Erindale Sports Academy

Classroom Teachers: Kate Greenacre & Tash Radosavljevic   Executive Teacher: Mark Armstrong

Course Title	Sport, Recreation and Leadership	Course Code:	9338
Semester Unit	Sports Coaching and Management	Unit Value/Code:	96679
Term Unit (a)	Sports Coaching and Management a	Unit Value:	0.5/96680
Term Unit (b)	Sports Coaching and Management b	Unit Value:	0.5/96681
Prerequisite	Nil		
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

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 • 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	• describe methodologies, leadership, perspectives and ideas in the sport and recreation industry • apply strategies, leadership, procedures and techniques in the sport and recreation industry • apply sport and recreation work practices, processes and procedures

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)

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.

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 SISSSCO101	Provide equipment for activities Develop and update knowledge of coaching practices
Advanced Coaching	SISXFAC001	Maintain equipment for activities
Sports Management	FSKLRG09 SISXMGT001	Use strategies to respond to routine workplace problems 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

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.

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Written Response	Week 5	20%
Session Planning and Practice	Week 9	30%
Session Implementation	Week 15	30%
Coaching Certificate	Week 17	20%

SPECIFIC ENTRY & EXIT REQUIREMENTS for TERM UNITS

Exit from this course at the end of Term 1 is possible by completing Task 1 and 2. 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 the specified time on the Assignment Coversheet on that day. After this specified time, 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: Kate Greenacre and Tash Radosavljevic

Date: 1 February 2021

Achievement Sport, Recreation & Leadership 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 work practices, processes and procedures in sport, recreation and leadership • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures in sport, recreation and leadership • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures in sport, recreation and leadership • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures in sport, recreation and leadership • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures in sport, recreation and leadership • identifies some technical information • identifies some work, health and safety practices
Skills	• 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 proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• 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	• 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	• 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	• 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

Achievement Standards Sport, Recreation & Leadership 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 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 Sport, Recreation & Leadership M Course

	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	• describes sports and recreation industry practices, processes and procedures independently • describes technical information and specifications independently • describes work, health and safety practices independently	• explains sports and recreation industry practices, processes and procedures with some assistance • explains technical information and specifications with some assistance • describes work, health and safety practices with some assistance	• describes sports and recreation industry practices, processes and procedures with assistance • describes technical information and specifications with assistance • recounts work, health and safety practices with assistance	• identifies sports and recreation industry practices, processes and procedures with continuous guidance • identifies technical information with continuous guidance • recounts work, health and safety practices with continuous guidance	• identifies some industry sports and recreation practices, processes and procedures • identifies some technical information with direct instruction • recounts work, health and safety practices with direct instruction
Skills	• applies sports and recreation industry practices, processes and procedures to deliver a service and/or create a product independently • applies technical information and specifications to products and/or services independently • demonstrates industry specific literacy and numeracy skills to a range of tasks independently • demonstrates behaviours and attitudes and contributes positively to learning independently • communicates ideas using appropriate terminology independently	• applies sports and recreation industry practices, processes and procedures to deliver a service and/or create a product with some assistance • applies technical information and specifications to products and/or services with some assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrates behaviours and attitudes and contributes positively to learning with some assistance • communicates ideas using appropriate terminology with some assistance	• applies sports and recreation industry practices, processes and procedures to deliver a service and/or create a product with assistance • applies technical information and specifications to products and/or services with assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrates behaviours and attitudes and contributes positively to learning with assistance • communicates ideas using appropriate terminology with assistance	• applies sports and recreation industry practices, processes and procedures to deliver a service and/or create a product with continuous guidance • applies technical information and specifications to products and/or services with continuous guidance • demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrates behaviours and attitudes and contributes positively to learning with continuous guidance • communicates ideas using appropriate terminology with continuous guidance	• applies sports and recreation industry practices, processes and procedures to deliver a service and/or create a product with direct instruction • applies technical information and specifications to products and/or services with direct instruction • demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrates behaviours and attitudes and contributes positively to learning with direct instruction • communicates ideas using appropriate terminology with direct instruction