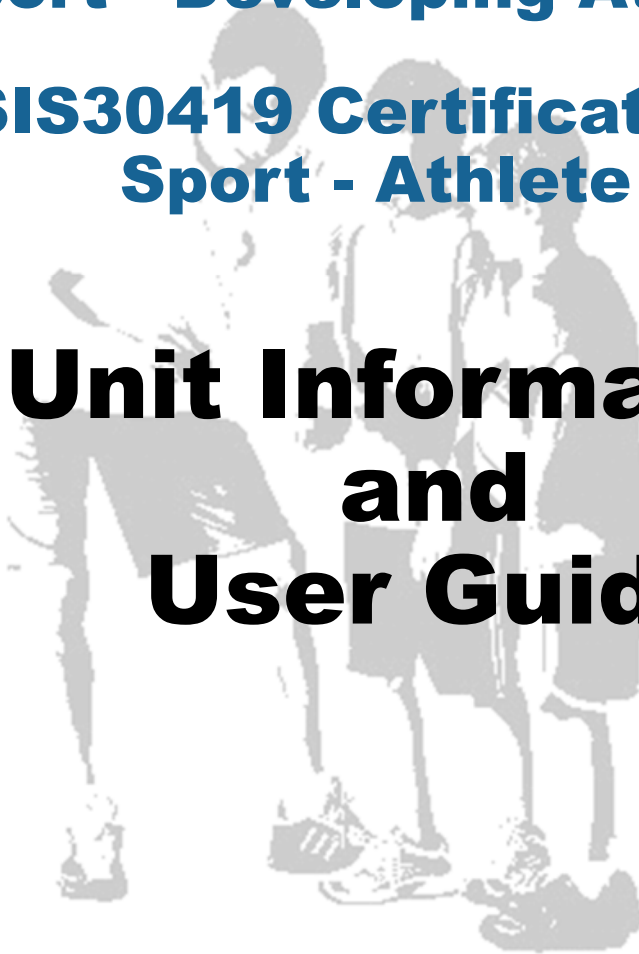


SIS - Sport, Fitness and Recreation Training Package

**SIS20219 Certificate II
Sport - Developing Athlete**

**SIS30419 Certificate III
Sport - Athlete**

**Unit Information
and
User Guide**





LANE

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MATERIALS PUBLISHED IN AUSTRALIA

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIS20219 Certificate II Sport - Developing Athlete

SIS30419 Certificate III Sport - Athlete

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

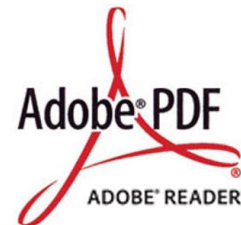
This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

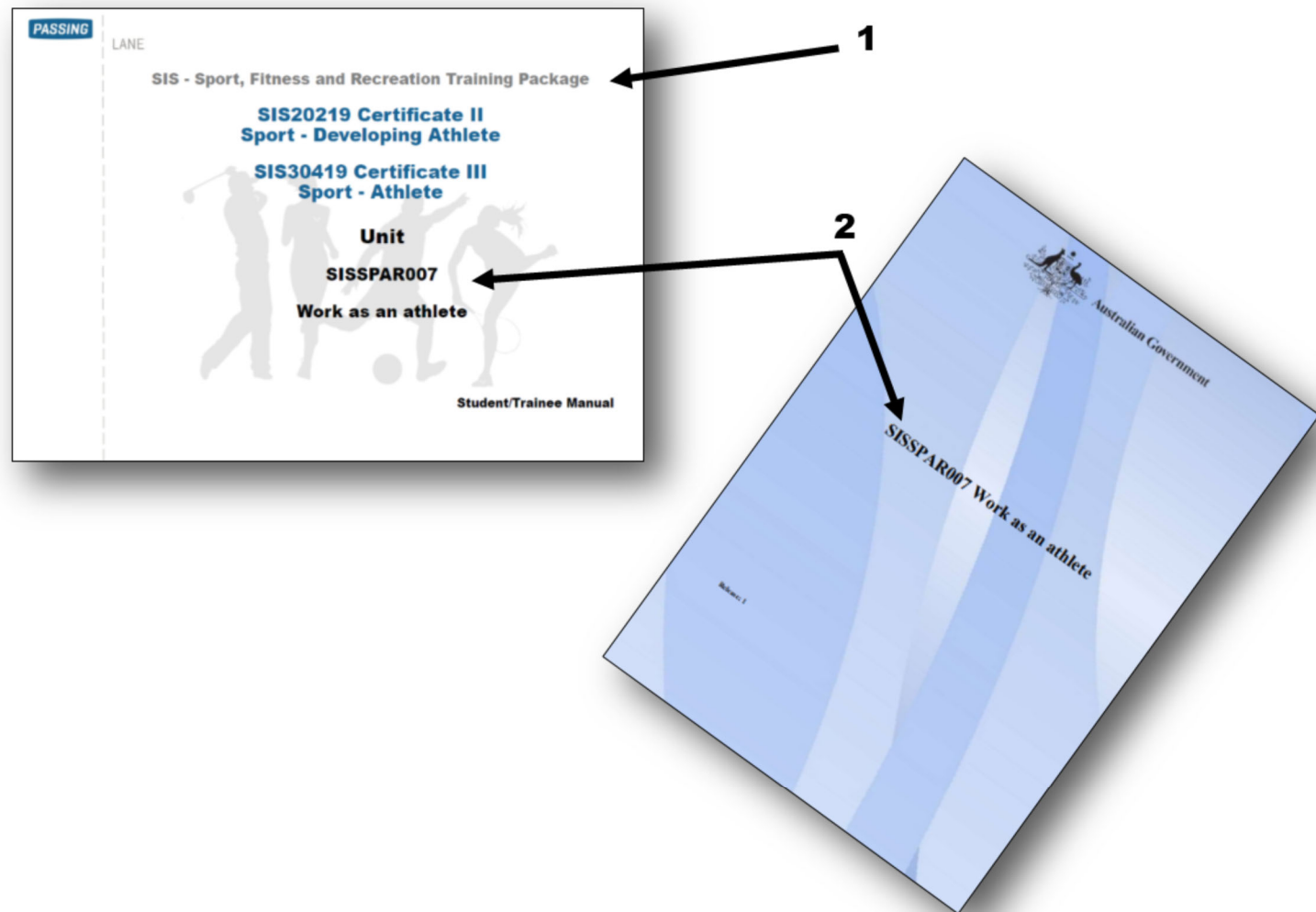
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for and 2) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page(s), which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING

SISSPAR007 - Work as an athlete **Page 8**

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UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSPAR007 - WORK AS AN ATHLETE

ELEMENT	PERFORMANCE CRITERIA
1. Work in a sport environment	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities 1.3. Model Australian sport industry professional and personal expectations of an athlete on and off the field
2. Contribute to a productive workplace environment	2.1. Carry out work tasks according to organisational policies and procedures 2.2. Request, acknowledge and act on feedback provided by others within scope of job role 2.3. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures 2.4. Escalate workplace problems outside scope of job role according to organisational policies and procedures
3. Communicate with others	3.1. Communicate with others in a polite and positive manner 3.2. Select and use communication style to suit audience, situation and communication medium 3.3. Use active listening and questioning techniques to clarify and confirm understanding 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences 3.5. Identify communication problems and use strategies to minimise impact on working relationships

Student / Trainee Manual
Copyright 2020

SISSPAR007 Work as an athlete Date this document was generated: 12 September 2019

SISSPAR007 Work as an athlete

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work in a sport environment.	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Model Australian sport industry professional and personal expectations of an athlete on and off the field.
2. Contribute to a productive workplace	2.1. Carry out work tasks according to organisational policies 2.2. Request, acknowledge and act on feedback provided by others within scope of job role. 2.3. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures. 2.4. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. Communicate with others.	3.1. Communicate with others in a polite and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences. 3.5. Identify communication problems and use strategies to minimise impact on working relationships.
4. Work with coaches and support staff.	4.1. Reflect on professional and personal performance goals to identify own coaching and support needs. 4.2. Source, evaluate and select coaching and support staff to meet own coaching and support needs. 4.3. Develop and maintain working relationships with coaches and support staff. 4.4. Seek assistance from and aid coaches and support staff to promote cooperation and fulfil work requirements. 4.5. Monitor impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement.

Approval Page 2 of 4
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MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

Table of Contents (Left Manual)

TABLE OF CONTENTS	
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Work in a sport environment</i>	Page 10
Section Two <i>Contribute to a productive workplace environment</i>	Page 28
Section Three <i>Communicate with others</i>	Page 40
Section Four <i>Work with coaches and support staff</i>	Page 61
Section Five <i>Meet contractual obligations</i>	Page 75
Self Assessment	Page 85

Section One Manual (Middle)

Section One
Work in a Sport Environment

SISSPAR007 Work as an athlete (Right Manual)

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work in a sport environment.	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Model Australian sport industry professional and personal expectations of an athlete on and off the field.
2. Contribute to a productive workplace	2.1. Carry out work tasks according to organisational policies 2.2. Request, acknowledge and act on feedback provided by others within scope of job role. 2.3. Identify and resolve workplace problems within scope of job role according to organisational policies and procedures. 2.4. Escalate workplace problems outside scope of job role according to organisational policies and procedures.
3. Communicate with others.	3.1. Communicate with others in a polite and positive manner. 3.2. Select and use communication style to suit audience, situation and communication medium. 3.3. Use active listening and questioning techniques to clarify and confirm understanding. 3.4. Apply cultural awareness, sensitivity and discretion to communications to suit individual differences. 3.5. Identify communication problems and use strategies to minimise impact on working relationships.
4. Work with coaches and support staff.	4.1. Reflect on professional and personal performance goals to identify own coaching and support needs. 4.2. Source, evaluate and select coaching and support staff to meet own coaching and support needs. 4.3. Develop and maintain working relationships with coaches and support staff. 4.4. Seek assistance from and aid coaches and support staff to promote cooperation and fulfil work requirements. 4.5. Monitor impact of coaching and support staff on professional and personal performance outcomes to identify areas for improvement.

MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.

Section One

Work in a Sport Environment

SISSPAR007 - Work as an athlete Page 12

SOURCE AND INTERPRET INDUSTRY INFORMATION TO MAINTAIN KNOWLEDGE OF INTERNATIONAL AND AUSTRALIAN SPORT AND SPORT-SPECIFIC INDUSTRY STRUCTURE AND GOVERNANCE ARRANGEMENTS

A professional sports person would need to be always up to date with the latest changes, trends, rules and regulations relating to their sport, including both from a national, as well as international point of view.

The best place to start looking for anything related to a specific sport would be the peak sporting bodies.

Peak bodies are major organisations that represent the interests of the athletes, local sporting organisations and other individuals that are drawn together by their common participation or involvement in a particular sport.

Peak bodies carry out a variety of roles. They develop policies, regulations and protocols, advise governments, provide a reference point for their athletes, maintain quality and standards of operation by clubs and other associated organisations in a specific sport.

The sporting peak bodies in Australia also are instrumental in advising and managing the ongoing professional development of athletes.

Australian Football League	Cricket Australia	Tennis Australia	Golf Australia
National Rugby League	Triathlon Australia	Football Federation Australia	

Student / Trainee Manual Copyright 2020

SISSPAR007 Work as an athlete Date this document was generated: 12 September 2019

SISSPAR007 Work as an athlete

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Work in a sport environment.	1.1. Source and interpret industry information to maintain knowledge of international and Australian sport and sport-specific industry structure and governance arrangements. 1.2. Source and interpret industry information to maintain knowledge of legal and ethical job role responsibilities. 1.3. Model Australian sport industry professional expectations of an athlete.
2. Contribute to a productive workplace.	2.1. Carry out work...

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

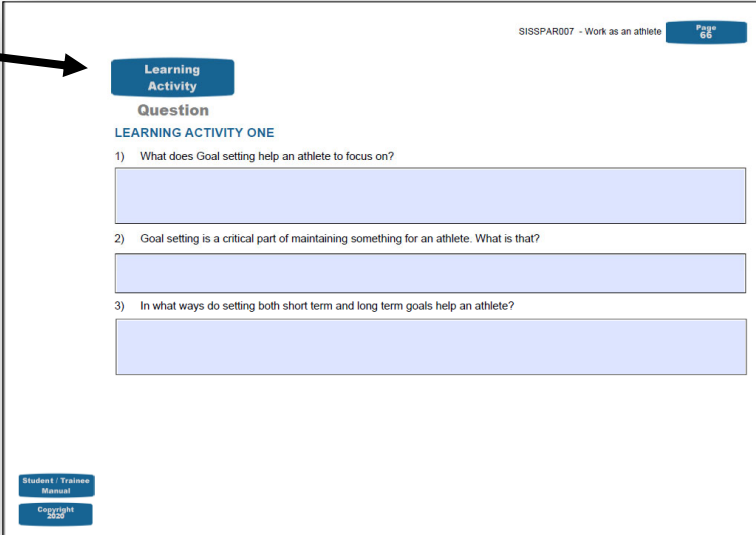
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



The screenshot shows a page from the 'Student / Trainee Manual' titled 'Learning Activity'. The page header includes 'SISSPAR007 - Work as an athlete' and 'Page 66'. The main content is a 'Question' section titled 'LEARNING ACTIVITY ONE' with three numbered questions, each followed by a large blue rectangular answer box. The questions are: 1) 'What does Goal setting help an athlete to focus on?', 2) 'Goal setting is a critical part of maintaining something for an athlete. What is that?', and 3) 'In what ways do setting both short term and long term goals help an athlete?'. A black arrow points to the 'Learning Activity' header. At the bottom left, there are three small blue buttons: 'Student / Trainee Manual', 'Copyright 2020', and 'Page 66'.

**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.



Learning
Activity

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONT'D

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

Learning Activity

Question

LEARNING ACTIVITY ONE

1) What does Goal setting help an athlete to focus on?

The student or trainee would type their answer in this form enabled text box.

2) Goal setting is a critical part of maintaining something for an athlete. What is that?

3) In what ways do setting both short term and long term goals help an athlete?

Student / Trainee Manual

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The **'first'** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

The screenshot shows a page from a manual titled "Learning Activity" with a sub-header "Question". The page is labeled "SISSPAR007 - Work as an athlete" and "Page 71". The main content is "LEARNING ACTIVITY ONE" with three questions:

- 1) What does Goal setting help an athlete to focus on?
- 2) Goal setting is a critical part of maintaining something for an athlete. What is that?
- 3) In what ways do setting both short term and long term goals help an athlete?

Each question has a corresponding text input box. Below the questions is a section titled "TEACHER/TRAINER GUIDANCE NOTES" with three numbered answers:

- 1) Goal setting helps an athlete to focus their attention to what tasks need to be completed and develop strategies on how to complete those tasks.
- 2) Goal setting is critical to maintain and enhance the athlete's motivation.
- 3) Setting both short term and longer term goals prolongs an athlete's persistence when they achieve their short term goal knowing that their longer term goals are closer to achievement.

At the bottom left of the page, there are two buttons: "Teacher/Trainer Manual" and "Copyright 2020". A black arrow points from the "Teacher/Trainer Manual" button to the "TEACHER/TRAINER GUIDANCE NOTES" section.

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The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

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If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.