

VET in the VCE SPORT and RECREATION

**Incorporating
SRC20204 Certificate II in Community Recreation
SRO20203 Certificate II in Outdoor Recreation
and
selected units of competence from Certificate III
Sport and Recreation qualifications**

August 2005

This program booklet must be used in conjunction with the nationally endorsed SRF04 Fitness, SRC04 Community Recreation, SRO03 Outdoor Recreation and SRS03 Sport Training Packages

Acknowledgments

The Victorian Curriculum and Assessment Authority gratefully acknowledges the work of the following people in the preparation of this booklet:

Sangeeta Alex	Kangan Batman Institute of TAFE
Nadia Casarotto	Victoria University
Anthony Comben	La Trobe Institute of Vocational Education and Training
Peter Currie	Newcomb Secondary College
Melissa Etherton	Methodist Ladies College
Andrew Exton	Penola Catholic College
Monica Fly	Victoria University TAFE Division
Ann Hannan	OTTE – Curriculum Services Branch
Rose Lewanski	Victoria University
Jane Mc Lennan	Victoria University TAFE Division
Liz Mulconry	VERVE – Knowledge and Skills
Barbara Opar	Essendon East Keilor District Secondary College
Les Ponton	Kurnai College
Jim Ringin	Box Hill Senior Secondary College
Lina Robinson	Curriculum Maintenance Manager – Swinburne University of Technology
Michael Watchorn	Chisholm Institute of TAFE
Damien Woods	Loyola Consulting

© Victorian Curriculum and Assessment Authority 2005

Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place Victoria 3002

ISBN 1 920992 41 3

First published 2005

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, and except for the exemption below, no part of this publication may be reproduced by any process without permission in writing from the publishers. Photocopying: Victorian schools and TAFE institutes only may photocopy this publication for use by teachers.

The artwork on the cover has been reproduced from 1998 VCE student work:

Clare James

Can Opener 1998 (detail)

Ink, gouache and oil stick on paper

188 x 152.5 cm

Copyright remains the property of the artist.

CONTENTS

1	<i>Introduction</i>
	National Training Framework
	Program revision
2	Arrangements for continuing students
	Students commencing in 2006 and beyond
3	<i>Program details</i>
	Aims
	Completion requirements
5	VCE VET program structure
	Program duration
6	<i>Program structure</i>
17	Sequence
	Study Score
	Example programs
18	Structured Workplace Learning (SWL)
19	Occupational Health And Safety
20	<i>Recognition within the VCE</i>
	VCE VET Unit Entitlement
	Duplication
21	Equivalent National Tertiary Entrance Rank (ENTER)
22	<i>Recognition within the VCAL</i>
23	<i>Delivery and assessment</i>
	Role of Registered Training Organisations
24	Delivery options
25	Delivery in schools
27	Delivery in the workplace
	Assessment
28	<i>Resources</i>
30	<i>Administration</i>
	Enrolments
	Recording results
31	VCE VET unit completion
	Reporting
	Certification
32	<i>Articulation and pathways</i>
34	<i>Registration</i>
35	<i>Useful contacts and information sources</i>
38	<i>Glossary</i>
40	<i>Appendix: Example training programs</i>

Introduction

VCE VET programs are vocational training programs, approved by the Victorian Curriculum and Assessment Authority (VCAA) and accredited in the VCE by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

VCE VET programs:

- are fully recognised within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- function within the National Training Framework.

NATIONAL TRAINING FRAMEWORK

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF) and training packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Skills Councils (formerly Industry Training Advisory Bodies) and endorsed by the Department of Education, Science and Training (DEST). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

The VCE VET Sport and Recreation program is drawn from the national *SRS03 Sport*, *SRO03 Outdoor Recreation*, *SRF04 Fitness* and *SRC04 Community Recreation Training Packages*.

PROGRAM REVISION

This program booklet replaces the VCE VET Sport and Recreation booklet published in October 2001. The revised program offers SRC20204 Certificate II in Community Recreation or SRO20203 Certificate II in Outdoor Recreation and selected units of competence from Certificate III qualifications. Electives from the Sport and Fitness training packages are available through the Community Recreation and Outdoor Recreation qualifications. The units of competence selected for VCE VET Units 3–4 provide pathways in community recreation, outdoor recreation, fitness and sport, including activities in coaching and officiating.

The accommodation of the requirements of assessment for Study Score purposes is reflected in this program booklet. The identified sets of competencies have been grouped to form VCE VET Units 1–2 and a VCE VET Unit 3–4 sequence for VCE recognition purposes.

ARRANGEMENTS FOR CONTINUING STUDENTS

Students enrolled in the VCE VET Sport and Recreation program prior to 2006 should complete their program under the arrangements outlined in the VCE VET Sport and Recreation program booklet published in October 2001.

Students who wish to transfer to the revised VCE VET program will require an assessment conducted by the RTO to determine what competencies in the program have already been achieved, through a recognition of current competence process.

Students who wish to transfer into the VCE VET Unit 3–4 sequence in 2006 must satisfy the pre-requisites that are identified in the training packages. These pre-requisites are listed on pages 8 and 9 in the VCE VET Unit 3–4 program structure.

Schools are advised that where a student does transfer to the new program, the student may not be eligible to be awarded a qualification from either the replaced (SRS99, SRO99, SRF01, SRC01) or the new (SRS03, SRO03, SRF04, SRC04) training packages since it is possible that no individual qualification has been achieved.

STUDENTS COMMENCING IN 2006 AND BEYOND

All new students commencing the VCE VET Sport and Recreation program in 2006 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The aims of the VCE VET Sport and Recreation program are to:

- provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

The VCE VET Sport and Recreation program provides students with the opportunity to select electives that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry.

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the Sport, Fitness, Community Recreation or Outdoor Recreation Training Packages.

The training package completion requirements are listed in the following tables for each of the two certificates available in the VCE VET program.

SRC20204 Certificate II in Community Recreation

	Requirements for completion of the certificate
Core	11 units of competence
Stream core	5 units of competence
Electives	5 units of competence

The Certificate II in Community Recreation aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium/dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations.

Community Recreation may also provide students with the opportunity to develop skills in specific sports through the choice of electives from:

- SRS20203 Certificate II in Sport (Career-oriented participation)
- SRS20303 Certificate II in Sport (Coaching)
- SRS20403 Certificate II in Sport (Officiating)

SRO20303 Certificate II in Outdoor Recreation

	Requirements for completion of the certificate
Core	11 units of competence
Stream core	3 units of competence
Specialisations	2 clusters
Electives	7 units of competence

Certificate II in Outdoor Recreation provides students with the opportunity to acquire skills to participate in outdoor recreation activities under supervision and to assist in conducting those activities.

Certificate II in Outdoor Recreation provides multiple activities through the choice of two activity specialisation clusters.

Electives

In devising training programs, attention must be paid to the qualification packaging rules outlined in the training package to ensure the training covers appropriate elective units of competence and any prerequisite units of competence.

Electives:

- may be conducted over the duration of the VCE VET program
- may have regulatory requirements attached.

Training providers must comply with prerequisite requirements.

Prerequisites

Most prerequisites have been built into VCE VET Units 1–2 and Units 3–4 of the program. Prerequisites not included in the Core and Stream Core for each qualification are available for selection as electives to make up the qualification.

Any prerequisites at Certificate I level are not available for enrolment within the VCE VET program, unless they form part of the Core or Stream Core for a Certificate II qualification.

Regulatory requirements

In elite sports areas, particular electives are available only to recognised athletes. Training package advice is that only athletes likely to make a career out of playing sport should be undertaking electives from higher level specialisations. Please refer to the *SRS03 Sport Training Package* for details.

VCE VET PROGRAM STRUCTURE

The VCE VET Sport and Recreation program offers the following certificates:

- SRC20204 Certificate II in Community Recreation
- SRO20303 Certificate II in Outdoor Recreation

with additional completion requirements prescribed by the VCAA to ensure access to a VCE VET Unit 3–4 sequence in each program. The additional units of competence are drawn from Certificate III qualifications.

In the VCE VET program some elective units have been added into the Stream Core to satisfy prerequisites.

Students may exit the program at the completion of Certificate II or may continue into the VCE VET Unit 3–4 sequence that will provide partial completion of a Certificate III qualification.

PROGRAM DURATION

The VCE VET Sport and Recreation program involves a minimum nominal duration of 506 hours depending on the electives selected.

The nominal hours attached to each unit of competence are calculated by the Office of Training and Tertiary Education (OTTE) for funding purposes. They are a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for the particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

In the VCE VET program, some elective units have been added into the Stream Core to satisfy prerequisite requirements.

PROGRAM STRUCTURE

Certificate II in Community Recreation

VCE VET Units 1-2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCM201A	Work effectively in a business environment	20
BSBCM202A	Organise and complete daily work activities	20
BSBCM203A	Communicate in the workplace	40
BSBCM204A	Work effectively with others	15
BSBCM210A	Implement improved work practices	30
BSBCM215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream core		
SRCCRD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI001B *	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B	Assist in conducting sport and recreation sessions for participants	8
SRXCAI003B	Provide equipment for activities	7
	Subtotal	79
Electives		
Select three electives from the elective bank – pages 10-16		
	Subtotal minimum	15
	TOTAL minimum	339

Note: As the units of competence SRXEMR001A and SRXCAI003B are prerequisites for the Certificate III Common Core, they have been added to the Certificate II Stream Core, thereby reducing the number of electives required for completion of the Certificate.

Although the electives form part of the Unit 1–2 of the program, they may be undertaken over the full length of the program.

* The Certificate I unit of competence *BSBCM102A Complete daily work activities 20* is a prerequisite for SRXCAI001B.

Certificate II in Outdoor Recreation

VCE VET Units 1–2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
		Subtotal
		245
Stream core		
SROODR001A	Apply basic outdoor recreation logistics	10
SROODR004A	Assist in conducting outdoor recreation sessions	15
SROOPS001B	Implement minimal environmental impact practices	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI003B	Provide equipment for activities	7
		Subtotal
		60
Specialisation clusters		
Select two activity specialisation clusters – listed in the elective bank on pages 14–16		
Electives		
Select 5 electives from the elective bank – pages 10–16		
		Subtotal minimum
		37
		TOTAL minimum
		342

Note: as the units of competence SRXEMR001A and SRXCAI003B are prerequisites for the Certificate III Common Core, they have been added to the Certificate II Stream Core, thereby reducing the number of electives required for completion of the Certificate.

Although the electives form part of the Unit 1–2 of the program, they may be undertaken over the full length of the program.

VCE VET Units 3–4			
Code	Unit of competence	Nominal Hours	Prerequisite units
Common Core units from Certificate III			
SRXINU002A	Apply sport and recreation law	10	
SRXRIK001A	Undertake risk analysis of activities	10	SRXOHS001B
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	20	
SRXCAI004B	Plan a session or program for participants	8	SRXCAI003B BSBCMN202A SRXOHS001B SRXCAI001B
SRXCAI005B	Conduct a sport and recreation session for participants	8	SRXFAD001A SRXEMR001A SRXCAI002B
SRXGRO001A	Facilitate a group	12	
SRXRES001B	Educate the public on the safe use of sport and recreational resource	12	
SRXGRO002A	Deal with conflict	10	
SRCCRO007B	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	25	
	Subtotal	115	
Select ONE option			
Option 1: Aquatics focus			
SRCAQU003B	Respond to an aquatic emergency using basic water rescue techniques	10	
SRCAQU007B	Respond to an aquatic emergency using advanced water rescue techniques	15	SRCAQU003B SRXFAD001A
SRCAQU008B	Apply the principles of movement in water to aquatics activities	10	
SRCAQU009B	Instruct water familiarisation, buoyancy and mobility skills	10	
SRCAQU010B	Instruct water safety and survival skills	15	
	Subtotal	60	
Option 2: Fitness focus			
SRFFIT001B	Provide orientation to clients prior to undertaking a fitness program	15	
SRFFIT003B	Undertake client induction and screening	10	
SRFFIT004B	Develop basic fitness programs	20	
SRFFIT005B	Apply basic exercise science to exercise instruction	15	
SRFFIT006B	Use and maintain core fitness industry equipment	10	
	Subtotal	70	

Note: There are no electives in the Unit 3–4 sequence.

Prerequisite units have been built into the Stream Core of the Certificate II programs or are available for selection as electives in Units 1 and 2 of the program.

Code	Unit of competence	Nominal Hours	Prerequisite units
Option 3: Outdoor Recreation focus			
SROODR002A	Plan outdoor recreation activities	10	
SROODR005A	Guide outdoor recreation sessions	20	SRXFAD001A SRXRK001A
SROOPS002B	Plan for minimal environmental impact	8	
SROOPS003B	Apply weather information	15	
Subtotal		53	
Option 4: Sport focus			
SRXFAC003B	Implement facility maintenance program	7	SRXFAC001B SRXFAC002B
SRXCAI007B	Conduct a sport and recreation program	10	SRXCAI004B SRXCAI005B SRXEMR001A
SRCCRD003B	Promote access, equity and diversity in community recreation	20	
SRSOGP002A	Apply rules and regulations to conduct games and competitions	15	
Subtotal		52	
TOTAL Unit 3-4		167-185	
PROGRAM TOTAL minimum		506	

Note: There are no electives in the Unit 3–4 sequence.

Prerequisite units have been built into the Stream Core of the Certificate II programs or are available for selection as electives in Units 1 and 2 of the program.

Elective bank

Code	Unit of competence	Nominal Hours
SRCCRD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXCAI001B	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B	Assist in conducting sport and recreation sessions for participants	8
SROODR001A	Apply basic outdoor recreation logistics	10
SROODR004A	Assist in conducting outdoor recreation sessions	15
SROOPS001B	Implement minimal environmental impact practices	10
SRXCAI006B	Organise a sport and recreation program	10
SRSCOP001B	Prepare for public speaking	10
SRSCOP002B	Plan for and participate in a media interview	10
SRSCOP003B	Demonstrate personal image and presentation skills	5
SRSCOP004B	Develop negotiation skills	10
SRSCOP005B	Demonstrate basic assertive communication skills	10
SRSCOP006B	Complete a tax return	10
SRSCOP007B	Develop a financial goal setting plan	15
SRSCOP008B	Prepare a pre-event or post-event meal	15
SRSCOP009B	Collect information on drugs in sport	5
SRSCOP010B	Collect information on stress management	5
SRSCOP011B	Develop an integrated time management plan	10
SRSCOP012B	Develop a travel and accommodation plan	10
SRSCOP013B	Develop a career goal setting plan	5
SRSCOP014B	Prepare to study	5
SRCAQU006B	Supervise clients at an aquatic facility or environment	15
Sports administration		
SRSSPA008A	Develop and maintain volunteer participation	20
SRSSPA009A	Develop practices to conduct effective club management	30
Sports Trainer		
SRSSPT001A	Implement injury prevention and apply basic sports first aid	20
Community recreation		
SRCCRD002B	Apply the principles of community development to community recreation work	15
SRCCRD003B	Promote access, equity and diversity in community recreation	20
Facility maintenance		
SRXFAC001B	Maintain equipment for activities	5
SRXFAC002B	Maintain sport and recreational facilities	7
Interpretation – Cultural		
SROINT001B	Conduct interpretation within an outdoor activity	30
THTFTG07B	Research and share general information on Australian indigenous cultures	80

Events and facilities		
SRXEVT001B	Coordinate guest/delegate registrations at venue	12
SRXRES002B	Improve client awareness and implementation of environmental management practices	10
THTFME03A	Develop and update events industry knowledge	25
CAREER ORIENTED ACTIVITIES – choose as a cluster		
AFL		
SRSAFL001A	Perform the intermediate skills of Australian football	20
SRSAFL002A	Perform the intermediate tactics of Australian football	20
SRSAFL003A	Participate in conditioning for Australian football	20
Canoeing		
SRSCNO001A	Perform the intermediate skills and tactics of canoeing	30
Cricket		
SRSCKT001A	Perform the intermediate skills of cricket	20
SRSCKT002A	Perform the intermediate tactics and strategies of cricket in a competitive situation	20
SRSCKT003A	Interpret and apply the laws of cricket in a competition game at a local or district level	25
Golf		
SRSGLF001A	Perform the A grade skills of golf	30
SRSGLF002A	Apply the A grade tactics and strategies of golf in a competitive situation	15
SRSGLF003A	Interpret and apply the rules of golf at the A grade level	15
Netball		
SRSNTB001A	Perform the intermediate skills of netball	30
SRSNTB002A	Perform the intermediate tactics and strategies of netball in a competitive situation	30
SRSNTB003A	Participate in conditioning for netball	20
Rugby League		
SRSRGL001A	Perform the intermediate skills of rugby league	20
SRSRGL002A	Perform the intermediate tactics and strategies of rugby league in a competitive situation	20
SRSRGL003A	Participate in conditioning for rugby league	20
Rugby Union		
SRSRGU001A	Perform the intermediate skills of rugby union	20
SRSRGU002A	Perform the intermediate tactics and strategies of rugby union in a competitive situation	20
SRSRGU003A	Participate in conditioning for rugby union at an intermediate level	20
Touch		
SRSTOU006A	Perform the intermediate skills of touch in a competitive situation	35
SRSTOU007A	Perform the intermediate tactics and strategies of touch in a competitive situation	35

COACHING SPECIALISATIONS		
Athletics		
SRSATH001A	Teach and/or develop the fundamental skills of athletics	45
SRSATH002A	Manage an athletics competition/event at a beginner level	50
Basketball		
SRSBSB001A	Teach or develop the basic skills of basketball	10
SRSBSB002A	Teach or develop the basic tactics and strategies of basketball	35
Gymnastics – coach		
SRSGYN001A	Teach and/or develop the fundamental skills of gymnastics	30
Martial arts		
SRSMAR001A	Develop knowledge of the martial arts industry	15
SRSMAR002A	Collect fundamental information on the philosophy and structure of the martial arts industry	15
SRSMAR003A	Collect information on the philosophy and foundations of the martial arts industry	15
SRSMAR004A	Teach or develop the basic skills of martial arts	20
SRSMAR005A	Teach or develop the intermediate skills of martial arts	20
Netball		
SRSNTB004A	Teach and develop the fundamental skills of netball	20
Rugby league		
SRSRGL004A	Teach or develop the skills of modified rugby league	25
SRSRGL005A	Teach or develop the tactics and strategies of modified rugby league	20
Surf life saving		
SRSSUR001A	Teach and develop the basic skills of surf life saving	25
Squash		
SRSSQU001A	Teach or develop the fundamental skills of squash	30
SRSSQU002A	Teach and develop the basic tactics and strategies of squash	15
Tenpin bowling		
SRSTPB001A	Teach and/or develop the fundamental skills of tenpin bowling	15
SRSTPB002A	Conduct learn to bowl league competitions	25
Officiating stream		
SRSOGP001A	Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk (SRSOGP002A is a corequisite)	25
SRSOGP003A	Judge competitive situations (must be assessed with Officiating Activity)	15
OFFICIATING SPECIALISATIONS		
Australian football		
SRSAFL004A	Interpret and apply the fundamental rules of Australian football at a junior or beginner level	10
SRSAFL005A	Use basic communication strategies to umpire Australian football at a junior or beginner level	10
SRSAFL006A	Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level	5
SRSAFL007A	Demonstrate fundamental positioning skills relevant to umpiring Australian football at a junior or beginner level	5

Basketball		
SRSBSB003A	Interpret and apply the fundamental rules of basketball at a junior or beginner level	10
SRSBSB004A	Use fundamental communication strategies to officiate basketball at a junior or beginner level	10
SRSBSB005A	Provide reports and receive feedback relevant to officiating basketball at a junior or beginner level	5
SRSBSB006A	Demonstrate fundamental positioning skills relevant to officiating basketball at a junior or beginner level	5
Netball		
SRSNTB005A	Interpret and apply the fundamental rules of netball at the beginner level	10
SRSNTB006A	Use basic communication strategies to umpire netball at the beginner level	10
SRSNTB007A	Demonstrate fundamental positioning skills relevant to umpiring netball at the beginner level	10
Rugby league – Local or district		
SRSRGL009A	Interpret and apply the rules of rugby league in a competition game at a local or district level	10
SRSRGL010A	Use communication strategies to referee rugby league at a local or district level	10
SRSRGL011A	Demonstrate positioning skills relevant to refereeing rugby league at a local or district level	10
Rugby league – Modified		
SRSRGL006A	Interpret and apply the rules of modified rugby league in a competitive game	25
SRSRGL007A	Use communication strategies to referee modified rugby league	10
SRSRGL008A	Demonstrate positioning skills relevant to refereeing modified rugby league	10
Rugby union		
SRSRGU004A	Interpret and apply the fundamental rules of rugby union at a junior or beginner level	5
SRSRGU005A	Use basic communication strategies to referee rugby union at a junior or beginner level	10
SRSRGU006A	Provide reports and receive feedback relevant to refereeing rugby union at a junior or beginner level	5
SRSRGU007A	Demonstrate fundamental positioning skills relevant to umpiring netball at a junior or beginner level	5
Soccer		
SRSSOC001B	Interpret and apply the fundamental laws of soccer at a junior or beginner level	10
SRSSOC002B	Use basic communication strategies to referee soccer at a junior or beginner level	10
SRSSOC003B	Provide reports and receive feedback relevant to refereeing soccer at junior or beginner level	5
SRSSOC004B	Demonstrate fundamental positioning skills relevant to refereeing soccer at junior or beginner level	10

Squash		
SRSSQU003A	Interpret and apply the rules of squash at a club or pennant level	25
SRSSQU004A	Use communication strategies to referee squash at a club or pennant level	25
SRSSQU005A	Assist in managing the format and results of squash competitions	15
Surf life saving		
SRSSUR002A	Interpret and apply the fundamental rules of surf life saving at a beginner level	20
SRSSUR003A	Use fundamental communication strategies to officiate surf life saving at a beginner level	10
SRSSUR004A	Assist in the prevention of emergencies in surf life saving competitions	20
SRSSUR005A	Demonstrate fundamental positioning skills relevant to officiating surf life saving at a beginner level	
Touch		
SRSTOU001A	Interpret and apply the rules of modified touch in a competition game at a local or district level	10
SRSTOU002A	Use communication strategies to referee modified touch at a local or district level	10
SRSTOU003A	Demonstrate positioning skills relevant to refereeing modified touch at a local or district level	15
OUTDOOR RECREATION ACTIVITY SPECIALISATIONS CLUSTERS - from Certificate II in Outdoor Recreation		
Abseiling - Artificial surface		
SROABA001A	Demonstrate simple abseiling skills on artificial surfaces	8
SROABN002A	Safeguard an abseiler using a single rope belay system	15
Abseiling - Natural surface		
SROABN001A	Demonstrate simple abseiling skills on natural surfaces	12
SROABN002A	Safeguard an abseiler using a single rope belay system	15
Bushwalking		
SROBWG001A	Demonstrate bushwalking skills in tracked or easy untracked areas	10
SRONAV001B	Navigate in tracked or easy untracked areas	10
SROOPS006B	Use and maintain a temporary or overnight site	10
Canoeing		
SROCNE001A	Demonstrate simple canoeing skills	20
Canyoning		
SROCAY001A	Demonstrate horizontal canyoning skills	30
Caving		
SROCVE001A	Move through a cave with minimal impact	15
SROCVE002A	Navigate in caves	20
SROCVE003A	Demonstrate laddering skills	20
Climbing - artificial surface		
SROCLA001A	Demonstrate simple climbing skills on artificial surfaces	10
Climbing - natural surface		
SROCLN001A	Demonstrate simple climbing skills on natural surfaces	12

Coxswain – Engineering		
SFISHIP207A	Operate and maintain outboard motors	10
SFISHIP210A	Operate marine plant and systems	15
SFISHIP211A	Prepare for maintenance	10
Coxswain – Nautical knowledge		
SFISHIP201A	Comply with organisational and legislative requirements	10
SFISHIP202A	Contribute to safe navigation	10
SFISHIP203A	Maintain the safety and security of the vessel	10
SFISHIP204A	Maintain marine vessels and equipment	20
SFISHIP206A	Operate a small vessel	40
SFISHIP209A	Operate marine communications equipment	20
SFISHIP212A	Take emergency action onboard a vessel	20
SFISHIP302A	Command and control maneuvers	10
SFISHIP303A	Initiate response to navigation emergencies	10
<i>Note: Both the Coxswain – Nautical knowledge cluster and the Coxswain – Engineering cluster are required in order to obtain a Coxswain licence</i>		
Cycling		
SROCYT001A	Select, set up and maintain a bike	10
SROCYT002A	Demonstrate basic cycling skills	12
Fishing		
SROFSH001A	Use basic skills to catch and handle fish	10
SROFSH002A	Comply with fisheries management regulations and conservation strategies	15
Kayaking		
SROKYK001A	Demonstrate simple kayaking skills	20
Off-highway motorcycling		
SROTBR001A	Select, set up and maintain an off-highway motorcycle	20
SROTBR002A	Demonstrate basic off-highway motorcycling skills	20
Personal water craft - Controlled conditions		
MEM50.10EA	Respond to boating emergencies and incidents	40
SROPWC001A	Select and maintain a personal water craft	10
SROPWC002A	Demonstrate basic skills to ride a personal water craft in controlled conditions	10
Rafting - Moving water		
SRORAF001B	Apply rafting skills on moving water	20
SROWWR001B	Apply self rescue skills in white water	20
Sea kayaking		
SROKYS001A	Demonstrate simple sea kayaking skills	20
Skiing - Down hill		
SROSKI001A	Demonstrate alpine skiing downhill on beginner terrain	30
Skiing - Cross country		
SROSKT001B	Demonstrate basic cross country skiing skills	20

Ski touring		
SRONAV001B	Navigate in tracked or easy untracked areas	10
SROSKT002B	Ski tour in a patrolled environment to a basic standard	20
Small boat handling		
MEM50.8EA	Carry out trip preparation and planning	40
MEM50.9EA	Safely operate a mechanically powered recreational boat	20
MEM50.10EA	Respond to boating emergencies and incidents	40
Snorkelling		
SROSNK001A	Participate in snorkelling activities	10
Snowboarding		
SROSKB001A	Snowboard on beginner terrain	30
Surfing		
SROSRF001B	Apply surf survival and self rescue skills	15
SROSRF002B	Perform basic surfing manoeuvres in controlled conditions	15
Scuba		
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres	35
Yachting – Ballasted yacht		
MEM50.8EA	Carry out trip preparation and planning	40
MEM50.9EA	Safely operate a mechanically powered recreational boat	20
MEM50.10EA	Respond to boating emergencies and incidents	40
SROYAC001B	Comply with maritime rules and regulations	15
SROYAC002B	Crew a ballasted yacht inshore	15
Yachting – Motor cruisers		
MEM50.8EA	Carry out trip preparation and planning	40
MEM50.9EA	Safely operate a mechanically powered recreational boat	20
MEM50.10EA	Respond to boating emergencies and incidents	40
SROYAC001B	Comply with maritime rules and regulations	15
SROYMC001B	Crew a motor cruiser inshore	15
Yachting – Small boat		
SROYAC001B	Comply with maritime rules and regulations	15
SROYSB001B	Use basic skills to sail a small boat in controlled conditions	15
Yachting – Windsurfing		
SROYSA001B	Use a sailboard in controlled conditions demonstrating basic skills	15
SROYAC001B	Comply with maritime rules and regulations	15
Surfing		
SROSRF001B	Apply surf survival and self rescue skills	15
SROSRF002B	Perform basic surfing manoeuvres in controlled conditions	15

SEQUENCE

A range of delivery sequences is possible, but all must comply with the prerequisites that operate across the streams and within the qualifications. Schools/RTOs must ensure that planning for program delivery takes proper account of these.

In order for students to be able to satisfactorily complete the Unit 3–4 sequence in a single year, all the units of competence designated at Unit 3–4 level must be available to be undertaken in the same enrolment year.

Schools are advised that the Unit 3–4 sequence is not designed as a stand-alone study. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The foundation knowledge and skills for the ability to function effectively in the workplace are often acquired in the early stages of the training program and are necessary for the achievement of competence in other areas of the program. A student may have great difficulty in achieving competence in the specified areas without first having undertaken training in the foundation or core units of competence. The strong advice and assumption of industry bodies is that the value of the training will be compromised unless based on the foundation skills specified by industry for each qualification.

From 2006, a Study Score will be available for this revised VCE VET Sport and Recreation program. Students wanting access to a Study Score must be able to undertake all the units of competence designated as the Unit 3–4 sequence in the one enrolment year.

STUDY SCORE

A Study Score is available for VCE VET Sport and Recreation.

To be eligible for a Study Score students must:

- achieve all the units of competence designated as the VCE VET Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the *Sport and Recreation Assessment Guide*, published by the VCAA
- undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the evidence guide of the units of competence advised by the VCAA.

EXAMPLE PROGRAMS

A number of example programs are provided in the Appendix (page 40). These examples demonstrate how a training program may be constructed to provide clear employment pathways for students. They have been structured to meet both the qualification requirements and the requirements for achievement of the VCE VET Unit 3–4 sequence.

Example programs for the completion of Certificate II in Community Recreation and Certificate II in Outdoor Recreation only have been included for students who do not intend progressing to the VCE VET Unit 3–4 sequence.

These are sample programs only and the selection of electives is not intended to be prescriptive.

STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence, as determined by the RTO
- the increase of employment opportunities and marketability.

The VCAA strongly recommends that students undertake a minimum of 80 hours of SWL.

The school/RTO should keep evidence of the student's structured workplace learning which may take place over weekends and during school holidays as well as during the school week.

SRXOHS001B Follow defined Occupational Health and Safety policies and procedures must be undertaken prior to SWL.

The core units of competence and the sector specific units of competence can be integrated and delivered in real or simulated workplace situations, such as:

- supervised structured workplace learning with an employer
- junior sports coaching/management
- weekend sports/fitness activities conducted by community recreation clubs
- scouts/cadetships and award programs
- part-time work
- projects or activities at school that allow students the opportunity to demonstrate competencies, e.g. assisting with the organisation and conduct of sports events and school camps.

Under the new SWL arrangements outlined in Ministerial Order 23, students undertaking SWL must first complete the Occupational Health & Safety training relevant to the workplace before commencing their SWL placement. In the situation where assessment of OH&S units of competence is conducted in the workplace, all training up to assessment stage must be completed before the student commences SWL.

A new SWL Manual developed by the Office of Learning and Teaching is available. Although it has been designed primarily for structured workplace learning coordinators, employers may find it a useful reference. Included in the manual is a supporting video entitled *Workwise – workplace safety for students*. This video highlights OH&S issues in the industry areas of hairdressing, engineering, automotive, primary industry and hospitality.

These new kits have been distributed free to schools, Local Community Partnerships, Local Learning and Employment Networks, key industry bodies and other stakeholders. The SWL manual is also accessible from the following website:

www.sofweb.vic.edu.au/voced/structured_workplace_learning/swlmanual.htm

Additional copies may be ordered through the Career Education Association of Victoria (CEAV).

CEAV will charge postage and handling costs.

Tel: (03) 9349 1900
Fax: (03) 9349 3311
Email: ceav@netspace.net.au

Local community partnerships

'SWL has grown rapidly in recent years. So that industry is not overwhelmed with requests, clusters of government and non-government schools work together with business to maximise the benefits of SWL. Clusters usually operate through a 'local community partnership' which employs staff specifically to coordinate placements and monitor their quality. Local community partnerships are often incorporated bodies with a board of management with representatives from education, industry and the community. The partnerships previously funded through the Enterprise and Career Education Foundation are now funded and managed by the Australian Government Department of Education, Science and Training. There are over 200 partnerships across Australia.

The Curriculum Corporation website provides support for SWL programs including case studies: www.curriculum.edu.au'

Sourced from the Department of Education, Science and Training website: www.dest.gov.au

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist the principal in meeting the school's responsibilities for students in SWL, *SRXOHS001B Follow defined Occupational Health and Safety policies and procedures* must be undertaken before students begin their structured workplacement.

Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing.

Schools must also be satisfied, through their review of the acknowledgement provided by employers in the SWL Arrangement Form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care toward students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task which presents potential risk. This means that no student may be exposed at any time to dangerous plant, equipment, substances, work environments or work practices.*

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements. The student should be given an 'orientation tour' of the workplace and any excluded areas or activities should be pointed out.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

These websites may provide useful resources for schools/RTOs:

www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home

www.ohs.labour.net.au/youthsafe/safety_first/index.html

* Employers should be provided with the Department of Education and Training Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. This is available on the Sofweb website: www.sofweb.vic.edu.au

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students are eligible for credit of up to five VCE VET units on their VCE Statement of Results: three units at Unit 1–2 level and a Unit 3–4 sequence.

The VCE VET Sport and Recreation program provides a Unit 3–4 sequence for satisfactory completion purposes.

Students may accumulate VCE VET units over more than one year.

DUPLICATION

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET program in a student's VCE.

Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

No significant duplication has been identified between the VCE VET Sport and Recreation program and other VCE or VCE VET studies.

Note: a student may not be enrolled simultaneously in both the VCE VET Sport and Recreation program and a School Based New Apprenticeship in Sport and Recreation. Students will receive credit for only one Sport and Recreation program

Separate assessment processes

While there is potential for the integrated delivery of elements of the VCE VET Sport and Recreation program with other VCE studies, providers must ensure that students undertake separate assessments in order to meet the VET requirements as distinct from VCE outcomes.

Where a student is enrolled in both the VCE VET Sport and Recreation program and a related VCE study, separate collections of evidence conforming to the assessment criteria in each study must be able to be demonstrated.

Importantly, assessment of the VET units of competence must be conducted to meet industry standards. The Performance Criteria, Evidence Guide and Range of Variables/Range Statement in each unit of competence specify work activities that require a suitable industry context, whether real or simulated. The assessment of competence relies on the collection of evidence that demonstrates the application of skills and knowledge to workplace tasks.

A student must not submit the same piece of work for assessment in more than one study.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the Study Scores students have received for a specified set of VCE studies.

The contribution of the VCE VET Sport and Recreation program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the Unit 3–4 sequence.
- A Study Score is available for this program in 2006. The Study Score will contribute directly to the ENTER, either as one of the student's best four studies ('the primary four') or as a fifth or sixth study.
- A contribution to the ENTER is subject to receiving a Study Score.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For further information on the calculation of the ENTER, refer to the VTAC website:
www.vtac.edu.au

Recognition within the VCAL

The VCE VET Sport and Recreation program is available for students who are enrolled in the VCAL.

The contribution of VCE VET Sport and Recreation to a student's VCAL program is determined by the number of units of competence completed. Each 100 hours of training will contribute one unit towards satisfactory completion of a student's VCAL program. The VCE VET Sport and Recreation program will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The VCE VET Sport and Recreation program (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

ROLE OF REGISTERED TRAINING ORGANISATIONS

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. RTOs are responsible for issuing qualifications and Statements of Attainment.

The AQTF has a number of requirements of RTOs including the following:

- documented systems for quality training and assessment
- conduct of an internal audit at least annually
- documented agreements with other organisations when they provide training or assessment in partnership
- written procedures for recruitment, induction and professional development of staff, as well as induction programs
- use of trainers and assessors with specified competencies
- explicit requirements for quality assurance in assessment.

The detailed standards for RTOs under the AQTF are available from the following website:

www.dest.gov.au

In particular, Standard 7.4 addresses the issue of suitably competent staff to deliver training:

‘The RTO must ensure that training is delivered by a person who:

- i. holds the Certificate IV in Training and Assessment* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or
- ii. is under the direct supervision[†] of a person who has the competencies specified in Standard 7.4 i and
- iii. is able to demonstrate vocational competencies, at least to the level of those being delivered.

* A person who holds the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98) will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to the Certificate IV in Assessment and Workplace Training in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

[†] Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in Standard 7.4 i and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.’

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

RTOs may be TAFE institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by, or under the auspices of, an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education and Training regional offices, OTTE or the National Training and Information Service: www.ntis.gov.au

For further information refer to 'Registration', on page 34.

DELIVERY OPTIONS

Schools may consider two main options for the delivery of VCE VET programs.

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

A school in partnership with an RTO is not required to register as a training organisation, because any delivery by the school will be auspiced by the RTO.

A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on the Victorian Assessment Software System (VASS) according to VCAA timelines.

Option 2: Schools as RTOs

Schools may apply to the OTTE through a Training Recognition Consultant to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided on page 34.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence and for entering results on VASS when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

DELIVERY IN SCHOOLS

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to undertake a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET competencies and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and are assessed according to the assessment guidelines specified in each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the training package are complied with.

Note: When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through structured workplace learning arrangements or projects.

The following table provides advice on the VCE studies and VCE VET programs that may provide an appropriate context for delivery of some components of the VCE VET program. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for assessment (refer to page 27 under 'Assessment').

	Unit of competence	Appropriate delivery context
SROOPS001B	Implement minimal environmental impact practices	Outdoor and Environmental Studies Units 1– 2
SROODR001A	Apply basic outdoor recreation logistics	Outdoor and Environmental Studies Unit 1– 2
SROODR004A	Assist in conducting outdoor recreation sessions	Outdoor and Environmental Studies Units 1–4
THFTG07B	Research and share general information on Australian Indigenous cultures	History Units 1–2
SRFFIT004A	Develop fitness programs	Physical Education Units 3–4
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	VCE VET Retail Operations Units 1–2
BSBCMN201A	Work effectively in a business environment	VCE VET Business Administration Units 1–2
BSBCMN202A	Organise and complete daily work activities	VCE VET Business Administration Units 1–2
BSBCMN204A	Work effectively with others	VCE VET Business Administration Units 1–2
BSBCMN210A	Implement improved work practices	VCE VET Business Administration Units 1–2
BSBCMN215A	Participate in environmental work practices	VCE VET Business Administration Units 1–2
BSBCMN203A	Communicate in the workplace	VCE Industry and Enterprise Units 1–2 VCE VET Business Units 1–2
ICAITU006C	Operate computing packages	VCE VET Information Technology Units 1–2

DELIVERY IN THE WORKPLACE

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the structured workplace learning must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified workplace assessor with relevant industry experience, or the assessment may be conducted by a workplace assessor in cooperation with the workplace supervisor.

ASSESSMENT

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of competence under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

For further information, refer to AQTF Standard 7. A copy of the Standards can be downloaded from the following website:
www.dest.gov.au

In particular, Standard 7.3 addresses the issue of suitably competent staff to conduct assessments:

- ‘a. The RTO must ensure that assessments are conducted by a person who has:
- i. the following competencies* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies:
 - a. TAAASS401A Plan and organise assessment
 - b. TAAASS402A Assess competence
 - c. TAAASS404A Participate in assessment validation
 - ii. relevant vocational competencies, at least to the level being assessed.
- b. However, if a person does not have the assessment competencies as defined in Standard 7.3 a i and the vocational competencies as defined in Standard 7.3 a ii, one person with all the assessment competencies listed in Standard 7.3 a i and one or more persons who have the vocational competencies listed in Standard 7.3 a ii may work together to conduct the assessments.

* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.’

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

Resources

Resource	Title
Recreation Training Queensland Tel: (07) 3367 0833 Fax: (07) 3367 1833 Email: admin@artq.com.au Website: www.rtq.com.au	Careers information available on the website
Australian Sports Commission PO Box 176 Belconnen ACT 2616 Tel: (02) 6214 1111 Fax: (02) 6251 2680 Email: asc@ausport.gov.au Website: www.ausport.gov.au	<i>Careers in Sport: More Than a Game</i> General Sport and Recreation career information and job guide Broad variety of publications catalogued
Training Support Network website: http://trainingsupport.ette.vic.gov.au/default.cfm	Support material is updated and available on this website Facilitators Guide designed to support a range of action teaching and learning projects Certificate II in Sports (Officiating) in Netball: Learning program developed to provide sample template for documenting the delivery of training support
Australian Training Products PO Box 12211 A'Beckett Street Post Office Melbourne VIC 8006 Tel: (03) 9655 0600 Fax: (03) 9639 4684 Email: sales@atpl.net.au Website: www.atpl.net.au	The Community Recreation and Fitness Industry Training Packages Support Material: a three volume set plus 'online' delivery resource provided on CD. This contains a virtual leisure centre called Aquatics and Fitness Centre

The following resources can be adapted for use in the revised programs. Resources are available for the following areas from:	
<p>Australian Training Products PO Box 12211 A'Beckett Street Post Office Melbourne VIC 8006 Tel: (03) 9655 0600 Fax: (03) 9639 4684 Email: sales@atpl.net.au Website: www.atpl.net.au</p>	<p>Series of booklets: <i>Holiday Programming</i> <i>Introduction to Community Recreation</i> <i>Community Workplace Project</i> <i>Recreation for people with special needs</i> <i>Support the work of a team</i> <i>Deliver service to clients</i> <i>Receive and pass on information to facilitate effective routine communication</i> <i>Skills Assessment Manual</i></p> <p><i>Sport and Recreation Online</i> an interactive resource which focuses mainly on management related areas including OH&S, law and promotion. These resources link to Sport and Recreation industry websites that contain further information</p> <p><i>Introduction to the Recreation Industry – A Trainer's Guide and Learning Package for five subject areas:</i></p> <ul style="list-style-type: none"> * Introduction to the Recreation Industry * Occupational Health and Safety for the Recreation Industry * Careers in the Recreation Industry * Introduction to industrial relations in the Recreation Industry * Introduction to Law in the Recreation Industry
<p>insportandrecreation PO Box 4194 SYDNEY NSW 2001 Tel: (02) 8243 1200 Fax: (02) 8243 1299 Email: admin@insportandrecreation.net Website: www.srtaustralia.org.au</p>	<p>CD-ROM – Trainer Guides, Learner Guides and Assessment Resources</p>
<p>Curriculum Corporation P.O. Box 177 CARLTON SOUTH VIC 3053 Tel: (03) 9207 9600 Fax: (03) 9639 1616 Email: sales@curriculum.edu.au Website: www.curriculum.edu.au</p>	<p>VET in Schools book – <i>Approaches to Delivery and Assessment in Sport and Outdoor Recreation</i> Download the whole book or chapters from: www.curriculum.edu.au/vetis/index.htm</p>

Administration

ENROLMENTS

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all units of competence by the home school, regardless of where the training is delivered and competence assessed.

Schools must enrol students in the VCE VET program as follows:

1. Enrol all students undertaking the program in either SRC20204 Certificate II in Community Recreation or SRO20203 Certificate II in Outdoor Recreation.
2. Enrol students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete a Unit 3–4 sequence in that year have been enrolled in the units of competence comprising the Unit 3–4 sequence.
4. For further information on undertaking a Study Score in 2006, schools are referred to the *Sport and Recreation Assessment Guide*.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

RECORDING RESULTS

Achievement of units of competence

To achieve a unit of competence, a student must be assessed competent for all the elements of that unit. Schools are required to record the student's achievement of all units of competence on VASS.

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE and VCAL Administrative Handbook for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records are kept of individual student achievement for all units of competence in the program.

VCE VET UNIT COMPLETION

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET units is automatic.

REPORTING

VCE VET units are reported on the student's VCE or VCAL Statement of Results, together with other VCE or VCAL units completed. Students will also receive from the VCAA a separate VET Statement of Results listing all units of competence achieved.

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded an 'S'.

CERTIFICATION

Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

Articulation and pathways

Completion of the VCE VET Sport and Recreation program leads to the award of a qualification that articulates directly to further qualifications within the Sport and Recreation Training Packages. The qualifications available in the training packages are listed below:

OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE

Certificate II in Outdoor Recreation
Certificate III in Outdoor Recreation
Certificate II in Outdoor Recreation (Multiple Activities)
Certificate III in Outdoor Recreation (Multiple Activities)
Certificate IV in Outdoor Recreation
Diploma of Outdoor Recreation

FITNESS INDUSTRY TRAINING PACKAGE

Certificate III in Fitness
Certificate IV in Fitness
Diploma of Fitness

COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Certificate I in Community Recreation
Certificate II in Community Recreation
Certificate III in Community Recreation
Certificate IV in Community Recreation

SPORT INDUSTRY TRAINING PACKAGE

Certificate II in Sport (Career Oriented Participation)
Certificate III in (Career Oriented Participation)
Certificate II in Sport (Officiating)
Certificate III in Sport (Officiating)
Certificate IV in Sport (Officiating)
Diploma of Sport (Officiating)
Certificate II in Sport (Coaching)
Certificate III in Sport (Coaching)
Certificate IV in Sport (Coaching)
Diploma of Sport (Coaching)
Certificate IV in Sport (Development)
Diploma of Sport (Development)
Certificate III in Sport (Athlete Support Services)
Certificate IV in Sport (Athlete Support Services)
Diploma of Sport (Athlete Support Services)

SPORT AND RECREATION QUALIFICATIONS

Certificate I in Sport and Recreation

Certificate II in Sport and Recreation

Certificate III in Sport and Recreation

Certificate IV in Sport and Recreation

Diploma of Facility Management

Diploma of Event Management

Diploma of Sport and Recreation

Advanced Diploma of Sport and Recreation

Registration

Under the AQTF, only RTOs may issue VET qualifications.

In order to comply with these arrangements, a school offering VCE VET programs has two options: to form a partnership with an RTO, or to register through OTTE as an RTO in its own right.

Registration of training organisations in Victoria is the responsibility of the VQA. RTOs are subject to guidelines and procedures promulgated by the VQA, which are administered by OTTE.

If a school elects to become an RTO, OTTE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Current Competence/Prior Learning).

The application form for RTO registration and conditions of registration are available from:

Office of Training and Tertiary Education

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Useful contacts and information sources

Nationally endorsed training package

Schools intending to offer the VCE VET Sport and Recreation program are required to use the national Sport, Fitness, Outdoor Recreation and Community Recreation Training Packages.

These training package provides the details on each unit of competence, qualification packaging rules and assessment requirements. Schools may obtain the training packages and training and assessment support materials at the following address:

Australian Training Products

Level 25 150 Lonsdale Street

MELBOURNE VIC 3000

Tel: (03) 9655 0600

Fax: (03) 9639 4684

Email: sales@atpl.net.au

Website: www.atpl.net.au

Further information may also be available from:

Verve – Knowledge and Skills (Industry Advisory Body)

Level 5, 313–315 Flinders Lane

Melbourne VIC 3000

Tel: (03) 9614 5566

Fax: (03) 9614 6644

E-mail: admin@verve.org.au

Website: www.verve.org.au

Curriculum Maintenance Manager – Arts/Entertainment & Recreation

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Sport and Recreation Training Packages. The current contact details are:

Lina Robinson

Swinburne University of Technology

Mail H92

PO BOX 218

Hawthorn VIC 3122

Tel: (03) 9214 8501

Email: lrobinson@swin.edu.au

The full text of the Victorian Purchasing Guide for the Sport and Recreation Industry Training Packages can be accessed through the Training Support Network website:

<http://trainingsupport.otte.vic.gov.au/default.cfm>

Other sources of implementation advice

The following is a list of contacts for additional information and advice.

VCE VET program structure

Victorian Curriculum and Assessment Authority

Vocational Education – Curriculum Branch

Tel: (03) 9651 4458

Fax: (03) 9651 4324

Email: vet.vcaa@edumail.vic.gov.au

Website: www.vcaa.vic.edu.au/vet

VCAL program structure

Victorian Curriculum and Assessment Authority

VCAL Unit – Curriculum Branch

Tel: (03) 9651 4532

Fax: (03) 9651 4324

Email: vet.vcaa@edumail.vic.gov.au

Website: www.vcaa.vic.edu.au/vet

Student enrolment

Victorian Curriculum and Assessment Authority

VASS Unit

Hotline (metro): (03) 9651 4482

Hotline (country): 1800 827 721

Fax: (03) 9651 4324

Email: vass.support@edumail.vic.gov.au

VCE certification/eligibility

Victorian Curriculum and Assessment Authority

Student Records and Results Unit

Hotline (metro): (03) 9651 4402

Hotline (country): 1800 653 045

Fax: (03) 9651 4324

VET certification/eligibility

The RTO is responsible for certification.

Program support

Department of Education and Training

Post Compulsory Pathways Branch

Office of Learning and Teaching

Tel: (03) 9637 2314

Fax: (03) 9637 2160

Website: www.sofweb.vic.edu.au

Registration

Office of Training and Tertiary Education

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

The *VCAA Bulletin* (published monthly excluding January) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners.

VCE and VCAL Administrative Handbook (for the current year)

Also refer to VASS Help Screens for advice

Glossary

Auspice

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

Australian Quality Training Framework (AQTF)

A set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. Includes processes for registering training organisations as a quality assurance mechanism for the training system. The AQTF is the name given to the revised Australian Recognition Framework.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework is set of descriptors that determine the level of the qualification. The level depends on the depth and complexity of the work and the degree of autonomy involved.

Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by ANTA. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

Curriculum Maintenance Managers (CMMs)

The role of the CMM is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on training packages. The CMM's function is carried out by staff located within TAFE institutes in Victoria. They are recognised as officers of OTTE.

Industry Skills Councils (formerly Industry Training Advisory Bodies – ITABs)

Industry Skills Councils support the development and implementation of training products, including training packages and provide the VET sector with information on current and future skill needs and training requirements.

National Training Framework

This is the system of vocational education and training that applies nationally. It is comprised of the Australian Quality Training Framework and nationally endorsed training packages.

Office of Training and Tertiary Education (OTTE)

OTTE is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.

Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria through the VQA).

Training package

A set of documents that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

Unit of competence

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

Victorian Assessment Software System (VASS)

An Internet-based system used by schools to enter VCE and VCAL enrolments and results directly onto the VCAA central database.

VCE unit

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of the VCE.

VCE VET unit

A group of VET units of competence or curriculum based modules deemed to be equivalent to one VCE unit.

Vocational Education and Training (VET)

A generic term, applying both to the training sector generally and to a variety of forms of post-compulsory education and training, which focuses on the development of work-related competencies that provide pathways into employment and further training.

VET in the VCE

A set of vocational training programs approved by the VCAA, which have the support of industry bodies, and are accredited within the VCE by the VQA. This is part of the Victorian Government's post-compulsory framework and the national VET in Schools program endorsed by all states and territories.

Victorian Qualifications Authority (VQA)

The Victorian Qualifications Authority is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

Appendix: Example training programs

The following example programs, which indicate how a series of competencies can be shaped into a training program, contain the following:

- Certificate II
- electives selected to provide appropriate programs for students
- additional units of competence to provide a Unit 3–4 sequence.

The proposed programs are not schedules. Schools and RTOs are encouraged to adopt an integrated approach to delivery and assessment. Units of competence should be grouped in logical content clusters for delivery and assessment purposes.

Example program 1: Community Recreation with a Fitness focus

This training program would be suitable for students wishing to develop officiating skills in a specific sport in conjunction with fitness training.

Units 1–2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream Core from Certificate II in Community Recreation		
SRCCD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI001B *	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B *	Assist in conducting sport and recreation sessions for participants	8
SRXCAI003B	Provide equipment for activities	7
	Subtotal	79

Electives		
SRXFAC001B	Maintain equipment for activities	5
SRXFAC002B *	Maintain sport and recreation facilities	7
SRXFAD003A	Maintain first aid equipment, resources and records	5
	Subtotal	17
	Subtotal for Units 1-2	341
Units 3-4		
Common Core units from Certificate III		
SRXINU002A	Apply sport and recreation law	10
SRXRIK001A *	Undertake risk analysis of activities	10
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	20
SRXCAI004B *	Plan a session or program for participants	8
SRXCAI005B *	Conduct a sport and recreation session for participants	8
SRXGRO001A	Facilitate a group	8
SRXRES001B	Educate the public on the safe use of sport and recreational resource	12
SRXGRO002A	Deal with conflict	10
SRCCRO007A	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	20
	Subtotal	106
Fitness focus		
SRFFIT001B	Provide orientation to clients prior to undertaking a fitness program	15
SRFFIT003B	Undertake client induction and screening	10
SRFFIT004B	Develop basic fitness programs	20
SRFFIT005B	Apply basic exercise science to exercise instruction	15
SRFFIT006B	Use and maintain core fitness industry equipment	10
	Subtotal	70
	Subtotal for Units 3-4	176
	TOTAL	517

* Denotes units of competence with prerequisites

Example program 2: Community Recreation – Aquatics focus

This training program would be appropriate for a student wishing to gain employment as an assistant in a community recreation setting or as an assistant pool lifeguard in a leisure centre.

Units 1-2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream Core from Certificate II in Community Recreation		
SRCCD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXCAI001B *	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B *	Assist in conducting sport and recreation sessions for participants	8
SRXCAI003B	Provide equipment for activities	7
SRXEMR001A	Respond to emergency situations	18
	Subtotal	79
Electives		
SRCAQU001B	Monitor pool water quality	5
SRCAQU011B	Instruct the strokes of swimming	15
SRCAQU013B	Collect and analyse information on the philosophy & structure of the Australian aquatic industry	5
	Subtotal	25
	Subtotal for Units 1-2	349

Units 3–4		
Common Core units from Certificate III		
SRXINU002A	Apply sport and recreation law	10
SRXRIK001A *	Undertake risk analysis of activities	10
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	20
SRXCAI004B *	Plan a session or program for participants	8
SRXCAI005B *	Conduct a sport and recreation session for participants	8
SRXGRO001A	Facilitate a group	8
SRXRES001B	Educate the public on the safe use of sport and recreational resource	12
SRXGRO002A	Deal with conflict	10
SRCCRO007A	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	20
	Subtotal	106
Aquatics focus		
SRCAQU003B	Respond to an aquatic emergency using basic water rescue techniques	10
SRCAQU007B *	Respond to an aquatic emergency using advanced water rescue techniques	15
SRCAQU010B	Instruct water safety and survival skills	15
SRCAQU008B	Apply the principles of movement in water to aquatics activities	10
SRCAQU009B	Instruct water familiarisation, buoyancy and mobility skills	10
	Subtotal	60
	Subtotal for Units 3–4	166
	TOTAL	515

* Denotes units of competence with prerequisites

Example program 3: Outdoor Recreation

This training program would be suitable for students wishing to gain employment as an assistant to an outdoor recreation leader, working in organisations that offer adventure or outdoor activities and camps.

Units 1–2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
		Subtotal
		245
Stream Core from Certificate II in Outdoor Recreation		
SROODR001A	Apply basic outdoor recreation logistics	10
SROODR004A	Assist in conducting outdoor recreation sessions	15
SROOPS001B	Implement minimal environmental impact practices	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI003B	Provide equipment for activities	7
		Subtotal
		60
Specialisation clusters		
Cycling		
SROCYT001A	Select, set up and maintain a bike	10
SROCYT002A *	Demonstrate basic cycling skills	12
Surfing		
SROSRF001B *	Apply surf survival and self rescue skills	15
SROSRF002B *	Perform basic surfing manoeuvres in controlled conditions	15
		Subtotal
		52
		Subtotal for Units 1–2
		357

Note: the Common core from Certificate III satisfies the Certificate II in Outdoor Recreation requirement for five electives. Schools may also opt to offer additional electives.

Units 3–4		
Common Core units from Certificate III		
SRXINU002A	Apply sport and recreation law	10
SRXRIK001A *	Undertake risk analysis of activities	10
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	20
SRXCAI004B *	Plan a session or program for participants	8
SRXCAI005B *	Conduct a sport and recreation session for participants	8
SRXGRO001A	Facilitate a group	8
SRXRES001B	Educate the public on the safe use of sport and recreational resource	12
SRXGRO002A	Deal with conflict	10
SRCCRO007A	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	20
	Subtotal	106
Outdoor Recreation focus		
SROODR002A	Plan outdoor activities	10
SROODR005A *	Guide outdoor recreation sessions	20
SROOPS002B	Plan for minimal environmental impact	8
SROOPS003B	Apply weather information	15
	Subtotal	53
	Subtotal for Units 3–4	159
	TOTAL	516

* Denotes units of competence with prerequisite requirements.

Example program 4: Community Recreation with a Sport focus (Coaching)

This training program would be suitable for students wishing to become an assistant coach

Units 1-2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream from Certificate II in Community Recreation		
SRCCD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI001B *	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B *	Assist in conducting sport and recreation sessions for participants	8
SRXCAI003B	Provide equipment for activities	7
	Subtotal	79
Electives		
SRSNTB001A	Perform the intermediate skills of netball	30
SRSNTB002A	Perform the intermediate tactics and strategies of netball in a competitive situation	30
SRSNTB003A	Participate in conditioning for netball	20
	Subtotal	80
	Subtotal for Units 1-2	404

Units 3–4		
Common Core units from Certificate III		
SRXINU002A	Apply sport and recreation law	10
SRXRIK001A *	Undertake risk analysis of activities	10
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	20
SRXCAI004B *	Plan a session or program for participants	8
SRXCAI005B *	Conduct a sport and recreation session for participants	8
SRXGRO001A	Facilitate a group	8
SRXRES001B	Educate the public on the safe use of sport and recreational resource	12
SRXGRO002A	Deal with conflict	10
SRCCRO007A	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	20
Subtotal		106
Sport Focus		
SRXFAC003B *	Implement facility maintenance program	7
SRXCAI007B *	Conduct a sport and recreation program	20
SRCCRD003A	Promote access, equity and diversity in communication recreation	20
SRSOGP002A	Apply rules and regulations to conduct games and competitions	15
Subtotal		62
Subtotal for Units 3–4		168
TOTAL		572

* Denotes units of competence with prerequisites.

The following example training programs in Certificate II in Community Recreation and Outdoor Recreation have been included for students who do not wish to undertake scored assessment as part of their program. The following programs would receive credit at Units 1 and 2 only and have been provided as another option for students undertaking a Certificate II qualification only.

Example program 5: Outdoor Recreation – minimum Certificate II completion

Units 1–2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream Core		
SROODR001A	Apply basic outdoor recreation logistics	10
SROODR004A	Assist in conducting outdoor recreation sessions	15
SROOPS001B	Implement minimal environmental impact practices	10
SRXEMR001A	Respond to emergency situations	18
SRXCAI003B	Provide equipment for activities	7
	Subtotal	60
Electives		
SRXCAI003A	Provide equipment for activities	7
SRSCOP011B	Develop an integrated time management plan	10
SRSCOP013B	Develop a career goal setting plan	5
SRSCOP014B	Prepare to study	5
SRXEMR001A	Respond to emergency situations	18
Cycling cluster		
SROCYT001A	Select, set up and maintain a bike	10
SROCYT002A *	Demonstrate basic cycling skills	12
Bushwalking cluster		
SROBWG001A	Demonstrate bushwalking skills in tracked or easy untracked areas	10
SRONAV001B	Navigate in tracked or easy untracked areas	10
SROOPS006B	Use and maintain a temporary or overnight site	10
	Elective subtotal	97
	Total	402

* Denotes units of competence with prerequisites.

Example program 6: Community Recreation – minimum Certificate II completion

Units 1-2		
Code	Unit of competence	Nominal Hours
Common Core		
BSBCMN201A	Work effectively in a business environment	20
BSBCMN202A	Organise and complete daily work activities	20
BSBCMN203A	Communicate in the workplace	40
BSBCMN 204A	Work effectively with others	15
BSBCMN210A	Implement improved work practices	30
BSBCMN215A	Participate in environmental work practices	20
ICAITU006C	Operate computing packages	60
SRXFAD001A	Provide first aid	10
SRXGCSO02A	Deal with client feedback	10
SRXINU001A	Develop knowledge of the sport and recreation industry	10
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures	10
	Subtotal	245
Stream core from Certificate II in Community Recreation		
SRCCRD002B	Apply the principles of community development to community recreation work	15
SRCCRO002B	Respond to clients at risk	15
SRCCRO003B	Apply point of sale handling procedures in a recreation setting	10
SRXCAI001B *	Assist in preparing sport and recreation sessions for participants	6
SRXCAI002B *	Assist in conducting sport and recreation sessions for participants	8
	Subtotal	54
Electives		
SRCCAP001A	Apply basic exercise science to a community activity program	20
SRCCAP002A	Promote the benefits of healthy eating to participants	20
SRCCAP003A	Demonstrate basis of body functioning to an activity group	20
SRCCAP004A	Support delivery of a group activity	15
SRCCAP005A	Perform warm-up stretching and cool-down techniques before and after participation in an activity	15
	Subtotal	90
	Total	389

* Denotes units of competence with prerequisites.