

SPORT



Our sports programs are designed to be enjoyable for the students choosing to study in these areas.

Our courses are designed to develop skills that can be applied in a range of future contexts and settings. Students will be able to apply the skills in part-time roles as they forge future careers, or if appropriate, the qualifications will provide pathways to future careers in the Sports and Recreation Industry.

IVET's VET in Schools Sports programs are ideal for engagement of all students with a passion for sport and the outdoors.

- VCE Study Score available for completion of Certificate III in Sport and Recreation



Pathways



Certificate II in Sport Coaching

SIS20319

The IVET Sport Coaching program has been developed with elite athletes and passionate sporting students in mind.

The principle of the program is to take students away from the sport they are expert in or most passionate about and have them master a new sport and develop the required skills to teach that sport. This approach makes for a practical and active way for students to learn the key principles of coaching and communication. Students will experience the frustrations associated with learning something new whilst being active and enjoying the feeling of mastering new skills. This approach allows teachers to choose sports that the teacher is most comfortable leading and makes it easier to manage classes with varying levels of sporting ability.

LEARNING AREAS

- Individual conditioning for sport
- Communication with participants and parents
- Planning training & competition
- Officiating
- Match day and training management

JOB OPPORTUNITIES

- Head or assistant coach
- Emerging athlete
- Fitness centre assistant
- Referee or official

This course is particularly suitable for schools with a sports academy.

Our course is specifically developed for the Sports Industry and will introduce students to new technologies being used in many sports to analyse movement and performance.

Other elective options are possible, however IVET strongly recommends schools apply the program as recommended as this will ensure future pathways to university.

Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
SIRXWHS001	Work safely	Core	30	5
SISSSOFO02	Continuously improve officiating skills and knowledge	Elective B	20	3
SISSPAR009	Participate in conditioning for sport	Import	30	5
HLTAID003	Provide first aid	Core	18	3
SISSSC0001	Conduct sport coaching sessions with foundation level participants	Elective A	50	8
SISSSC0002	Work in a community coaching role*	Core	30	5
SISSSC0003	Meet participant coaching needs	Import	70	11
TOTAL			248	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

* The core unit SISSSC0002 requires students to complete 10 hours of practice in a community coaching role in a sport of their choice (which is incorporated into the assessment).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)		
1 Year	In-class	5 hrs	Homework 1 hr



Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective units (A for A, B for B) or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
SISSBSB001	Conduct basketball coaching sessions with foundation level participants	Elective A	40
CHCVOL001	Be an effective volunteer*	Elective B	25
ICTICT203	Operate application software packages	Elective B	60
SISXCAI001	Provide equipment for activities	Elective B	10

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Safety Equipment

In addition to appropriate clothing, you will also need safety equipment such as:

- » Helmets
- » Eye protection
- » High visibility vests or clothing
- » Elbow pads
- » Knee pads
- » Wrist guards
- » Padded shorts



Helmets

It is compulsory to wear a helmet that meets the Australian Standard AS/NZS 2063: 2008 – Bicycle Helmets. Many serious road injuries and deaths suffered by cyclists are due to head injuries. A correctly fitted, approved helmet will reduce your chances of death or serious injury, should you be involved in a crash.



ACTIVITY 1

Fitting a Helmet

Watch this video which shows how to correctly fit a helmet.



<https://www.youtube.com/watch?v=WibrBqhci7U>

Answer the following questions.

1. What will you need to correctly fit the helmet?

.....

.....

2. Why do you measure your head?

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal

- Contains interactive student activities
- Written by experts in the field

Food and Drink

If you are riding for more than an hour, you should consider hydration and refuelling strategies to ensure everyone has enough energy to complete the ride and don't get dehydrated.

You can also provide advice on the foods to avoid before riding. These include:

- » excess fibre
- » excess fatty foods
- » unusually spicy foods
- » excess caffeine intakes
- » alcohol

The best strategy for eating during a ride is little and often. The recommended carbohydrate intake is 30-60g per hour. The reason for this is a person can only process about one gram of carbohydrate per minute. Eating more increases the chances of getting an upset stomach.

Always check if any participants have specific dietary requirements.

For short rides, the best thing to drink is plain water. This will keep you hydrated but does not add to your energy levels.

If riding for long periods you can drink commercially available isotonic sports drinks which replace fluids and supply you with carbohydrates and electrolytes.

Weather Conditions

Check the weather conditions as far ahead as possible. Depending on the route and destination it may be necessary to postpone the ride due to flooding or bushfire risk. Always be prepared for wet weather and carry or wear suitable clothing. Wear long sleeves and pants and use sunscreen to protect you from UV radiation.

Emergency Procedures

When taking a group of participants on a cycling activity it is important to have plans in place for an emergency. One person should be a qualified first aider and you should have contingencies in place in the event of an accident or injury during your ride. Make plans with a non-participating person as to the estimated time of arrival at your destination and organise if you might require a vehicle to transport a participant, cycles or equipment.



Photo by Victor Xok on Unsplash



For example

30 grams can be provided by the following:

- » 500ml bottle of commercially available isotonic sports drink
- » 1 and a half carbohydrate energy gels
- » Small handful of jellied sweets
- » 1 large banana
- » 1 large cereal bar or carbohydrate-based energy bar (low fibre).

Certificate II in Sport and Recreation SIS20115

IVET’s Sport and Recreation Certificate II is a sports business administration program that has been developed with input from a range of industry experts. The program is designed to prepare students for a career in Sports Administration and Management or to provide the foundation skills required for a career in general business.

The program will provide students with an opportunity to learn key business skills whilst applying the learning in a hands-on sporting context.

For students who enjoy sport, this is the ideal subject choice to keep students engaged and a range of future career options open.

LEARNING AREAS

- Overview of the sport, fitness and recreation industry
- First aid and emergency situations
- Equipment maintenance
- Workplace health & safety
- Customer service
- Introductory IT skills

JOB OPPORTUNITIES

- Pool lifeguard
- Sports retail roles
- After-school sports programs
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Business administrator
- Sales & customer service



Elective options to reduce the total number of units for a Certificate II and III combined are available.



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR202	Organise and complete daily work activities	Core	20	3
HLTWHS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	7
SISXCAI002	Assist with activity sessions	Core	15	2
SISXCAI001	Provide equipment for activities	Elective	10	1
SISXFAC001	Maintain equipment for activities	Elective	5	1
HLTAID003	Provide first aid	Core	18	3
SISXEMR001	Respond to emergency situations	Core	18	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	30	4
SISSOF002	Continuously improve officiating skills and knowledge	Import	20	3
SISXIND001	Work effectively in sport, fitness and recreation environments	Core	25	3
SISSPAR009	Participate in conditioning for sport	Import	30	4
SISXCCS001	Provide quality service	Core	25	3
TOTAL			286	40

All units are shown in IVET's standard (suggested) sequence of delivery.
The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)		
1 Year	In-class	5,5 hrs	Homework 1,5 hrs



Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBSUS201	Participate in environmentally sustainable work practices	Elective	20
BSBWOR201	Manage personal stress in the workplace	Elective	40
CHCCOM001	Provide first point of contact	Elective	35
FSKDIG03	Use digital technology for routine workplace tasks	Elective	15
FSKLRG09	Use strategies to respond to routine workplace problems	Elective	15
FSKLRG11	Use routine strategies for work-related learning	Elective	10
ICTICT203	Operate application software packages	Elective	60
SISCAQU002	Perform basic water rescues	Elective	10

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

How to Read Body Language

Reading body language is a skill that you will continue to develop throughout your life. There are, however, several common cues to pay attention to. When you are communicating with someone, it's helpful to try to combine what their body language is telling you while also listening to the words that they are saying.



Take notice of the below:

- » **Posture:** Someone who is engaged, listening and open to ideas will often have their shoulders back and spine straight. On the other hand, poor posture with their shoulders slouched or raised and spine bent might indicate nervousness, anxiety or anger.
- » **Use of arms:** A sign that a person feels positive and ready to absorb information might be that they have their arms down to their side, on a table or arranged in some other open way. On the flip side, if their arms are crossed or closed, it's more likely they're experiencing some sort of negative emotion.
- » **Use of legs:** Both feet being placed flat on the ground is normally a sign that someone is ready and open to hearing your ideas. Having their legs crossed or arranged in some other closed formation might indicate that they feel irritated or stressed.
- » **Use of facial expressions:** Someone frowning, furrowing their brow or tightening their lips, might feel confused, angry or negatively emoted. In contrast, someone who has a soft smile, relaxed facial muscles or gently raised eyebrows is likely showing that they feel good about the information you are presenting.

Be careful when responding to non-verbal communications as people are often unaware of their body language and might feel awkward or embarrassed if you bring it up. If you do feel it would be beneficial to mention it, you could try something like “I get the feeling you might be feeling confused about the instructions I have given. Is there something I can do to make it easier to understand?” It might also be a better idea to address this one on one, rather than in a group scenario.

Likewise, you may also be unaware of your own body language! Think about your own posture, facial expressions you often convey and gestures you make. Being conscious of this will be of benefit when presenting yourself to others; even the youngest of participants can read aspects of non-verbal communication, so make sure what you're conveying is how you really feel.

Active Listening

As the name suggests, active listening is actively listening. It's fully concentrating on what the speaker is saying, rather than just hearing the words that are coming out of their mouth.

It involves listening with a number of your senses and showing the speaker that you are engaged in what they are saying. Giving verbal nods or saying uh-huh, smiling and agreeing will all help to show you're invested in what they are saying. This should also help to make them feel more at ease, allowing them to communicate more freely and confidently.

Sample Pages

From the student workbook.

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

There are both verbal and non-verbal signs of active listening.

Verbal signs include:

Positive Reinforcement
This can show you're being attentive; however, the listener should do this sparingly so as not to distract from what the speaker is saying.
Overuse of words and phrases
Such as 'very good' or 'yes' can become annoying to the speaker. Instead, it's better to explain why you agree with a certain point.
Remembering
Humans are notoriously bad at remembering details; however, remembering a handful of key points will help reinforce that listening has been successful. Reciting details, ideas and concepts from earlier conversations show that attention was kept, and this should encourage the speaker to continue.
Questioning
Asking regular questions shows that you have been paying attention. Asking appropriate questions helps to reinforce that you have an interest in what the speaker has been saying.
Reflection
Repeating or paraphrasing what the speaker has said in order to show comprehension is called reflecting. Reflection allows you to reinforce the message of the speaker and demonstrate understanding.
Clarification
Clarifying is where you ask questions of the speaker to check that the message you're receiving is correct. Open questions which enable the speaker to expand on certain points are normally used in the clarification process.
Summarisation
Using your own words to repeat what the speaker has said is called summarisation. This is where you take the main points of the message and repeat them in a clear and logical way, allowing the speaker to correct you if necessary.

Non-verbal signs include:

Smile
Smiles show that the listener is paying attention; they are also a way of showing agreement or happiness about the message being received. Combined with verbal nods, smiles can be powerful in showing that messages are being listened to and understood.
Eye Contact
It is normal and usually encouraging for the listener to be looking at the speaker. Eye contact, though, can be intimidating for some, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.
Posture
Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on the one hand.
Mirroring
Automatic reflection/mirroring of any facial expressions or body posture used by the speaker can be a sign of attentive listening. These expressions can assist in showing sympathy and empathy in emotional situations.
Distraction
Active listeners do not get distracted and thus will refrain from fidgeting, looking at a clock or watch, doodling or playing with their hair.

Certificate II in Outdoor Recreation SIS20419

IVET's Outdoor Sports Education program provides students an opportunity to apply exploration of the outdoors in a sporting context with key skills that will enable them to develop careers in outdoor recreation or pathways to further education.

For students excited by a career in Outdoor Education and Recreation, the program will provide the foundation skills to pursue employment or further study. Equally for those pursuing other career paths, the program provides the skills required to secure part-time work in Outdoor Recreation roles, providing students an opportunity to earn their way through future study in roles they are passionate about.

Applied with camps and/or excursions, the program will engage students who may not be suited to traditional classroom learning.

LEARNING AREAS

- Conducting outdoor recreation sessions
- First aid and emergency situations
- Safety in the outdoors
- Environmental sustainability
- Working effectively in the outdoors

JOB OPPORTUNITIES

- Outdoor activity assistant
- School camp activity assistant
- Watersports activities assistant
- Outdoors supplier retail assistant
- Outdoor participant



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	8
SISOFLD001	Assist in conducting recreation sessions*	Core	30	5
SISOFLD002	Minimise environmental impact*	Core	15	2
SISXCAI001	Provide equipment for activities	Elective B	10	2
SISXFAC001	Maintain equipment for activities	Elective B	5	1
HLTAID003	Provide first aid	Elective B	18	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	30	5
SISOCYT002	Ride bicycles on roads and pathways, easy conditions	Elective A	20	3
SISOBWG001	Bushwalk in tracked environments	Elective A	20	3
SISOFLD006	Navigate in tracked environments	Elective A	30	5
TOTAL			248	40

*These units are clustered together for delivery and assessment. All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled)		
1 Year	In-class	5 hrs	Homework 1 hr

Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective units (A for A, B for B) or imported units, but not added - i.e. the total number of units cannot be increased.

The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
SISCAQU002	Perform basic water rescues	Elective A	10
SISOCNE001	Paddle a craft using fundamental skills	Elective A	35
SISOCYT004	Ride off road bicycles on easy trails	Elective A	20
SISOSNK001	Snorkel	Elective A	20
SISOSRF001	Surf small waves using basic manoeuvres	Elective A	20
SISXCCS001	Provide quality service	Elective B	25
SITXCOM002	Show social and cultural sensitivity	Elective B	20
SITXFSA001	Use hygienic practices for food safety	Elective B	15

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

What are the Needs and Expectations of Your Participants?

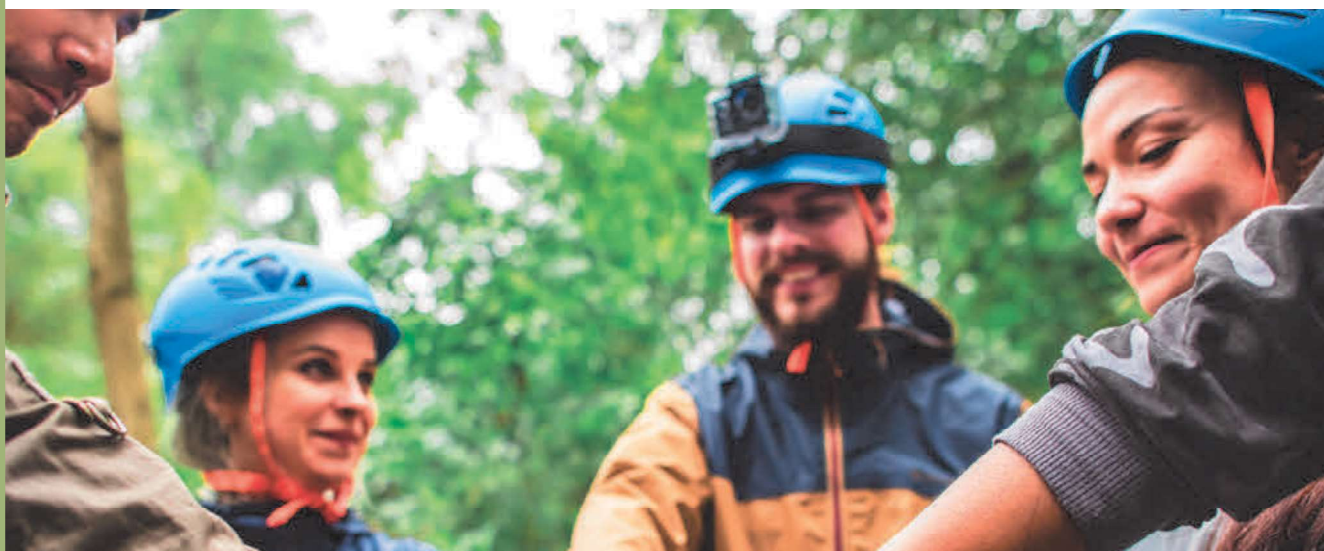
The choice of outdoor activity is often determined by the needs and expectations of those that will be involved in your session. For example, there is no point planning an eight-day hike across a mountain range for a group of 5-9-year-olds, nor is it potentially ideal to plan an extreme mountaineering expedition for those with little or no previous experience.

That is why the first thing you need to do before determining what your outdoor activity is going to be, is to find out any information you can about your potential participants, allowing you to determine what their preferences and expectations potentially are. This could be as simple as having a casual conversation with them or sending out an email asking for suggestions on things they'd like to do.

If you have ideas, then you can ask for feedback on these suggestions prior to making a commitment. For example, there is no point planning an archery afternoon if no one is particularly interested in such an event and would really prefer to go canoeing along a river.

There are a variety of different ways that you could ask people for their suggestions. These may include:

- » a suggestion box
- » a questionnaire
- » an online survey
- » a Facebook group chat
- » other social media chat
- » asking them face to face.



Sample Pages

From the student workbook.

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- Contains interactive student activities
- Written by experts in the field

Who are Your Participants?

Often the decision of what type of activity to undertake will be determined by knowing who your participants will be. This will most likely be defined by knowing who is involved in your club or organisation. They may have a common interest or partake in an activity, such as a sports club or association, or they may be connected by employment in an office or company. What you should be able to do with this information is to identify similar characteristics, abilities or potential special needs of those that might participate in the nominated activity.

For example, you might be asked to formulate an outdoor activity for a small group of retirees who may have mobility issues, or you might be asked to organise a school excursion for a group of 9-year-old boys.

You may already have access to this information, or you may need to devise a mechanism to source it. This could be as simple as asking questions of the group in an informal manner, creating a questionnaire or asking for information on a social media platform. It could include questions about some of the following elements:

- » Physical limitations including but not limited to:
 - › eyesight
 - › hearing
 - › physical impairments
 - › other conditions, such as asthma
 - › ability (or limitations) in walking
 - › physical fitness.
- » Common characteristics they might share, including but not limited to:
 - › age
 - › gender
 - › financial status
 - › where they live
 - › access to transport
 - › availabilities.
- » Special needs they may have could include but not be limited to:
 - › dietary requirements
 - › special aid requirements or support.



For example

If your nominated activity was an 18-kilometre hike through a state forest and one of your possible participants was extremely unfit and carrying a long term knee injury, and their involvement in the activity would potentially create an unsafe situation for them, it would be logical that you would have to communicate to them that the activity would likely be unsuitable for them to attend.

What you will find with this information is that there will be a variety of results. No two people are exactly the same, nor are their circumstances, and this will mean that there will be instances in which you identify and will need to advise participants of any reasons they may not be able to participate in the nominated activity. While this is never an ideal situation, it may be a requirement firstly for the person's own safety, or for the greater safety of the group. Ideally, you would like to find an activity that is inclusive to all your possible participants, but this is not always possible.

Certificate III in Sport and Recreation SIS30115

Stand-alone or combined with one of the three aforementioned Certificate II programs, the Certificate III in Sport and Recreation is our most popular VET in schools course. Delivered over 12 to 36 months, this course offers students a vocational qualification.

The Certificate III in Sport and Recreation will build further on the skills and knowledge offered in the Certificate II of each of the Coaching, Sports Business Admin, or Outdoor Pathways. The units selected meet the requirements of the VCE scored assessment.

LEARNING AREAS (Depending on pathway/focus)

- Planning a session & facilitating groups
- Conducting warm-up & cool-down programs
- Safety & the sport environment
- Social media & creative thinking
- Sports injuries
- Sports & business technology

JOB OPPORTUNITIES

- Pool lifeguard
- Sports retail roles
- Sports trainer
- After school sports programs
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Sports coaching roles
- Outdoor recreation roles



The IVET Certificate III in Sport and Recreation can be contextualised to the pathway the student wishes to pursue – Sport Coaching, Sport Business Administration, Outdoor Recreation.

Course Structure 2021

UNITS 1 & 2 (YEAR 1)		TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBWOR301	Organise personal work priorities and development	Core	30	4
HLTWHS001	Participate in workplace health and safety	Core	20	3
SISOPLN002	Plan outdoor activity sessions	Import	50	7
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	Core	20	3
HLTAID003	Provide first aid	Core	18	3
SISXEMR001	Respond to emergency situations	Core	18	3
ICTWEB201	Use social media tools for collaboration	Core	20	3
SISXCCS001	Provide quality service	Core	25	4
SISSSOF002	Continuously improve officiating skills and knowledge	Import	20	3
SISXIND006	Conduct sport, fitness or recreation events	Elective	55	7
YEAR 1 TOTAL			276	40
UNITS 3 & 4 (YEAR 2)				
BSBWHS303	Participate in WHS hazard identification, risk assessment & risk control*	Core	50	11
SISXCAI004	Plan and conduct programs*	Core	35	8
SISSSC0001	Conduct sport coaching sessions with foundation level participants*	Import	50	11
SISXCAI006	Facilitate groups*	Elective	25	5
SISXRES002	Educate user groups*	Elective	25	5
YEAR 2 TOTAL			185	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on an 80-week delivery period (avg 8 x 10-week terms).

*Indicates scored assessment availability.



COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled*)	In-class	5.5 hrs	Homework	1.5 hrs
2 Years	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled*)	In-class	4 hrs	Homework	1 hr

Elective options are available.

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Training & Assessment Strategy which will be provided to schools at the commencement of each school year. Course duration and unit selection may vary when combined with a Certificate II Qualification.

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools. These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. The core units (see reverse side) cannot be substituted and must be retained.

UNITS		TYPE	NOMINAL HOURS
BSBWOR204	Use business technology	Elective	20
BSBINM301	Organise workplace information	Elective	30
ICTICT203	Operate application software packages	Elective	60
SITXFSA001	Use hygienic practices for food safety	Elective	15

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your Schools Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

Modelling professional standards expected of an official when dealing with difficult officiating situations and ethical dilemmas

Officiating sports, games and competitions can be a taxing job; it's not a role that you should enter into with the mindset that it's going to be easy. There is a lot of pressure on those officiating to make correct decisions, and there will be times that you are put in difficult situations, both from a behavioural and ethical standpoint.

As an official, there are also laws that you are bound by, and you need to abide by these at all times. Legal standards are those backed by legislation and failure to uphold these may result in legal action; these responsibilities are set by the various levels of the Australian government.

These apply to a range of topics, including, but not limited to:

- » Duty to control and supervise the activity
- » Negligence
- » Anti-discrimination
- » Public liability and duty of care
- » Risk management
- » Work health and safety
- » Insurance
- » Sporting tribunals and natural justice
- » Child protection

Ethical responsibilities can be defined as “behavioural requirements which govern the way in which an official interacts with the participants and conducts the competition or game”. Ethical standards are set by society; they are seen as the “right thing to do” as human beings. Governing peak bodies in the sport and recreation industry set many of the ethical responsibilities and standards.

Ethical responsibilities of sports officials include, but are not limited to:

- » Harassment
- » Physical and verbal abuse
- » Participant/official relationships



Sample Pages

From the student workbook.

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- Contains interactive student activities
- Written by experts in the field

The following are examples of sporting industry Codes of Conduct and Codes of Ethics for players, parents, coaches and officials that would need to be upheld during a game or competition:

Players	<ul style="list-style-type: none"> • Be a good sport. • Respect all participants/competitors regardless of their gender, ability, cultural background or religion.
Coaches	<ul style="list-style-type: none"> • Make sure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players. • Never chastise a young player for making a mistake or not coming first.
Parents	<ul style="list-style-type: none"> • Always encourage children to play by the rules and settle disagreements without resorting to hostility or violence. • Focus on the efforts and performance of the child rather than winning or losing.
Officials	<ul style="list-style-type: none"> • Show consistency, objectiveness, and courtesy when making decisions. • Denounce unsporting behaviour and promote respect for all opponents.

Policies and procedures are generally the rules that officials are expected to follow when officiating games or competitions and representing their chosen sport. Policies relate to the specific rule that must be upheld, and the procedure outlines the steps that are followed to uphold the policy. These policies and procedures might include how they dress, the equipment that they are expected to have on them when officiating (i.e., whistle, flags etc.), where they stand, what areas of the field or ground are in their officiating area and what to do if they are unsure of what decision to make, for example accessing the third umpire in cricket.

Policies and procedures for officials would also include information about registration and accreditation. To be an official, the individual must hold the appropriate qualification for the specific sport and level which they are officiating. This qualification can only be obtained through an NSO and often requires an individual to attend a course, seminar or some form of formal training, where they can be tested on their ability to remember the rules and regulations of the sport, be observed officiating a game or competition and demonstrate the qualities of a good official. For example, the International Tennis Federation certifies officials to conduct official games or competition. This certification process includes chair umpires, referees and chief umpires. The certification is broken down into four levels or badges: white, bronze, silver and gold. The white badge only allows an individual to officiate in their own country whereas the other three badges allow an individual to be involved in international competitions.

Depending on the NSO, re-registration may be required anywhere from one to five years. The re-accreditation process is an important one as it ensures that the official in question still has the ability and knowledge to uphold the standards of the sport through being familiar with all current rules and regulations and that they have the relevant experience to continue their role as an official. Re-registration processes vary from NSO to NSO. Many require officials to provide evidence of their active role as an official within their sport, such as a logbook or proof of professional development such as attending conferences or additional training courses.