# Pre-approved Learning and Assessment Plan

Stage 2 Industry Connections (20-credits)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **C** | **A/B/C** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Coaching/ managing / playing / officiating

Tasks are modelled on the VET units of competency specified, but students do not undertake or achieve the VET units. Evidence from these tasks can be collated by students in their work skills portfolio, which they may be used to support their future career and transitions opportunities (for example, a job application and/or future recognition of prior learning (RPL) process for a VET qualification).

The units of competency relevant to this Industry Connections are:

* SISSSCO014 Develop sport coaches
* SISXCAI004 Plan and conduct programs
* SISSSCO003 Meet Participant Needs

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Industry Connections – 20 credits

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| **Industry focus** | **Sport, Recreation and Fitness -** Coaching/ managing / playing / officiating |

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Work Skills Portfolio – weighting 50%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Knowledge and Understanding |
| **Umpiring / Coaching / Playing**  Students produce an instructional video demonstration, such as how to perform a particular sporting or work skill that is related to the field, they are interested in (player / coach / official).  These can be video recorded and edited for a TV or online channel, an instructional video, or be delivered live to an audience | KU2 | Instructional video |
| **Coaching Session** Students explore coaching techniques by participating in a coaching course (such as the AIS Community Coaching Online Course)to assist in their preparation.  Students individually, or in small groups, plan and deliver a coaching session. This can be undertaken with a younger year level, community team etc. in the chosen sport). Coaches will collect feedback provided by the participants, teacher and industry professionals where appropriate.   |  |  | | --- | --- | |  |  | | KU1  KU2 | Folio of evidence:   * Completed coaching course * Lesson plan * Annotated feedback |
| **Industry Knowledge:** Roles in the Sporing Industry  Students develop a portfolio of evidence (digital or hard copy) demonstrating their possible roles within the sporting industry  This is done by undertaking several practical inquiry activities in their field of interest, including interviews, observations, work shadowing, virtual work-experience, etc) | KU1 | Evidence may be presented in a range of forms, such as:   * Journal / blog * Reports * Photo stories, * Video or audio recordings * Oral presentations |
| **Meeting Client Needs**  Students develop a coaching plan to meet the needs of a specific client group. This involves choosing a particular skill set or exercise program to deliver to *at least 3* different audiences (e.g. children, adolescents, and adults for the chosen sport) | KU1  KU2 | Annotated sessions plan including photos/videos from the coaching program.  This will include feedback of client progress over time |
|  |  | Annotated sessions plan including photos/videos from the session |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| Reflection and Consideration |
| **Reflection**  Students reflect on the value and purpose of the skills, knowledge, and work undertaken in the Sports, Recreation and Fitness industry, and how this will assist them in the future.  Students reflect on the development of knowledge, concepts, skills and new understandings related to the Sports, Recreation and Fitness industry. Students will consider the development of their selected SACE capability, using evidence of actions taken.  Students will also reflect on their planning, organisational, problem solving and decisions-making skills through their industry project in AT3. Students will consider the development of their selected SACE capability, using evidence of actions taken. | RC1  RC2  RC3 | The reflection may be written, oral, and/or multimodal. Interviews with students, and video and/or audio recordings that capture evidence of reflection during the process of learning are encouraged.  Maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form. |

Assessment Type 3: Industry Project – weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Application and Connection |
| External assessment  **Sports, Recreation and Fitness Program**  Student’s plan, conduct and evaluate a program with a sport, recreation or fitness focus. This could include ongoing coaching activities, fitness or rehabilitation plans, and indoor and outdoor recreation activities.  Students will the deliver their program over a series of sessions / weeks, seek feedback and evaluate their performance, connecting their developing knowledge and skills with one or more Capabilities.  Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities.  In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves. | AC1  AC2  AC3 | For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.  Students may provide evidence of their industry project in a range of forms, such as:   * Photo story or photo journal * Video documentary * Report * Blog or Vlog |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*