and attitudes and contributes positively to learning and work explains own learning processes communicates with proficiency, using industry terminology and competently organises materials and resources 	<ul style="list-style-type: none"> applies effectively industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies effectively technical information and specifications to create quality products and/or services solves problems, proposes solutions and describes decisions in completing a task demonstrates effectively industry specific literacy and numeracy skills to tasks demonstrates appropriate behaviours and attitudes and contributes positively to learning and work describes own learning processes communicates effectively, using industry terminology and organises materials and resources 	<ul style="list-style-type: none"> applies some industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies some technical information and specifications to create products and/or services follows instructions, guidelines and procedures demonstrates some industry specific literacy and numeracy skills to tasks demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work describes some learning processes communicates using some industry terminology and demonstrates some ability to organise materials and resources 	<ul style="list-style-type: none"> applies little or no industry practices, processes and procedures to deliver a sport and recreation service and/or create a product applies little or no technical information and specifications to create products and/or services follows simple instructions, guidelines and procedures demonstrates little or no industry specific literacy and numeracy skills to tasks demonstrates limited appropriate behaviours and attitudes describes limited learning processes communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

ASSESSMENT POLICIES

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Tasks (Non-Test Tasks) -

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

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. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf

VOCATIONAL ASSESSMENT

Each unit of competence will be assessed independently. There will be an opportunity to be re-assessed (if required) to meet national competency standards, however the original assessment mark will be used to calculate the A-E grade. The reporting of competencies may occur progressively or as part of an identified assessment process at the end of the unit.

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- Task skills – undertaking specific work place task(s)
- Task management skills – managing a number of different tasks to complete a whole work activity
- Contingency management skills – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- Job/role environment skills – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

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.

GENERAL MODERATION PROCEDURES

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 assessed fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of results across all colleges has occurred.

Students should be made aware that practical assessment tasks are often filmed for moderation purposes.