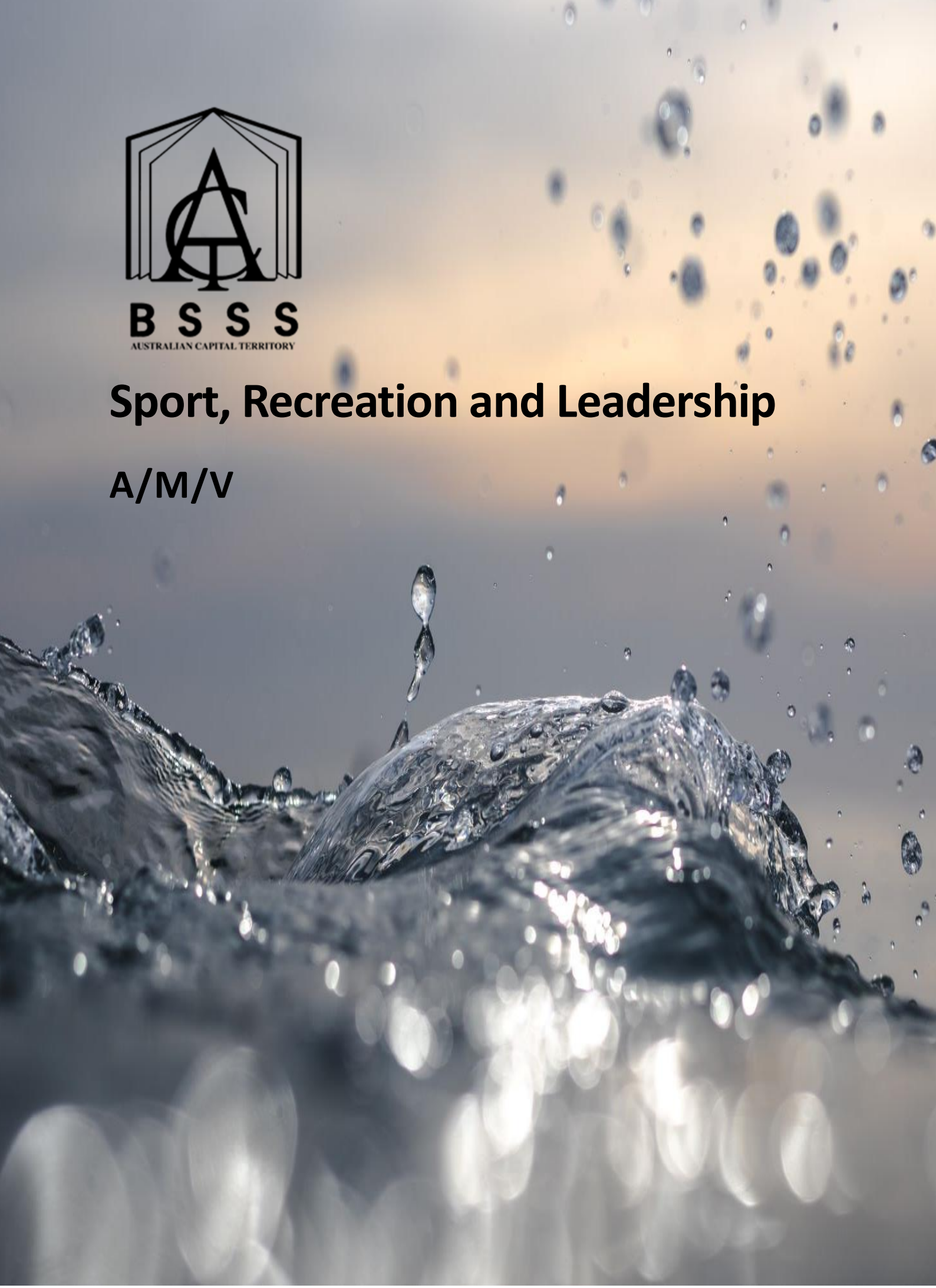
BSSS
AUSTRALIAN CAPITAL TERRITORY

Sport, Recreation and Leadership

A/M/V



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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications.
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade ‘P’ (Pass) where at least one competency is achieved by the student; or ‘Q?’ ‘Participated’ where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade ‘P’ (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade ‘P’ (Pass).

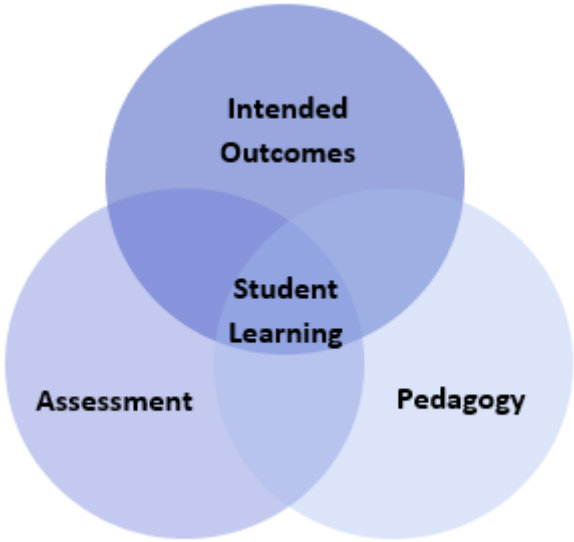
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy as they learn how to communicate ideas, concepts and proposals to a variety of audiences. Students read and interpret written instructions for specific sport and recreation practices, often including diagrams and procedural writings. They may write project outlines, briefs, concept proposals, evaluations and project reports as well as self-evaluations.

The vocabulary used in the sports and Recreation area is often technical and includes specific terms for concepts, processes and production. Students learn to understand that information is often presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing processes and in articulating, questioning and evaluating ideas.

Numeracy

Numeracy provides students with the opportunity to interpret and use mathematical knowledge and skills in a range of situations. Students use numbers to calculate, measure and estimate; interpret and draw conclusions; measure and record; develop, refine and test concepts; and cost and sequence projects.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they enter or retrieve data using digital technologies and software applications according to organisational procedures.

Students develop skills using a range of software applications and digital hardware that enable them to report their ideas. Students use ICT when they investigate and analyse information, evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their ideas and produce solutions.

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, generate, develop and evaluate ideas for their practical projects. Students will interact with others in analysing problems, refining their ideas, developing solutions and justifying their ideas.

Students may incorporate the use of technology to assist in problem solving. Students will identify and explore suitable technologies and incorporate that knowledge into a range of situations.

Personal and Social Capability

Students develop personal and social capability by developing their social awareness when they work in a collaborative workspace. Students direct their own learning, plan and carry out investigations, and become independent learners who can apply thinking, understanding and skills when making decisions. They develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. They learn to interact positively with others.

Students develop their social awareness and understanding of diversity by researching and identifying user needs. Students consider the impact their decisions have on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

Ethical Understanding

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and examining contemporary practices in the area of Sports and recreation. Students investigate past, current and future local, national, regional and global sporting and recreational trends and priorities. When engaged in systems thinking, students evaluate their findings against the criteria of environmental sustainability, health, social and emotional responsibility and social awareness. They explore issues associated with sport and recreation and consider possibilities. Students are encouraged to develop positive values and attitudes.

Students learn about safe and ethical procedures for investigating and working with people, data and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Intercultural Understanding

Students consider how sport and recreation practices are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people’s lives. They explore ways in which past and present practices enable people to use sport to interact with one another across cultural boundaries. Students recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between different cultures in society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional and global communities. It emphasises the interdependence of environmental, social, cultural and economic systems.

Sport, Recreation and Leadership

A/M/V

Rationale

Courses written under this framework provide students with knowledge, understanding and skills relating to areas of work inside the industry and services domains.

Sport and Recreation is a growth industry in Australian society. These forms of recreation include social sport, fitness programs and outdoor and community based recreational pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Sports, Fitness and Leadership focuses on the significance that the Sports and Recreation Industry has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about health wellbeing activities. These activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment. They include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities. This course builds on the knowledge, skills and understandings of the Australian Curriculum: Health and Physical Education syllabus (www.australiancurriculum.edu.au/healthandphysicaleducation).

Through the study of Recreation students will examine: the relevance of recreation in Australian culture, the contribution recreation makes to health and wellbeing, factors that influence participation in recreation, how physical skills can enhance participation in recreation activities, how interpersonal skills support effective interaction with others, the promotion of safety in recreation activities, technology in recreation activities, how the recreation industry contributes to individuals and communities.

Sports, Fitness and Leadership can make an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning and well-being.

Goals

All courses based on this Framework should enable students to:

- analyse practices, processes and procedures in the sport and recreation industry
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality sport and recreation services
- communicate in a range of modes and mediums
- work independently and collaboratively in accordance with WHS principles.

Unit Titles

- Sports and Recreation Industry
- Active Lifestyles and Sports Leadership
- Sports Coaching and Management
- Community Activities and Events

Organisation of Content

Sports and Recreation Industry

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.

Active Lifestyles and Sports Leadership

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 and Sports Project.

Sports Coaching and Management

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.

Community Activities and Events

The focus of this unit is on organising, facilitating and completing work activities linked to community activities and events. Students may choose to study from the electives Community Activities, Sports Administration and Event Management.

Assessment

The identification of criteria within the achievement standards, and assessment task types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Task Type	Theory	Practical
	Suggested tasks: • test • folio • assignment • research project • cooperative task • planning tasks • risk assessments • presentations • technical information • drawings	**Suggested tasks:** • demonstration • individual project/activity • group project • continuous observation (e.g. skills, WH and S) • folio • test • presentations • online collaboration/ discussion forum
Weightings in A/V 1.0 and 0.5 Units	30 - 40%	60 - 70%
Weightings in M/V 1.0 and 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Sport, Recreation and 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 effective 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 effective 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 and 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 effective 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 and Leadership M Course – Years 11 and 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	• 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

Sport and Recreation Industry — Value: 1.0

Sports and Recreation Industry a — **Value 0.5**
Sports and Recreation Industry b — **Value 0.5**

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 • 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 • understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions • apply concepts, leadership, theories and models in sport and recreation industry contexts	• describe leadership and models in the sport and recreation industry • understand that leadership and models can inform engagement in health and well-being interventions
Technical Information	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry • 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 • apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts	• describe strategies and digital literacy in the sport and recreation industry • understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of wellbeing interventions in the sport and recreation industry • apply strategies and digital literacy in sport and recreation industry contexts

A Course	M Course
Workplace, Health and Safety	
• explain the significance of WH and S in the sports and recreation industry • apply WH and S policy and practices in practical settings	• apply WH and S practices in practical settings
Problem Solving	
• analyse leadership and sport and recreation issues and propose solutions • analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry • plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context	• describe leadership and sport and recreation issues • plan and apply problem solving strategies
Industry Literacy and Numeracy	
• use appropriate terminology in expressing ideas in writing • apply mathematical concepts in solving problems, such as in activity planning	• use appropriate terminology in expressing ideas in writing • use basic numeracy in planning sport and recreation activities
Behaviour and Attitudes in the Workplace	
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources	• apply intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources
Reflection on learning	
• analyse and reflect on own and others' learning and performances	• reflect on own performance
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 effectively in a range of forms and mediums for different purposes and audiences	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

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 e.g. 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 Sports 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 (Release 2.1, 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
HLTAID011	**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

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

Refer to pages 10-12.

Active Lifestyles and Sports Leadership — Value: 1.0

Active Lifestyles and Sports Leadership a — Value 0.5
Active Lifestyles and Sports Leadership b — Value 0.5

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 and Sports Project.

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 • understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions • apply concepts, leadership, theories and models in sport and recreation industry contexts	• describe leadership and models in the sport and recreation industry • understand that leadership and models can inform engagement in health and well-being interventions
Technical Information	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry • 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 • apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts	• describe strategies and digital literacy in the sport and recreation industry • understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of wellbeing interventions in the sport and recreation industry • apply strategies and digital literacy in sport and recreation industry contexts

A Course	M Course
Workplace, Health and Safety	
• explain the significance of WH and S in the sports and recreation industry • apply WH and S policy and practices in practical settings	• apply WH and S practices in practical settings
Problem Solving	
• analyse leadership and sport and recreation issues and propose solutions • analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry • plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context	• describe leadership and sport and recreation issues • plan and apply problem solving strategies
Industry Literacy and Numeracy	
• use appropriate terminology in expressing ideas in writing • apply mathematical concepts in solving problems, such as in activity planning	• use appropriate terminology in expressing ideas in writing • use basic numeracy in planning sport and recreation activities
Behaviour and attitudes in the Workplace	
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources	• apply intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources
Reflection on learning	
• analyse and reflect on own and others' learning and performances	• reflect on own performance
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 effectively in a range of forms and mediums for different purposes and audiences	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

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.

Orientation to Fitness

Concepts, theories and models relating to identifying client fitness requirements, administering pre-exercise health screening questionnaires, planning, instructing, monitoring and evaluating group exercise sessions.

Principles, methodology and procedures related to health screening procedures, planning, instructing, monitoring and evaluating group exercise sessions (including circuit classes), with or without music.

The relationship between fitness activities and wellbeing and the nature and purpose of pre-exercise health screening questionnaires, the principles of program design (FITT, overload, progression, specificity) and fitness program planning for improvement of health-related components of fitness.

Representations and interpretation of the pre-client assessment to discuss client preferences and outcomes of pre-exercise health screening and design and deliver a group fitness program that incorporates client needs, including considerations to be aware of for specific population client presentations. Explanations of available programs, services and facilities to match each client's needs, goals and preferences according to the principles of program design.

Communication in a range of forms and mediums for different purposes and audiences. Interaction with all clients in a professional manner.

Instructional Fitness

Concepts, theories and models relating to the design, implementation of health and fitness screening and group exercise sessions. The examination of legislation and regulatory requirements regarding fitness programs, sessions and circuit sessions and application of legal and ethical limitations of own role, work health and safety and duty of care. Investigation of existing models of industry endorsed pre-screening processes e.g. Fitness Australia.

Principles, methodology and procedures including a risk assessment process for individual clients with differing needs, goals and preferences. Organisational policies and procedures in regard to pre-screening, participant to instructor ratio, hygiene, risk management, use, care and maintenance of equipment. Conduct an assessment of the client's health and fitness as part of the pre-screening activity.

Explaining the relationship between physical activity, measuring and evaluating physical performance of individuals, designing and delivering fitness and healthy lifestyle programs. Create fitness programs for individual clients that meet the principles of design i.e. FITT and the principles of training. Plan, document, implement and evaluate circuit training sessions with interrelated components. Conduct sessions that

individually or cumulatively incorporate a demonstration, explanation, and instruction in cardiovascular exercises, dynamic warm-up and cool-down components and resistance exercises.

Representations and interpretation of the pre-client assessment to design and deliver a fitness program that includes health-related components of fitness, such as body composition, muscle endurance, muscle strength, cardio-respiratory endurance and flexibility. Determine type of training, training methods and equipment required to achieve client goals and develop a program that incorporates client needs. Provide clear exercise instructions and demonstrate activities to confirm client understanding and modify sessions to achieve set goals. Monitor and evaluate exercise programs at appropriate intervals and then document modifications made to program.

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

Event Leadership

Concepts, theories and models relating to event leadership, for example, relevant government legislation and codes of practice that relate to effective event planning and management of a sporting event. Also includes the investigation, comparison of a variety of leadership models.

Principles, methodology and procedures including codes of practice, organisational plans policies and procedures inclusive of work health and safety (hazard identification, risk assessment and risk control). Principles and techniques of goal setting, measuring performance, time management and personal assessment. This also includes working effectively with group members and stakeholders to develop and maintain effective working relationships. This may include identifying potential barriers and implementing strategies for conflict resolution.

The nature and purpose of event leadership, for example, designing, implementing and coordinating a major sporting event within the local community.

Representations and interpretation such as facilitating the processes involved in staging a major sporting event, identifying barriers and implementing strategies to prevent and resolve issues, monitoring performance and making adjustments. May also include the analysis of previous event feedback to make well informed decisions about future events.

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

Sports Project

Critically analyse, evaluate and apply concepts, theories and models relating to the sport and recreation industry, for example, organisational policies relating to safe and ethical work practices, broad features and components of staging different types of events, and the purpose and implementation of strategic planning.

Understanding, critically analysing and applying principles, methodology and procedures which encompass the project managing process. This includes identifying and determining the roles and responsibilities of various personnel involved in staging an event in a variety of sport and recreation work contexts, registration procedures for various types of events, event attendance procedures and systems for participants and spectators, analysis, financial requirement checklists and implementation of risk management procedures.

The nature and purpose of planning, organising and evaluating a major sports project.

Representations and interpretation of sports project through the implementation of a strategic plan and SWOT analysis, project promotion and interaction through a variety of advertising outlets inclusive of social media, potential issues with associated use of social media tools and applications, use of a variety of evaluation techniques/debriefing inclusive of reflecting on own and others performances and making recommendations, operational documentation requirements, use of a variety of problem solving and creative thinking techniques in order to manage unpredictable and complex situations.

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	**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	SISFFIT032	Complete pre-exercise screening and service orientation
Instructional Fitness	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
Event Leadership	SISXCAI006	Facilitate groups (Cert III competency)
Sports Project	SITEEVT004	Provide event staging support

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

Refer to pages 10-12.

Sports Coaching and Management — Value: 1.0

Sports Coaching and Management a — **Value 0.5**
Sports Coaching and Management b — **Value 0.5**

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.

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 • understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions • apply concepts, leadership, theories and models in sport and recreation industry contexts	• describe leadership and models in the sport and recreation industry • understand that leadership and models can inform engagement in health and well-being interventions
Technical Information	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry • 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	• describe strategies and digital literacy in the sport and recreation industry • understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of wellbeing interventions in the sport and recreation industry

A Course	M Course
• apply principles, strategies, digital literacy and methodology in sport and recreation industry contexts	• apply strategies and digital literacy in sport and recreation industry contexts
Workplace, Health and Safety	
• explain the significance of WH and S in the sports and recreation industry • apply WH and S policy and practices in practical settings	• apply WH and S practices in practical settings
Problem Solving	
• analyse leadership and sport and recreation issues and propose solutions • analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry • plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context	• describe leadership and sport and recreation issues • plan and apply problem solving strategies
Industry Literacy and Numeracy	
• use appropriate terminology in expressing ideas in writing • apply mathematical concepts in solving problems, such as in activity planning	• use appropriate terminology in expressing ideas in writing • use basic numeracy in planning sport and recreation activities
Behaviour and attitudes in the Workplace	
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources	• apply intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources
Reflection on learning	
• analyse and reflect on own and others' learning and performances	• reflect on own performance
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 effectively in a range of forms and mediums for different purposes and audiences	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

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.

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:

Certificate	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 SISSSCO005	Provide equipment for activities Continuously improve coaching skills and knowledge
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

Assessment

Refer to pages 10-12.

Community Activities and Events — Value: 1.0

Community Activities and Events a — **Value 0.5**
Community Activities and Events b — **Value 0.5**

Unit Description

The focus of this unit is on organising, facilitating and completing work activities linked to community activities and events. Students may choose to study from the electives Community Activities, Sports Administration and Event 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 • understand that theories, leadership, concepts and models can influence engagement in health and well-being interventions • apply concepts, leadership, theories and models in sport and recreation industry contexts	• describe leadership and models in the sport and recreation industry • understand that leadership and models can inform engagement in health and well-being interventions
Technical Information	
• analyse principles, strategies, digital literacy and methodology in the sport and recreation industry • 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	• describe strategies and digital literacy in the sport and recreation industry • understand that strategies and digital literacy can improve the effectiveness of delivery and outcomes of wellbeing 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

A Course	M Course
Workplace, Health and Safety	
• explain the significance of WH and S in the sports and recreation industry • apply WH and S policy and practices in practical settings	• apply WH and S practices in practical settings
Problem Solving	
• analyse leadership and sport and recreation issues and propose solutions • analyse ethical issues and leadership roles and their impact on relevant populations in the sport and recreation industry • plan and apply problem solving strategies to enhance outcomes of self and others within a sport and recreation context	• describe leadership and sport and recreation issues • plan and apply problem solving strategies
Industry Literacy and Numeracy	
• use appropriate terminology in expressing ideas in writing • apply mathematical concepts in solving problems, such as in activity planning	• use appropriate terminology in expressing ideas in writing • use basic numeracy in planning sport and recreation activities
Behaviour and attitudes in the Workplace	
• apply leadership, intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources	• apply intrapersonal and interpersonal skills within practical and workplace environments • organises materials and resources
Reflection on learning	
• analyse and reflect on own and others' learning and performances	• reflect on own performance
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 effectively in a range of forms and mediums for different purposes and audiences	• communicate in ways that are suitable for the sport and recreation environment including the use of appropriate information and communication technologies

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

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.

Community Activities

Concepts, theories and models relating to community activities, such as group dynamics and the qualities of an effective leader (including leadership styles), personal and interpersonal skills required for effective participation in recreation activities, physical team building activities, special population groups and reasons for participating in sport and recreation.

Principles, methodology and procedures related to participating and assisting in conducting community activity sessions and supporting the participation of others, e.g. Gala Day, reviewing activity programs and reporting on outcomes, marketing strategies for a community session, the considerations of developing a community activity program such as coping strategies and protocols of special population groups. Policies, strategies, rules and technology can be used to promote health and safety in recreation activities.

The nature and purpose of community activity programs including the benefits e.g. psychological, emotional, social, physical and spiritual health. Exploration of the nature and purpose of recreational activities available in the local community.

Representations and interpretation of a range of community activity programs and the benefits they have on individuals and communities, evaluating individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities e.g. How can the identification of personal attributes and the diverse range of attributes in others benefit participation in recreation activities? The influences on participation, interpretation of documentation and correspondence information when assisting with community activity programs such as YMCA Senior Athletics Carnival. Applying considerations and protocols for special population groups, evaluating strategies that seek to promote health in recreation activities and provide recommendations.

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

Sports Administration

Concepts, theories and models relating to sports administration, for example, relevant legislation that may affect sport and recreation business operations such as anti-discrimination, ethical principles, codes of practice, privacy laws and work, health and safety.

Principles, methodology and procedures including following relevant IT procedures (back up and virus protection, file naming and storage) and applying technology skills to select and use technology appropriate to the task, investigating site/facility requirements to ensure the program is conducted appropriately, organisational policies and procedures that ensure application of appropriate procedures in regard to planning a program, checking and storage of equipment, referral of participants with special needs and the establishing and maintaining of records systems for equipment use and maintenance, organisational record keeping/filing systems, security procedures and safe recording practices, policies and procedures relating to distribution of workplace information, as well as legal and ethical obligations.

The nature and purpose of sports administration, for example, event planning inclusive of organisation, implementation and evaluation processes.

Representations and interpretation of technical terminology to assist in reading help files and manuals, investigating problem solving and negotiation strategies to resolves issues with program specific problems, as well as participant interaction and conflict. Exploring, identifying and selecting appropriate program activities to ensure activities match the needs of the participants.

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

Event Management

Concepts, theories and models in relation to event management, for example, demonstration of advanced and complex administration skills to plan, understand key roles of managing an event and lead and evaluate a sport, fitness or recreation event.

Principles, methodology and procedures that is imperative to the success of facilitating an event, for example, analysing organisational policies and procedures to undertake tasks safely and responsibly. This includes the application of procedures around maintenance, use, and storage of equipment, equipment and environmental safety standards, duty of care, codes of practice, conflict resolution, complaint procedures, referral processes, processes to implement change, approval processes and risk management.

The nature and purpose of planning, leading and evaluating an event that requires the development and demonstration of skills to work effectively with individuals and teams/groups and liaise and confirm final details and requirements for event with community organisations.

Representations and interpretation of manufacturer guidelines and organisational policies and procedures with application to the management of a sport, fitness or recreation event.

Communication in a range of forms and mediums for different purposes and audiences, inclusive of active listening, written and verbal communication, language and negotiation.

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:

Certificate	Code	Competency Title
Cert II	**BSBWOR202**	**Organise and complete daily work activities**
	HLTWHS001	**Participate in workplace health and safety**
Cert III	**BSBWOR301**	**Organise personal work priorities and development**

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

Elective	Code	Competency Title
Community Activities	BSBSUS201	Participate in environmentally sustainable work practices
Sports Administration	ICTICT203	Operate application software packages
Event Management	SISXFAC002 SISXIND006	Maintain sport, fitness and recreation facilities Conduct sport, fitness or recreation events (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

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Nil.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited V courses.

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

For the SIS20115 **Certificate II in Sport and Recreation** the following packaging rules apply:

Total number of units = 13 units must be completed:

8 **core unit** plus

5 **elective units** of which:

- 2 units from the general electives listed below
- 3 units from the list below or elsewhere in SIS Training Package

A Structured Workplace Learning (SWL) placement is highly recommended

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate - SIS20115 Certificate II in Sport and Recreation

Code	Competency Title	Core/Elective
BSBWOR202	**Organise and complete daily work activities**	**Core**
HLTAID011	**Provide first aid**	**Core**
HLTWHS001	**Participate in workplace health and safety**	**Core**
SISXCAI002	**Assist with activity sessions**	**Core**
SISXCCS001	**Provide quality service**	**Core**
SISXEMR001	**Respond to emergency situations**	**Core**
SISXIND001	**Work effectively in sport, fitness and recreation environments**	**Core**
SISXIND002	**Maintain sport, fitness and recreation industry knowledge**	**Core**
BSBSUS201	Participate in environmentally sustainable work practices	Elective
FSKDIG03	Use digital technology for routine workplace tasks	Elective
FSKLRG09	Use strategies to respond to routine workplace problems	Elective
ICTICT203	Operate application software packages	Elective
SISCAQU002	Perform basic water rescues	Elective
SISXCAI001	Provide equipment for activities	Elective
SISXFAC001	Maintain equipment for activities	Elective
SISXFAC002	Maintain sport, fitness and recreation facilities	Elective

Imported Competencies (allowed in Training Package packaging rules)

Code	Competency Title	Imported from
SISFFIT035	Plan group exercise sessions	SIS (Cert III Fitness)
SISFFIT032	Complete pre-exercise screening and service orientation	SIS (Cert III Fitness)
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	SIS (Cert III Fitness)
SITEEVT004	Provide event staging support	SIT (Cert III Events)
SISSSCO005	Continuously improve coaching skills and knowledge	SIS (Certificate II Sport Coaching)

For the SIS30115 **Certificate III in Sport and Recreation** the following packaging rules apply:

Total number of units = 15 units must be completed:

9 **core unit** plus

6 **elective units** of which:

- 3 units from the general electives listed below
- 3 units from the list below or elsewhere in SIS Training Package

A Structured Workplace Learning (SWL) placement is highly recommended

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate - SIS30115 Certificate III in Sport and Recreation

Code	Competency Title	Core/Elective
BSBWHS303	**Participate in WHS hazard identification, risk assessment and risk control**	**Core**
BSBWOR301	**Organise personal work priorities and development**	**Core**
HLTAID011	**Provide first aid**	**Core**
HLTWHS001	**Participate in workplace health and safety**	**Core**
ICTWEB201	**Use social media tools for collaboration and engagement**	**Core**
SISXCAI003	**Conduct non-instructional sport, fitness or recreation sessions**	**Core**
SISXCAI004	**Plan and conduct programs**	**Core**
SISXCCS001	**Provide quality service**	**Core**
SISXEMR001	**Respond to emergency situations**	**Core**
ICTICT203	Operate application software packages	Elective
SISXCAI006	Facilitate groups	Elective
SISXFAC002	Maintain sport, fitness and recreation facilities	Elective
SISXIND006	Conduct sport, fitness or recreation events	Elective
SISXMGT001	Develop and maintain stakeholder relationships	Elective

Imported Competencies (allowed in Training Package packaging rules)

Code	Competency Title	Imported from
SISFFIT035	Plan group exercise sessions	SIS (Cert III Fitness)
SISFFIT032	Complete pre-exercise screening and service orientation	SIS (Cert III Fitness)
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	SIS (Cert III Fitness)
SITEEVT004	Provide event staging support	SIT (Cert III Events)

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

BSSS Unit Title	Competencies	
Sport and Recreation Industry 1.0	**HLTAID011**	**Provide first aid (core)**
	SISXEMR001	**Respond to emergency situations (core)**
	SISXIND002	**Maintain sport, fitness and recreation industry knowledge (core)**
	FSKDIG03	Use digital technology for routine workplace tasks
	SISCAQU002	Perform basic water rescues
Active Lifestyles and Sports Leadership 1.0	**SISXIND001**	**Work effectively in sport, fitness and recreation environments (core)**
	SISFFIT001	Complete pre-exercise screening service and orientation
	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
	SITEEVT004	Provide event staging support
Additional Cert III Competencies for schools that are scoped to deliver this qualification	**BSBWHS303**	**Participate in WHS hazard identification, risk assessment and risk control (core)**
	ICTWEB201	**Use social media tools for collaboration and engagement (core)**
	SISXCAI006	Facilitate groups

BSSS Unit Title	Competencies	
Sports Coaching and Management 1.0	**SISXCAI002**	**Assist with activity sessions (core)**
	SISXCCS001	**Provide quality service (core)**
	SISSSCO005	Continuously improve coaching skills and knowledge
	FSKLRG09	Use strategies to respond to routine workplace problems
	SISXCAI001	Provide equipment for activities
	SISXFAC001	Maintain equipment for activities
Additional Cert III Competencies for schools that are scoped to deliver this qualification	**SISXCAI003**	**Conduct non-instructional sport, fitness or recreation sessions (core)**
	SISXCAI004	**Plan and conduct programs (core)**
	SISXMGT001	Develop and maintain stakeholder relationships
Community Activities and Events 1.0	**BSBWOR202**	**Organise and complete daily work activities (core)**
	HLTWHS001	**Participate in workplace health and safety (core)**
	BSBSUS201	Participate in environmentally sustainable work practices
	ICTICT203	Operate application software packages
	SISXFAC002	Maintain sport, fitness and recreation facilities
Additional Cert III Competencies for schools that are scoped to deliver this qualification	**BSBWOR301**	**Organise personal work priorities and development (core)**
	SISXIND006	Conduct sport, fitness or recreation events

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 workplace 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.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Structured Workplace Learning (SWL): Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student's work placement. Students need to complete a minimum of 27.5 hours to obtain credit for an SWL. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards refer to:
https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:	
Course Title:	Sport, Recreation and Leadership
Classification/s:	A M V
Accredited from:	2019
Training Package Information and Competencies updated for:	2023
Framework:	Industry Client Services