

FOREWORD

It gives me great pleasure on behalf of the Board of Directors of Sport and Recreation Training Australia to write this short foreword for the second group of Training Packages to be completed under the auspices of Sport and Recreation Training Australia.

All persons concerned with the development of this Training Package for the Fitness industry deserve high commendation for the excellent materials contained in this Training Package.

The development of the competency standards, together with the assessment guidelines and three specific Fitness qualifications, represents thousands of hours of input from hundreds of professionals, volunteers and participants involved in Fitness.

This Training Package establishes a career path in the Fitness industry for all those wishing to become involved in the vocational education and training system.

The acquisition of skills is fundamental to Australia's national economic and industrial well being. The forces of change are increasing the demand for skills rather than labour. Enterprises are increasingly becoming dependent upon their workforce to add value and high quality services and products. People with skills and the capacity to continually update their skills are required by such enterprises. These people will be able to make the most of the opportunities emerging in Australia's rapidly changing labour market.

Assessment and workplace training are integral functions, not only to skill development and recognition, but also to recruitment, to performance management, to supervision and team leadership. There are few enterprises that can afford to ignore these issues.

The Directors of Sport and Recreation Training Australia would like to thank all those who contributed to the development of the Training Package including industry representatives and the staff of Registered Training Organisations. Special thanks must also be extended to the staff of Sport and Recreation Training Australia for their overall supervision and sound advice throughout the development of this Training Package.



Mrs Kathy Stanton, AM
Chair
Sport and Recreation Training Australia
January 2001

QUALIFICATIONS FRAMEWORK

FOR THE

NATIONAL FITNESS

INDUSTRY TRAINING PACKAGE

SRF01

IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.srtaustralia.org.au>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

<http://www.ntis.gov.au>

MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information. (<http://www.ntis.gov.au>)

Ver.	Release Date	Authorisation	Comments
1.00	17 January 2001	NTQC	Primary release

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WHAT IS A TRAINING PACKAGE?

Training Packages are a key feature of vocational education and training for industries in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simpler, flexible and more relevant to the needs of industry.

Training Packages:

- **are developed by industry, for industry**
The Australian National Training Authority provides funding to National Industry Training Advisory Bodies to develop Training Packages. During development, extensive consultation occurs to ensure that the package is relevant and useable. Before endorsement, the developer or Industry Training Advisory Body must validate the package and show that there is broad industry support.
- **encourage training at work**
Training may occur at the workplace, off the job, during regular work, by work experience, work placement or work simulation. Usually, training involves a combination of all these methods depending on what suits the employer, the learner and the type of learning and work being done.
- **provide many pathways for people to become competent**
Australians become work competent in many ways. Training Packages recognise this by putting the emphasis on what you can do not on how or where you learned to do it. For example, some experienced workers may be able to demonstrate competency against the standards and gain a qualification without completing any formal training course.

Training Package Components

A Training Package comprises two components, **endorsed** and **support materials**. The endorsed components are endorsed by the Australian National Training Authority's National Training Quality Council.

The **endorsed components** of a Training Package consist of three elements and are illustrated in the following diagram:

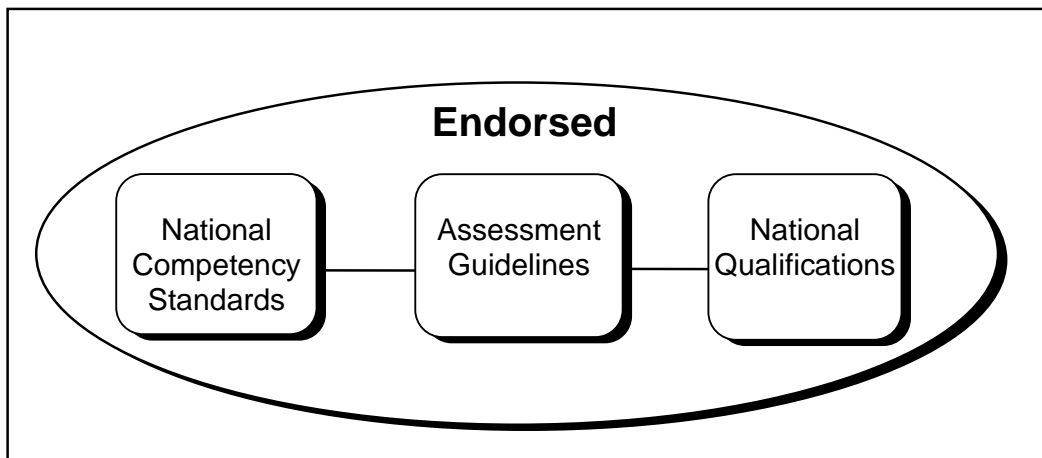


Figure 1. Endorsed components of a Training Package

1. **Competency Standards** that specify the knowledge and skills needed for work within the scope of the Training Package. The standards provide an industry benchmark for training and assessment. They enable enterprises to accurately define particular roles and provide useful guidance for designing job classifications, workplace appraisal, and skill development. They also provide the basis for designing vocational education and training courses for delivery by registered training providers off the job.

Key Features

- Each unit of competency identifies a discrete workplace requirement
- Units incorporate underpinning knowledge and skills, key competencies, language, literacy and numeracy, and occupational health and safety requirements
- Units are flexible in application but sufficiently detailed to guide registered training organisations and assessors and provide consistent outcomes

2. **National Qualifications** within the Australian Qualifications Framework, which are awarded when an employee/learner has been assessed as achieving a combination of competency units that provide a meaningful outcome at an industry or enterprise level. Each qualification consists of a number of core and elective competencies that industry representatives consider workers require to perform a particular role. Where an employee/learner has achieved less than the combination of competency standards for a qualification to be issued, that individual is given a Statement of Attainment that similarly recognises their achievement.

Key Features

- Each qualification (made up of a set of Units of Competency) is aligned directly against the Australian Qualifications Framework
- Within a Training Package, qualifications may range from Certificate I to Advanced Diploma and will include the national title for each qualification
- Will identify New Apprenticeship pathways within the Training Package
- The Qualification will have the Nationally Recognised Training logo displayed on the qualification

Statement of Attainment is issued to individuals who have been assessed and deemed competent against Units of Competency. It is issued by the Registered Training Organisation to the individual on completion of a total qualification or where this is incomplete for Units of Competency the individual is deemed competent. Statements of Attainment issued by one Registered Training Organisations must be recognised by other Registered Training Organisations. Accrual of these Statements can eventually lead to the meeting all the requirements of a qualification.

Key Features

- Will identify the Units of Competency for which the individual has been assessed and is deemed competent by the Registered Training Organisation
- Will display the Nationally Recognised Training logo
- Will identify the Registered Training Organisation

3. **Assessment Guidelines** that provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place. These guidelines ensure that all assessments will be thorough, consistent and valid. The guidelines provide an important part of the quality assurance for the issuing of qualifications.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials which support the endorsed components of the Training Package.

Training Package Support Materials

To support implementation of Training Packages, supporting resources are often produced. These products are part of the Training Package but are not formally endorsed. In most instances the products are produced at various stages after the actual Training Package is endorsed. It is not always the case that supporting resources are automatically produced. Registered Training Organisations are encouraged to produce their own resources to meet the needs of their own clientele.

Supporting resources directly related to a Training Package and which meet quality criteria as determined by the National Training Quality Council can be listed on the National Training Information Service on <http://www.ntis.gov.au>

Supporting resources are generally produced to directly relate to a single or multiple units of competency, industry sector, qualification or the total Training Package. They tend to relate to one or more of the categories illustrated below.

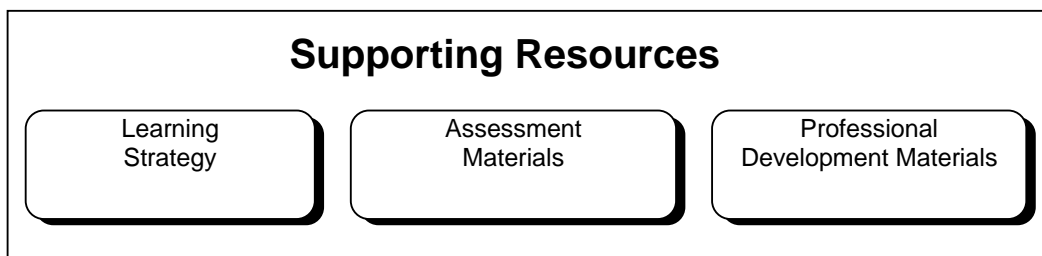


Figure 2. Support resources components of a Training Package

Training Package support materials are produced by Registered Training Organisations, private and commercial developers, the Federal Department of Education Training and Youth Affairs, State Training Authorities and by the Australian National Training Authority to support the implementation of the Training Package. These materials can consist of:

- **learning strategies** that provide information to assist training providers to design specific training programs to assist trainees attain the required competencies;
- **assessment materials** that can be used to gather evidence of competency. They are designed to provide assessors with sufficient information to make reliable judgements about whether a person has met the required competency standard; and
- **professional development materials** that provide information, hints and resources for trainers and assessors about how to successfully implement the Training Package.

Registered Training Organisations may develop their own supporting resources or use any resources developed specifically to support a Training Package. Developed products which have been through an official “Noting” process within the Australian National Training Authority, which determines whether the product meets Australian National Training Authority’s quality criteria, are able to have on their cover the official logo indicating that the product has met the quality criteria. The logo is depicted above and is available electronically from Australian National Training Authority.



Approved support materials can be listed on the National Training Information Service which also details a description, their availability and the type of product. The National Training Information Service can be located on <http://www.ntis.gov.au>.

Although there is a process for approval of supporting resources, it is not compulsory for a Registered Training Organisation to submit resources to the Australian National Training Authority. Registered Training Organisations are at liberty to use whatever resources are available to them to meet the requirements of the qualification or the units of competency.

Version Control

The Australian National Training Authority has developed a specific style for tracking changes to Training Packages and their constituent components. Recognition of that style may assist users of Training Packages to determine the currency of the information.

Training Package

Each Training Package has been assigned a unique five character code. A typical code looks like SRO99. The last two characters (version identifier) which are numbers instead of letters, represents the year the Training Package was initially endorsed. Units of Competency and Qualifications originating in that Training Package will all commence with the first three letters these being SRO followed by other characters and a version identifier for both units and qualifications.

Units of Competency

All units of competency have been assigned a unique 12 character code. The last character in that code will always be a letter and this letter represents the version identifier. A unit of competency when it first appears in a Training Package will always have an “A” as the version identifier. Subsequent minor changes that do not change outcomes of that unit, are identified by the next letter of the alphabet. Where unit outcomes change as a result of proposed amendments, the total unique code would change as a result and a change would also be recorded in the title of the unit to reflect the changed outcome.

Qualifications

All qualifications have been assigned a unique eight character code. The last two characters (version identifier) are always numbers and represent the year in which the qualification was endorsed. In all instances, qualifications included in the original Training Package have an identical version identifier to those of the originating Training Packages. In cases where additional qualifications are added after the initial endorsement of the Training Package, the additional qualifications only are assigned a version identifier commensurate with the year of endorsement of the qualification. This version identifier may be different to that of qualifications in the original Training Package.

Review Date

On the Title Page and in the footer of each Training Package page there is a reference to a review date. This review date is determined at the time of endorsement of the Training Package and in effect indicates the date by which the Training Package is to be reviewed in the light of changing technologies, circumstances, industrial relations, etc. This review date is not to be regarded as an expiry date as the Training Package and its components will remain current until it is reviewed or replaced.

Qualifications Framework for the Fitness Industry Training Package

This document sets out the Qualifications Framework for the Fitness Industry Training Package.

Qualifications show that an individual has achieved a particular set of outcomes that relate to relevant workplace requirements expressed as competencies. This involves the acquisition of individual competencies that include skills, underpinning knowledge and their application in a work environment.

The Qualifications Framework for the Fitness Industry Training Package details combinations of Units of Competency that are meaningful to an industry/enterprise that include both workplaces and educational institutions. Each qualification is defined by a set of Units of Competency which the industry has endorsed as appropriate to the level of qualification. In most instances the new qualification structures closely align with existing qualification structures, ensuring a smooth changeover to the new system.

The Qualifications Framework demonstrates that pathways to a qualification are varied and that movement can occur across functional areas. All qualifications have a “common core” of Units of Competency, packaged with industry specific Units of Competency to achieve an occupational outcome.

The components of the Qualifications Framework for the Fitness Industry Training Package are:

1. Packaging
2. Alignment to the Australian Qualifications Framework
3. Titling
4. Interpretation of qualification titles under the Fitness Industry Training Package
5. Qualifications and pathways: Sport and Recreation qualifications
6. Qualifications and pathways: Fitness qualifications
7. Customisation of Qualifications
8. New Apprenticeships

1 PACKAGING

1.1 PURPOSE

The process of packaging Units of Competency is an integral element in the determination and configuration of qualifications established within Training Packages. Packaging is critical in achieving the flexibility required by enterprises and individuals to select combinations of units of competency relevant to their training needs.

Packaging involves providing structures that group Units of Competency together in combinations that are meaningful to industry in a workplace context. At the same time, packaging establishes boundaries around these combinations that reflect defined workplace outcomes meaningful to industry and which establish a coherent structure to the qualification.

1.2 PRINCIPLES BEHIND THE PACKAGING OF QUALIFICATIONS

The following principles support the qualifications found in all Sport and Recreation Training Packages.

- A. The packaging and alignment of Units of Competency and identification of qualifications for the Training Package has been based on:
 - Widespread industry consultation;
 - The Guidelines for Training Package Developers; and
 - Australian Qualifications Framework descriptors.
- B. The qualifications are designed to:
 - meet the needs of industry;
 - recognise industry streams and functional areas;
 - maximise flexibility; and
 - create a wide range of career path opportunities for clients and potential clients within the industry.
- C. The number of Units of Competency included in each qualification is based on the occupational level, industry consultation and any licensing requirements. Training should be structured and delivered via pathways suited to the industry.
- D. Qualifications relate to real jobs, and people should not be required to achieve competence in units they do not need for their jobs.
- E. Frameworks for different job functions or sectors do not necessarily have to be equitable – some job functions or sectors may require a larger range of skills and might be “weightier” than others.

1.3 PACKAGING

Packaging has been based on industry consultation conducted during the review and development phases for the Units of Competency, and industry consultation on the determination of current minimum requirements for qualifications in fitness.

The following strategies have been used:

- alignment of Units of Competency to specific functional areas and occupational outcomes;
- a common core of Units of Competency across all qualifications within this Training Package;
- flexibility for specialisation, which allows for the selection of Units of Competency from a variety of functional areas; and

- flexibility to allow for elective Units of Competency to be selected from other functional areas within this Training Package or other endorsed Training Packages from other industries.

1.3.1. Incorporation of other National Standards

National competency standards taken into account in the development of this Training Package include:

- Assessor and Workplace Trainer
- Clerical/Administrative
- Public Safety
- Sport
- Outdoor Recreation
- Sport and Recreation

They have been included in these standards either:

- directly and by specific reference with coding retained; or
- where changed, with Sport and Recreation coding.

1.3.2. Flexibility of packaging

The packaging options, as outlined in the National Fitness Industry Qualifications Framework, allows for the diversity of options required by those working within the fitness industry.

This includes the ability to:

- major in only one fitness activity area, and acquire specialist fitness skills, and/or skills from another industry as part of a qualification;
- become multiskilled in several fitness activity areas;
- exit with the competencies to instruct different fitness activities at different skill levels;
- acquire elective and/or specialist competencies as and when required within a career path and associated qualification level;
- achieve sport and recreation competencies (eg, facility operations, retail, administration) as well as fitness specific competencies to enhance the career options and vocational outcomes; and
- articulate into other training packages (eg, community services and health).

(Refer to Figure 2 for possible pathways within a fitness qualification)

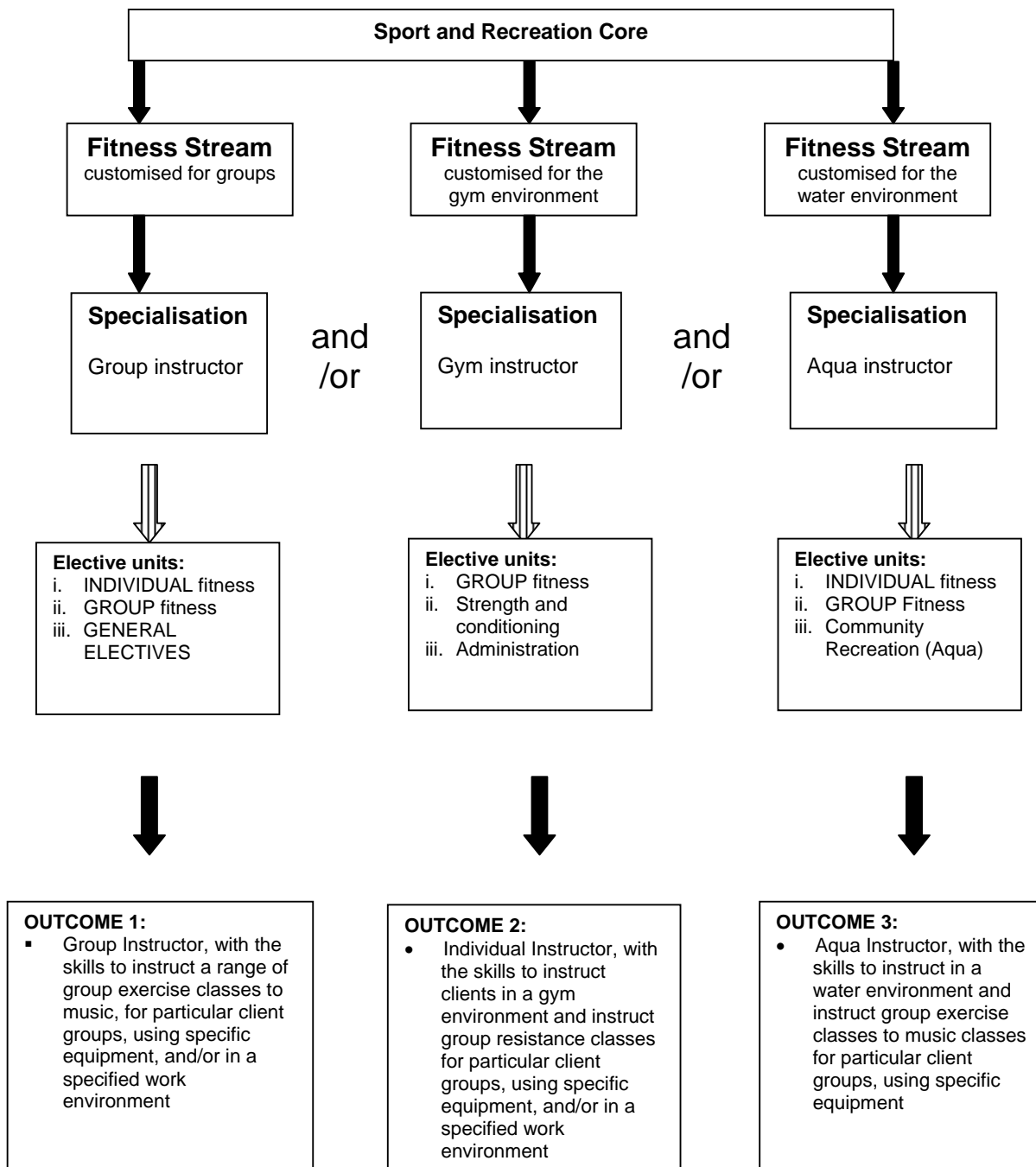


Figure 3: Examples of some possible pathways within a Certificate III in Fitness qualification leading to specific areas of expertise and employment

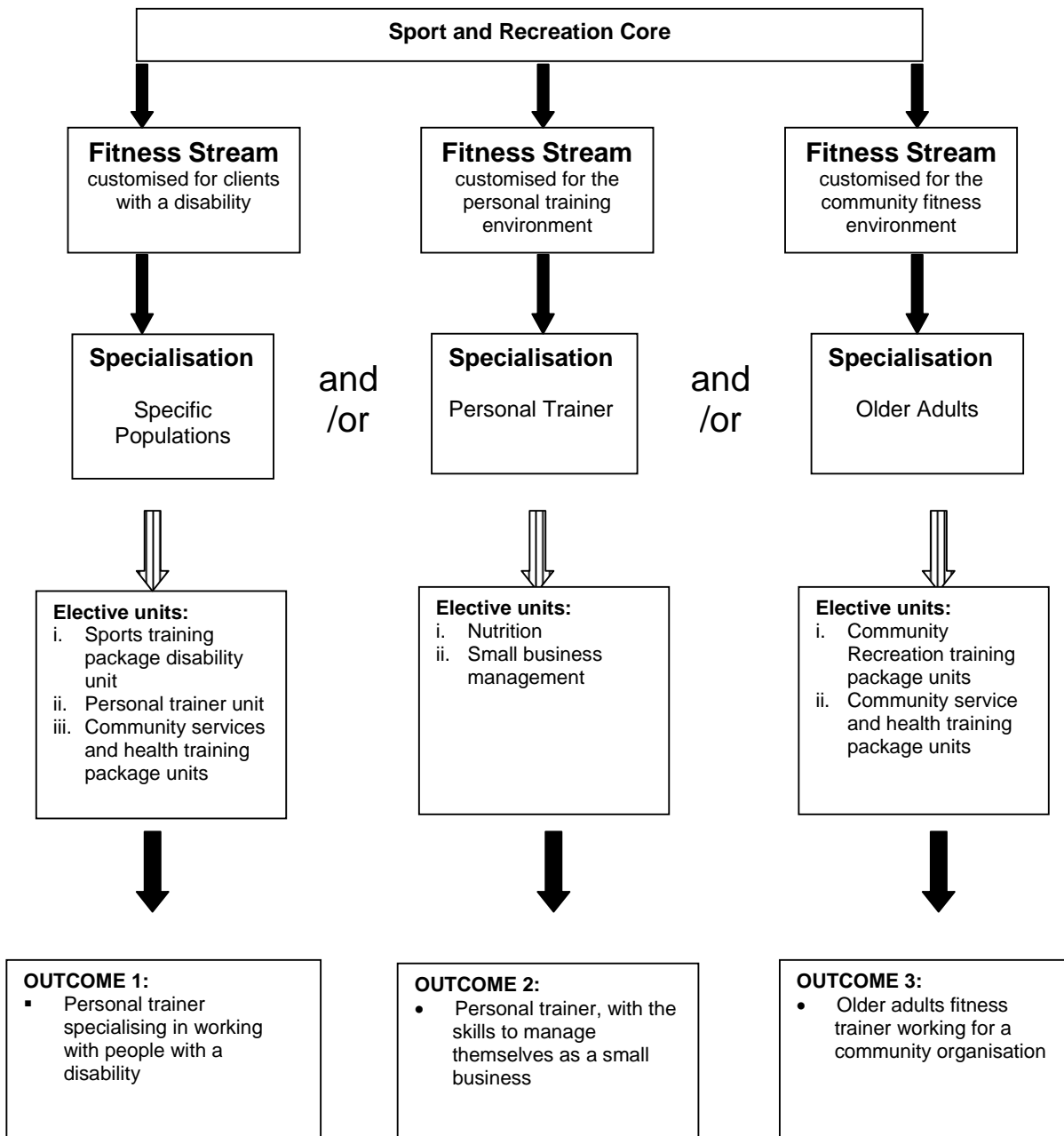


Figure 4: Examples of some possible pathways within a Certificate IV in Fitness qualification leading to specific areas of expertise and employment

1.3.3. Functional areas

Within the fitness industry, the vocational outcomes are primarily those of coach/instruct, as described in Table 1. Participation, whilst it is an important part of skills acquisition and underpins the ability to Instruct, is not, in itself, a vocational outcome for employees within the fitness industry.

Other functional areas in the fitness industry are covered by other training packages, such as administration, program management, facility management, and community development.

Role/function	Work description
Fitness Instructor	<p>A person trained in fitness activity specific competencies to instruct individual and group clients in specified work environments.</p> <p>A fitness instructor facilitates skill transfer or development to clients in order that they may exercise independently or with minimal supervision.</p> <p>This requires the instructor to be able to:</p> <ul style="list-style-type: none"> ➤ conduct an initial client induction including basic screening, fitness appraisal, program development and exercise instruction; ➤ design individualised training programs within the context of a long term plan; ➤ critique technique and apply a variety of appropriate instructional strategies in a range of exercise modalities; and ➤ regularly appraise client's fitness and skill acquisition and modify their program accordingly.
Fitness Trainer	<p>A person who possesses a wide range of relevant instructing and fitness-specific competencies and who facilitates the development in clients of a fit and healthy lifestyle in a range of environments.</p> <p>A fitness trainer must be able to:</p> <ul style="list-style-type: none"> ➤ develop, conduct and evaluate long term periodised fitness plans; ➤ evaluate and analyse the performance of individual clients or groups in a variety of fitness settings; ➤ provide advice on a range of areas related to health and fitness; ➤ undertake basic dynamic postural screening using applied biomechanics; ➤ apply teaching methods and instructional styles in a variety of indoor and outdoor fitness settings; and ➤ supervise and train other fitness staff. <p>A fitness trainer may take further vocational training in other areas, such as musculoskeletal rehabilitation exercise instruction after referral from and under any guidelines set by a medical or suitably qualified allied health professional; exercise for specific population groups; and, lifestyle planning and behaviour modification.</p>

Table 1. Occupational roles/functions unique to the fitness industry

Within the fitness industry, some individuals may instruct in one or more activity areas, whilst others may obtain employment as an instructor in only one activity area.

1.3.4 Competency requirement for jobs/functions within the industry

The fluid nature of fitness programs means that the particular competencies required are dependent on the situation. While there are some activities that will vary little between programs and the environment, there are other competency requirements that will vary a great deal given the diversity of the programs. The “appropriate” competencies for a particular situation are those that are suitable for a particular person, client group, employer, condition, occasion, or place. “Appropriate” also refers to what a reasonable and prudent professional would do. There are four basic interactive variables that can be formed into a matrix that will determine what are “appropriate” competencies required of an instructor in any given situation:

1. *Kind of environment:* This includes both physical locations (such as the weights gym, exercise to music room, indoor pool, enclosed ocean pool, oval, or school hall) and legal requirements (such as private property or institutional requirements).
2. *Kind of activity:* These include the range of fitness activities in current use, the different types of equipment used in specific activities and different uses for the same equipment (such as light dumbbells or barbells used in a weights gym or a group aerobic class).
3. *Level of technical expertise of staff.*
4. *Profile of participants:* This is determined by age, gender, current physical fitness for the activity, mental abilities and psychological, social and cultural backgrounds.

It is the responsibility of the employer to determine the type of programs delivered and the type of situations, clients and conditions encountered to then determine what competencies are “appropriate” for their employees. For any given situation, a range of competencies, at varying levels, may be required.

Note:

The outcomes of fitness programs frequently require the facilitation of learning outcomes for the client, such as referrals from suitably qualified allied health or medical professionals. A qualification or Statement of Attainment issued within the vocational education and training system may not include all of the knowledge and skills required to facilitate client learning. In some cases, advanced skills, such as those acquired in undergraduate and postgraduate studies through universities, may be required to satisfy the outcomes of the program.

Example 1:

A fitness trainer is asked to develop and implement a fitness plan by a client with multiple health risk factors, such as obesity, high blood pressure and adult onset diabetes. The fitness trainer should recommend to the client that the client obtain clearance from a medical professional to participate before participating in the proposed fitness activities. The medical professional may:

1. request that the fitness trainer deliver a specified exercise program, monitor progress, and then report back to the appropriate medical or suitably qualified allied health professional;
2. refer the client back to a suitably qualified allied health professional working in the fitness industry (such as a physiotherapist or exercise scientist) to develop exercise plans and programs to be instructed by a fitness trainer; and
3. work directly with the fitness trainer to develop individualised exercise plans and programs, and advise the client as to the appropriate fitness activities to be instructed by the fitness trainer.

Example 2:

A fitness instructor is asked to provide a conditioning program for a specific sporting group at the training oval. The instructor may consult with the team coach, or coaching director of the

organisation. They may also obtain competencies or qualifications from other related training packages, such as from the Certificate III in Sport (Coaching) to increase their knowledge and skills in dealing with this client group.

Example 3:

An instructor has an individual in a group class with a recent cardiac history. The fitness instructor should check that the client has clearance from a medical professional to participate in the specific group class. The instructor should then confer with a medical professional, suitably qualified allied health professional, and/or fitness trainer on guidelines and measures of exercise intensity and exercise type. They may also seek to increase their knowledge and skills in dealing with this client by obtaining competencies or qualifications from other related training packages such as Community Services and Health.

Example 4:

A fitness instructor works with the particular client group of older adults. The instructor may deliver a program designed or approved by a suitably qualified allied health or medical professional, or may confer with suitably qualified allied health professionals and medical professionals on guidelines and measures of exercise intensity and type. The instructor may also seek to increase their knowledge and skills in dealing with this client group by obtaining competencies or qualifications from other related training packages such as Community Services and Health.

2 ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework is a framework of nationally consistent and recognised qualifications and covers qualifications from entry level to post graduate level. Six levels of the Australian Qualifications Framework apply to Vocational Education and Training. Refer to Table 2 overleaf.

It is important to emphasise that the packaging advice relates units of competency to Australian Qualifications Framework outcomes. Training programs must be designed to meet the designated units. When a training outcome is achieved, it *must* be reported in terms of the units of competency achieved.

Competency at a particular Australian Qualifications Framework level is achieved when the requisite Units of Competency (made up of core, stream and elective Units of Competency) for that level have been attained. A training program may include Units of Competency beyond the minimum advocated. In some instances, for example New Apprenticeships, additional training may be added to fulfil industry, organisation or regional requirements. Although there is an opportunity to add Units of Competency, there may be State Government funding constraints for the additional Units of Competency.

Sometimes these extension units are lateral (at the same Australian Qualifications Framework level, being additional electives or units from other standards) or in other instances they may be at a higher Australian Qualifications Framework level. In these cases a Statement of Attainment should be issued indicating the Unit(s) of Competency achieved and, if relevant, the credit transfer available.

Where cross-sector or other industry competency standards have been incorporated into the National Fitness Industry Training Package, they are not necessarily absorbed at the same Australian Qualifications Framework levels as they may have been used within the parent industry. It is the overall context in which the unit is applied and not the individual unit that is aligned to an Australian Qualifications Framework level. Similarly, units within the National Fitness Industry Training Package have been included in qualifications at more than one Australian Qualifications Framework level.

The following table indicates what an individual at each level and with a particular qualification is able to do. Note that the italicised text emphasises distinguishing features of the learning outcomes between levels.

Certificate 1	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
demonstrate knowledge by recall in a narrow range of areas	demonstrate <i>basic operational knowledge</i> in a <i>moderate range</i> of areas	demonstrate some <i>relevant theoretical knowledge</i>	demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i>	demonstrate understanding of a broad knowledge base incorporating theoretical concepts, <i>with substantial depth in some areas</i>	demonstrate understanding of <i>specialised knowledge</i> with depth in some areas
demonstrate basic practical skills such as the use of relevant tools	apply a <i>defined range of skills</i> apply known solutions to a <i>limited range of predictable problems</i>	apply a range of <i>well developed skills</i> apply known solutions to a <i>variety of predictable problems</i>	apply solutions to a <i>defined range of unpredictable problems</i>	<i>analyse and plan</i> approaches to <i>technical problems or management requirements</i>	<i>analyse, diagnose, design and execute judgements</i> across a broad range of technical or management functions
perform a sequence of routine tasks given clear direction	perform a range of tasks where <i>choice between a limited range of options</i> is required	perform processes that require a range of <i>well-developed skills where some discretion and judgement is required</i>	<i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i>	<i>transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i>	demonstrate a command of <i>wide ranging, highly specialised technical, creative or conceptual skills</i>
receive and pass on messages/information	<i>assess and record</i> information from varied sources <i>take limited responsibility for own outputs</i> in work and learning	interpret available information, using <i>discretion and judgement</i> <i>take responsibility for own outputs</i> in work and learning	<i>identify, analyse and evaluate information from a variety of sources</i> <i>take responsibility for own outputs in relation to specified quality standards</i>	evaluate information using it to <i>forecast for planning or research purposes</i> <i>take responsibility for own outputs in relation to broad quantity and quality parameters</i>	generate ideas through the <i>analysis of information and concepts</i> at an abstract level <i>demonstrate accountability</i> for personal outputs within broad parameters
		<i>take limited responsibility for the output of others</i>	<i>take limited responsibility for the quantity and quality of the output of others</i>	<i>take limited responsibility for the achievement of group outcomes</i>	<i>demonstrate accountability</i> for <i>group outcomes</i> within broad parameters

Table 2. The Australian Qualifications Framework descriptors

(Table taken from the *Australian Qualifications Framework – Implementation Handbook*, 2nd Edition, 1998, p 10)

3 TITLING

- Each qualification title indicates the level in relation to the Australian Qualifications Framework, ie,
 - Certificate I
 - Certificate II
 - Certificate III
 - Certificate IV
 - Diploma
 - Advanced Diploma
- Each qualification within the National Fitness Industry Training Package has been given a title. This title will then be used by all Registered Training Organisations responsible for issuing qualifications.
- Each qualification carries the industry descriptor, ie, Sport and Recreation or Fitness.
- Qualifications which allow a selection of Units of Competency from a range of functional areas do not include a functional area in the title, eg, Certificate III in Fitness. Due to the flexibility offered within the fitness qualifications, NO FUNCTIONAL AREAS are designated, as the possible mix and match of combinations is extensive. The competencies achieved by the learner will be obvious from the qualification or Statement of Attainment.
- The requirement to achieve each qualification is the completion of the Units of Competency identified.
- No prerequisite qualifications are specified, however, individual pre-requisite Units of Competency may be specified within the Interdependent Assessment of Units component within the Evidence Guides of Units of Competency.
- The qualification titles correspond with those listed on the National Training Information Service. In total there are three (3) possible qualification titles that can be developed from within the National Fitness Industry Qualification Framework, as well as electives developed for other sport and recreation qualifications.

4 INTERPRETATION OF QUALIFICATION TITLES UNDER THE NATIONAL FITNESS INDUSTRY TRAINING PACKAGE

Following is the interpretation of the Australian Qualifications Framework under the National Fitness Industry Training Package.

The qualification titles correspond with those listed on the National Training Information Service. In total there are nine (9) possible qualification titles that can be developed from within the Fitness Industry Qualifications Framework.

Refer to parts 5 and 6 of this document for a comprehensive list of the Units of Competency contained within the Sport and Recreation and Fitness qualifications.

4.1.1. Sport and Recreation qualifications

A total of six (6) Sport and Recreation qualifications titles have been included within the Fitness Industry Qualifications Framework and are outlined below:

- 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 Sport and Recreation
- Advanced Diploma of Sport and Recreation

4.1.2. Fitness qualifications

A total of three (3) fitness qualification titles have been included within the Fitness Industry Qualifications Framework and are outlined below:

- Certificate II in Fitness
- Certificate III in Fitness
- Certificate IV in Fitness

5 QUALIFICATIONS AND PATHWAYS: SPORT AND RECREATION QUALIFICATIONS

5.1 CERTIFICATE I IN SPORT AND RECREATION

The requirements for a Certificate I in Sport and Recreation will comprise achievement of a total of fifteen (15) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Administration.

plus

- A minimum of four (4) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 4).

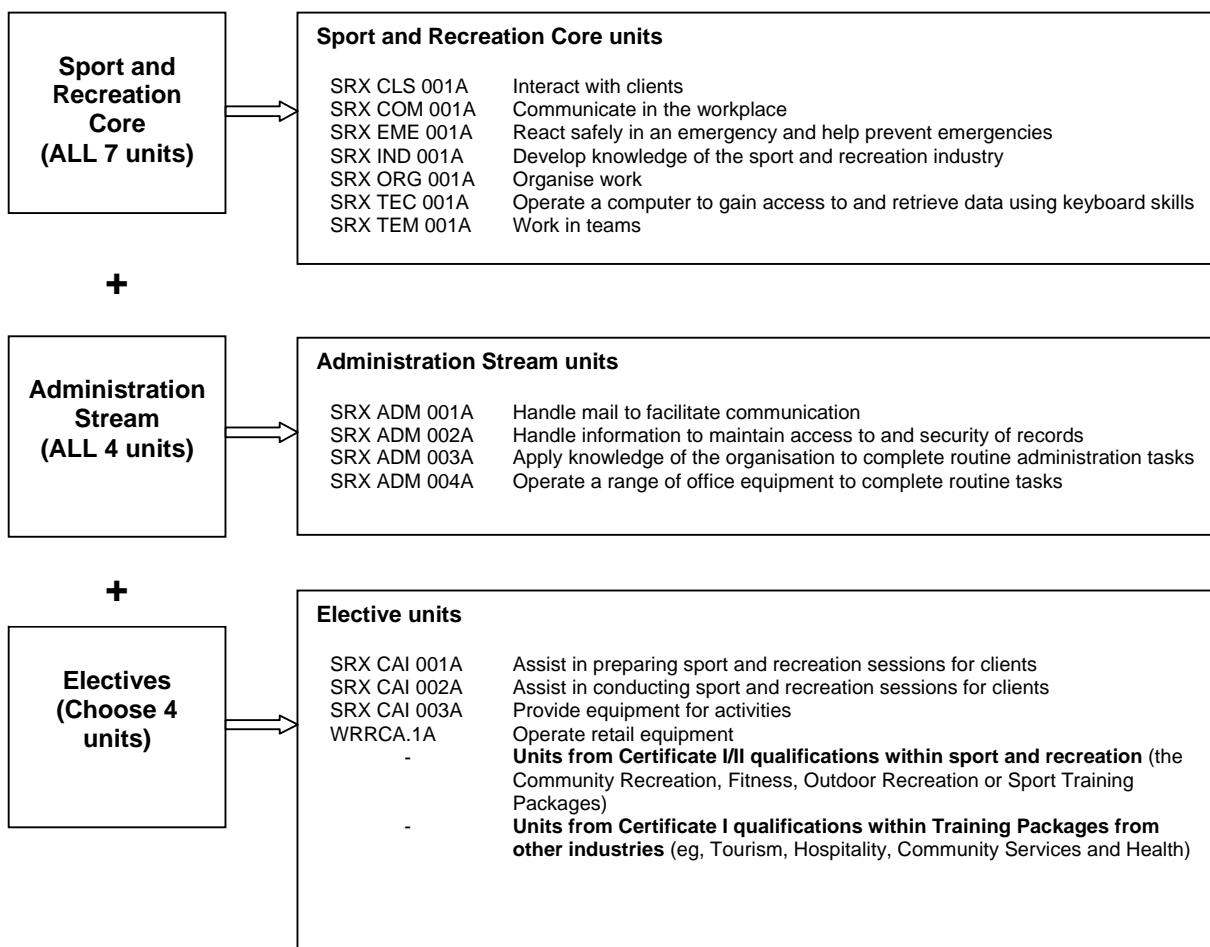


Figure 5. Units of competency within the Certificate I in Sport and Recreation

5.2 CERTIFICATE II IN SPORT AND RECREATION

The requirements for a Certificate II in Sport and Recreation will comprise achievement of a total of eighteen (18) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Administration

plus

- A minimum of five (5) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 5).

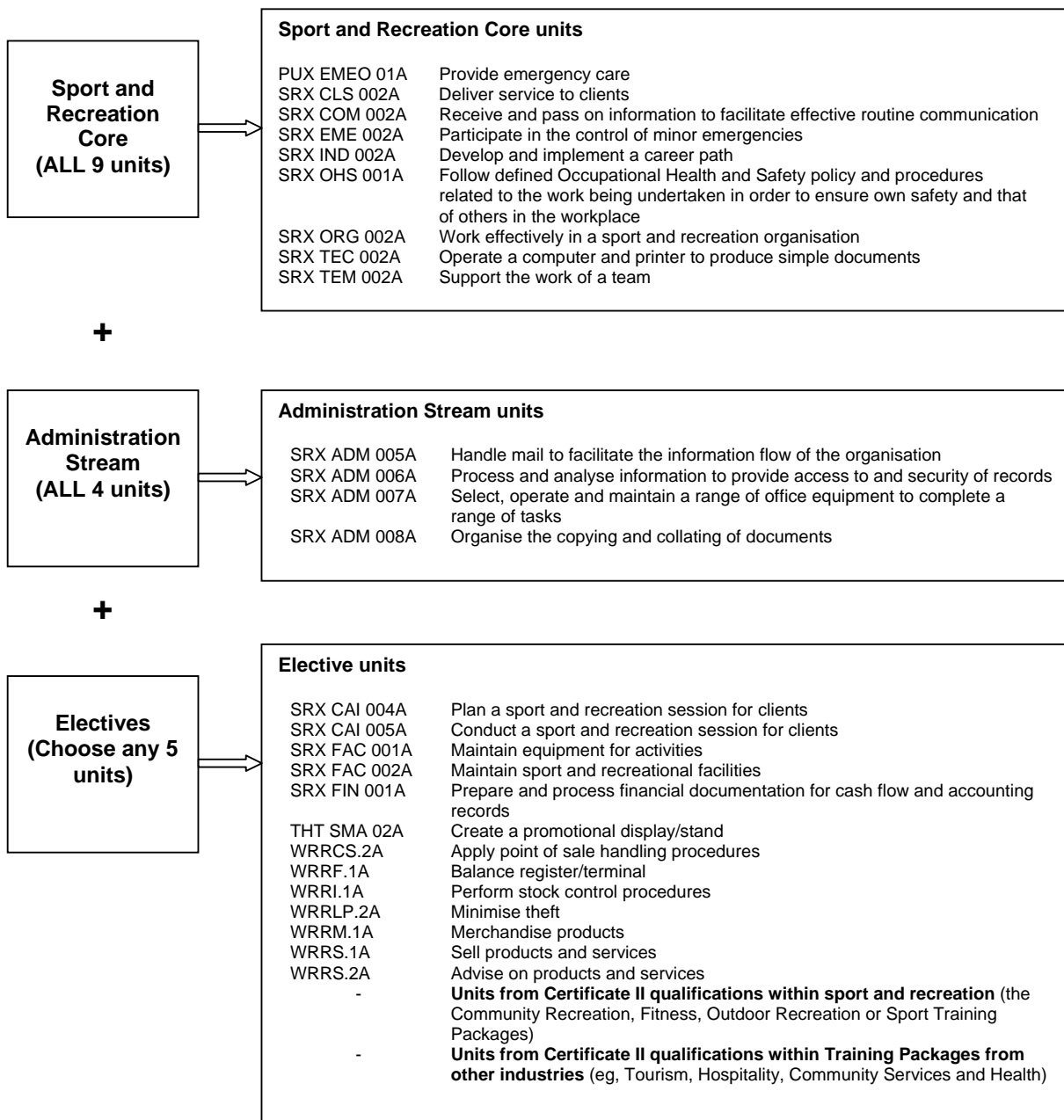


Figure 6. Units of competency within the Certificate II in Sport and Recreation

5.3 CERTIFICATE III IN SPORT AND RECREATION

The requirements for a Certificate III in Sport and Recreation will comprise achievement of a total of eighteen (18) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Administration

plus

- A minimum of five (5) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 6).

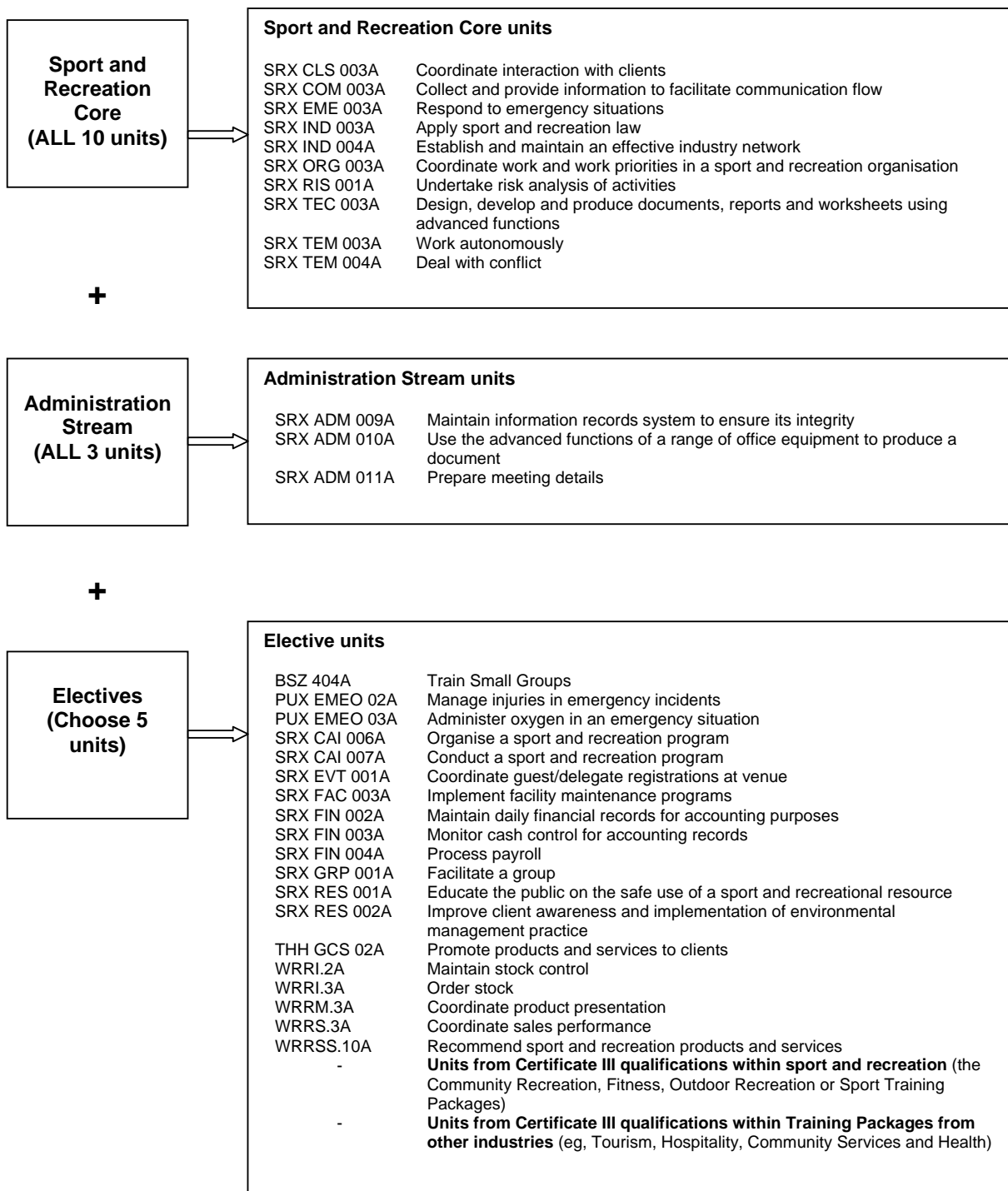


Figure 7: Units of competency within the Certificate III in Sport and Recreation

5.4 CERTIFICATE IV IN SPORT AND RECREATION

The requirements for a Certificate IV in Sport and Recreation will comprise achievement of a total of twenty (20) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Administration

plus

- A minimum of eight (8) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 7).

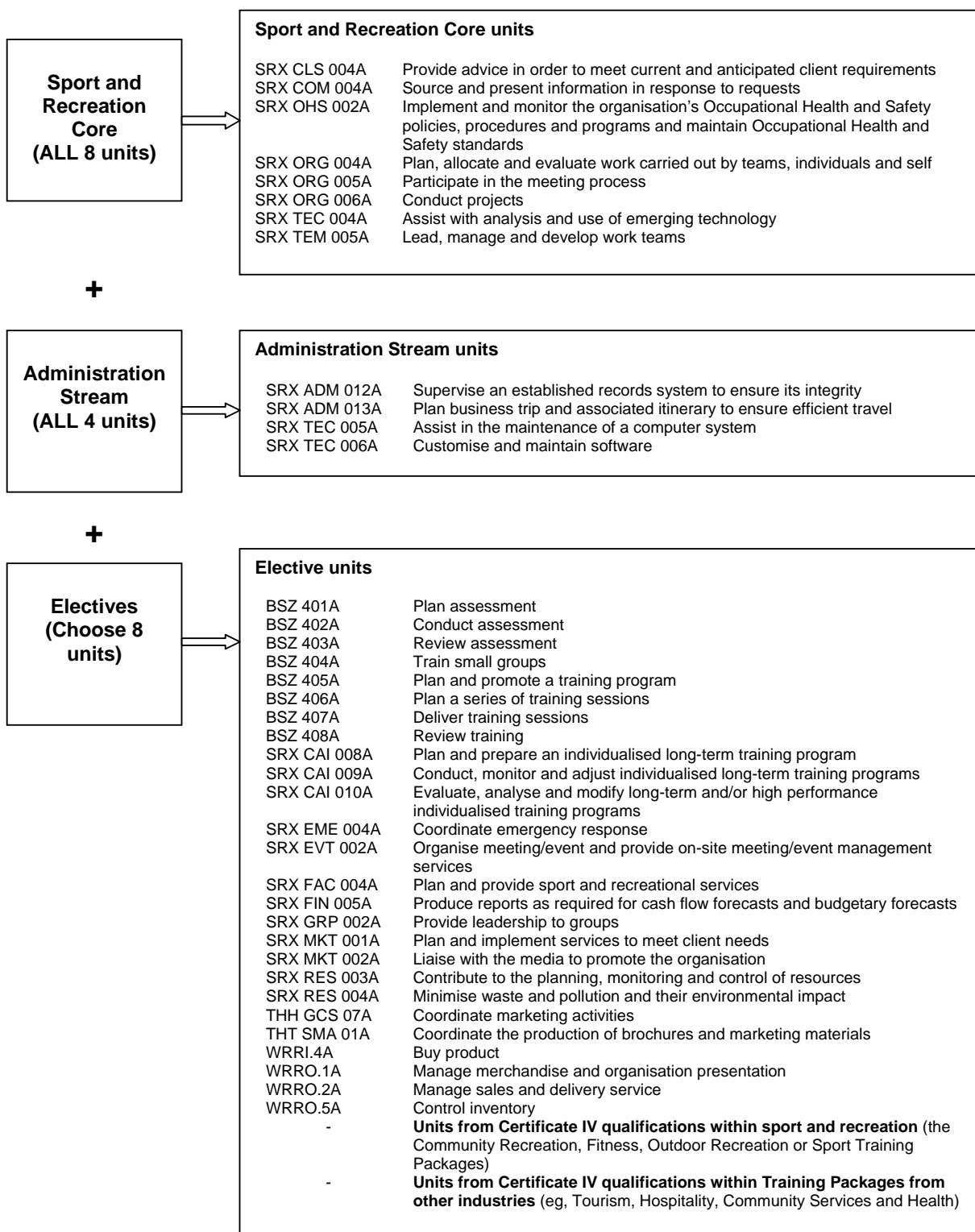


Figure 8: Units of competency within the Certificate IV in Sport and Recreation

5.5 DIPLOMA OF SPORT AND RECREATION

The requirements for a Diploma of Sport and Recreation will comprise achievement of a total of twenty-six (26) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Administration

plus

- A minimum of ten (10) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 8).

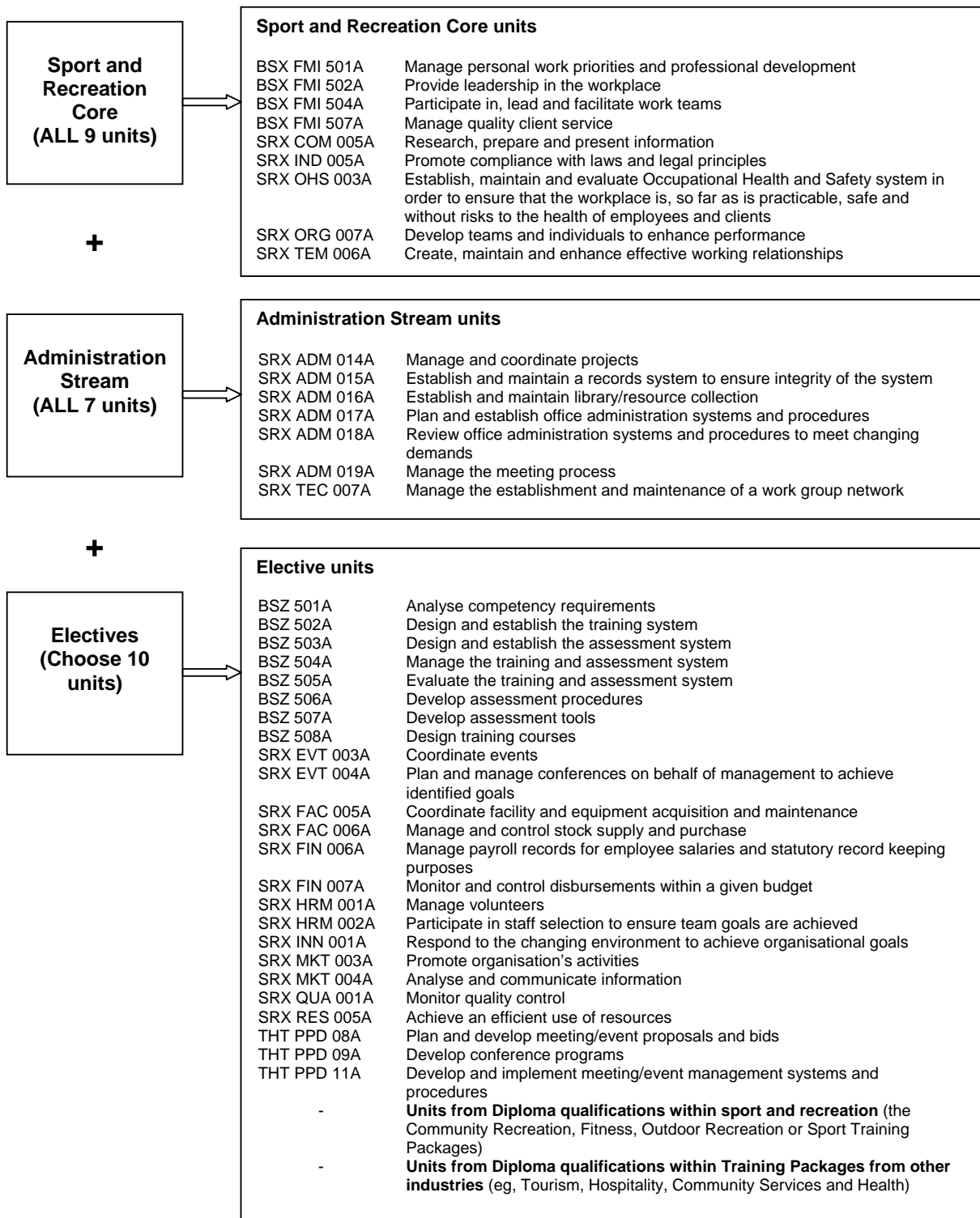


Figure 9: Units of competency within the Diploma of Sport and Recreation

5.6 ADVANCED DIPLOMA OF SPORT AND RECREATION

The requirements for an Advanced Diploma of Sport and Recreation will comprise achievement of thirty (30) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the fields of Planning, Finance and Human Resource Management within the functional area of Administration

plus

- A minimum of eight (8) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 9).

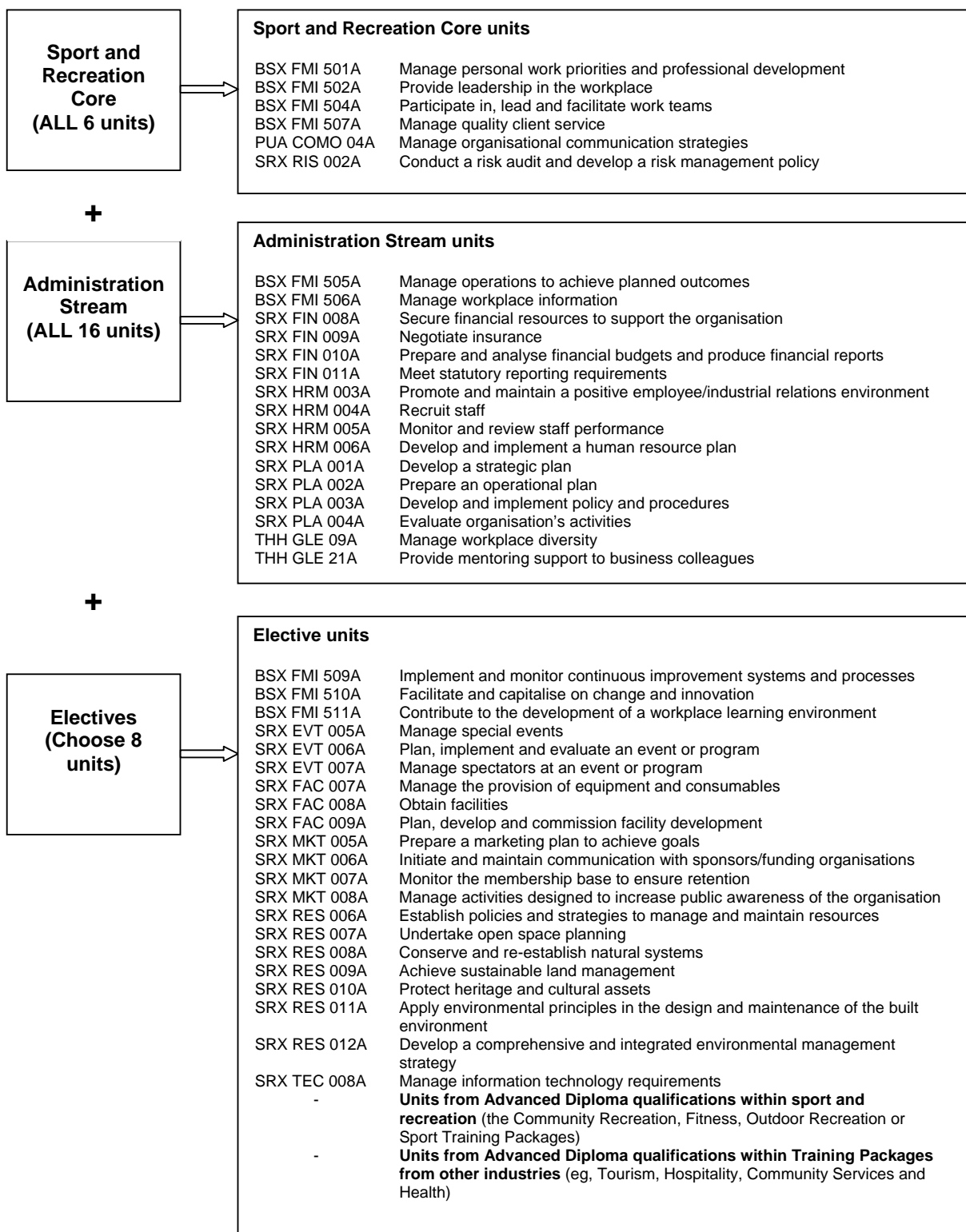


Figure 10: Units of competency within the Advanced Diploma of Sport and Recreation

6 QUALIFICATIONS AND PATHWAYS: FITNESS QUALIFICATIONS

6.1 REQUIREMENTS FOR A QUALIFICATION

The requirements for a Qualification in Fitness are detailed on subsequent pages but are represented diagrammatically in Figure 10.

The following may be present at each qualification level:

- the Sport and Recreation Core consists of designated Units of Competency;
- the Fitness Stream consists of designated Units of Competency; and
- the Fitness Specialisation consists of a choice of Units of Competency; and
- the Electives consist of a selection of Units of Competency, some of which are suggested.

NOTE: Elements are repeated across several different activity areas within the qualifications. In these cases, competency must be assessed in the context of the specific fitness activity area. Therefore, in situations where competencies are chosen which contain the same elements, much of the content may only need to be delivered once, however assessment must occur in the context of each activity.

Registered Training Organisations, when developing a Training Program based on the National Fitness Industry Training Package, should consult with industry organisations and employers to ensure that the combinations of elective Units of Competency achieve outcomes that comply with any relevant State/Territory or National licensing requirements and achieve relevant State/Territory/National industry accreditation, if required, by authorities, such as:

- the Departments of Education;
- State or Territory Fair Trading Acts.

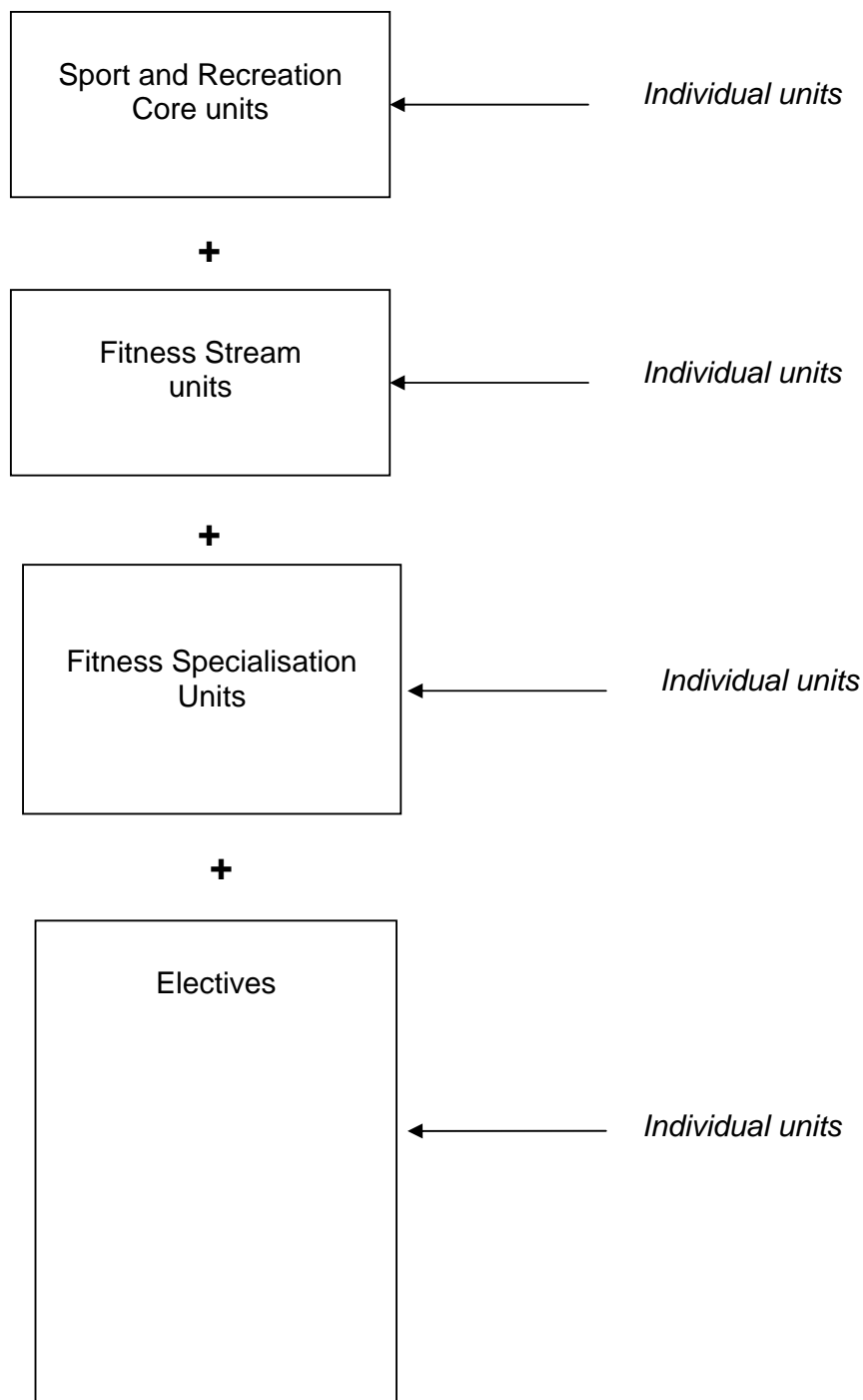


Figure 11: Requirements for a fitness industry qualification

6.2 APPLICATION OF THE AUSTRALIAN QUALIFICATIONS FRAMEWORK TO FITNESS

6.2.1 Job roles and workplace performance within the industry

The following descriptors outline features that distinguish between the levels of qualifications. These distinguishing features are embedded in the National Recreation Industry Competency Standards (generic and fitness activities) and are reflected in workplace performance required in units of competency at a given level.

6.2.2 Certificate II in Fitness

There are limited employment outcomes in the fitness industry from the attainment of this Certificate II in Fitness qualification. This is a pathway qualification. The breadth, depth and complexity of knowledge and skills would prepare a person to have the underpinning experiential base in a range of fitness activities. On-the-job training activities are likely to be under direct supervision with intermittent checking.

If combined with electives from the Certificate II in Sport and Recreation - Administration stream - the person would have the required knowledge and skill in processing new fitness clients where there is a clearly defined range of contexts in which the choice of action required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involves known routines and procedures. The choice of actions is clear, with limited complexity of choice. Knowledge and skills are normally used within established routines and methods.

6.2.3 Certificate III in Fitness

The Certificate III in Fitness is designed to reflect the role of those who work autonomously within a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment and services.

The breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Applications may involve some responsibility for others (with respect to supervision of work colleagues). Participation in teams including group or team coordination may be involved.

Likely functions within the fitness industry for those who have this level of competency include working within clearly defined contexts (eg, 'aerobics' instructor, gym instructor, aqua instructor), conducting activities in set programs (such as those set by enterprises or organisations), performing other associated tasks and acting according to clearly defined Standard Operating Procedures and the organisation's documented guidelines.

6.2.4 Certificate IV in Fitness

The Certificate IV in Fitness is designed to reflect the role of those who operate within a broad range of varied contexts that may be complex and non-routine. Leadership and guidance are involved when organising activities of self and others, as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including:

- requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills;

-
- responsibility for, and limited organisation of, other work colleagues and/or clients;
 - workplace training and/or assessment of work colleagues.

Likely functions within the fitness industry for those who have this level of competency include working independently at a broad range of venues/environments with a variety of different client groups. Persons with this level of competency have the ability to plan, conduct and evaluate activities of others. Persons with this level of competency have the ability to deal with unpredictable and non-routine situations.

Likely functions within the fitness industry for those who have this level of competency include:

- working independently as a personal trainer at a broad range of venues with a variety of different client groups;
- working under the guidelines set by medical or allied health professionals in programs or services related to exercise rehabilitation, nutrition and exercise for fat loss, and counselling for motivation;
- working as a small business as a community based exercise provider; or
- working in situations with difficult or challenging clients or client groups requiring the use of advanced technical, planning and leadership skills.

6.2.5 Flexibility within qualifications to achieve vocational outcomes

As described in Section 1.3.2 and in Figures 2 and 3, considerable flexibility is built into the fitness qualifications to allow for workplace requirements with respect to job functions. The application of this flexibility, to achieve *one* possible outcome, is detailed in Figure 11.



Sport and Recreation Core Units

Fitness Stream Units
*Contextualised for a fitness centre
without a pool*

Fitness Stream Units
*Contextualised for a fitness centre
with a pool*

**Fitness Specialisation
(individual instruction)**

- SRF GYM 001A Instruct fitness activity skills to a client using fitness equipment

**Fitness Specialisation
(water based)**

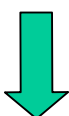
- SRF AQU 001A Instruct water based fitness classes for the general population

**Electives
(4 units)**

- BSZ404A Train small groups
- SRF AER 001A Plan and instruct a group exercise class
- SRF AER 002A Customise group instruction skills to include specific areas of expertise current in the fitness industry
- SRF GYM 002A Customise gym instructional skills to include specific areas of expertise current in the fitness industry

**Electives
(4 units)**

- BSZ404A Train small groups
- SRF AER 001A Plan and instruct a group exercise class
- SRC AQU 001A Monitor pool water quality
- SRC AQU 004A Maintain pool water quality



Vocational outcome as an instructor working in a weights gym, able to work as an exercise to music instructor



Vocational outcome as both an aqua and group instructor, able to assist with basic pool maintenance

Figure 12: Potential vocational outcomes for the Certificate III in Fitness

6.3 Certificate II in Fitness

The requirements for a Certificate II in Fitness will comprise achievement of eighteen (18) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Fitness stream

plus

- A minimum of seven (7) elective Units of Competency from the Fitness Training Package or from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer to Figure 12).

Note 1: There are limited employment outcomes in the fitness industry from the attainment of this Certificate II in Fitness qualification. This is a pathway qualification.

Note 2: In general, those involved in Vocational Training or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*).

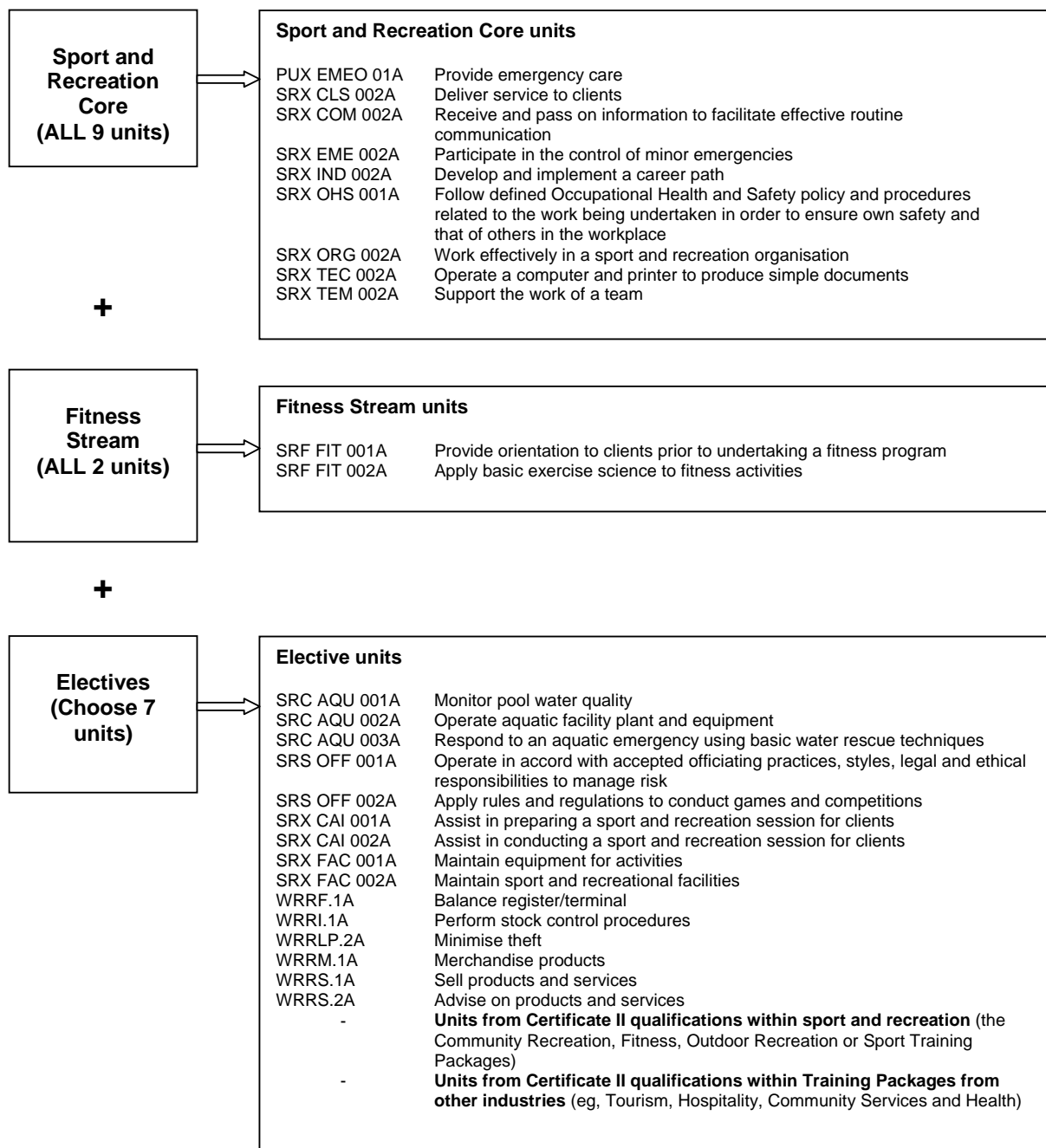


Figure 13: Units of Competency within the Certificate II in Fitness

6.4 Certificate III in Fitness

The requirements for a Certificate III in Fitness will comprise achievement of twenty-five (25) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Fitness stream

plus

- Choose only **one** of the following units

- *Group instructor*

SRF AER 001A Plan and instruct an exercise to music class

- *Aqua instructor*

SRF AQU 001A Instruct water based fitness classes for the general population

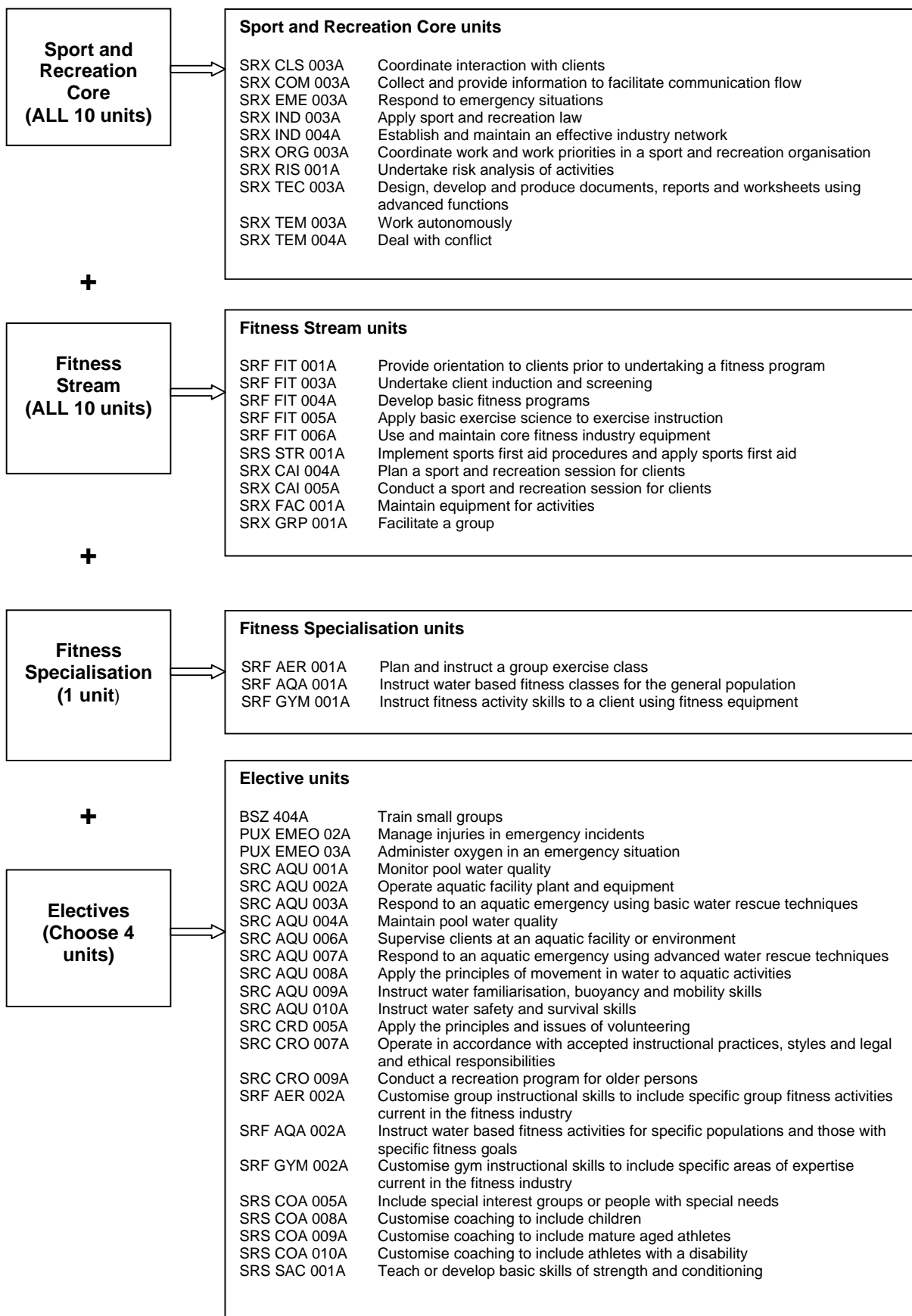
- *Gym instructor*

SRF GYM 001A Instruct fitness activity skills to a client using fitness equipment

plus

- A minimum of four (4) elective Units of Competency from the Fitness Training Package or from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer to Figure 13).

Note 1: In general, those involved in Vocational Training or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*).



Elective units (continued)	
SRS STR 002A	Operate in accord with the accepted roles and responsibilities of a sports trainer
SRS STR 003A	Provide initial management of sports injuries
SRS STR 007A	Implement strategies for dealing with medical conditions in a sport setting
SRX ADM 009A	Maintain information records system to ensure its integrity
SRX ADM 010A	Use the advanced functions of a range of office equipment to produce a document
SRX ADM 011A	Prepare meeting details
SRX EVT 001A	Coordinate guest/delegate registrations at venue
SRX FAC 003A	Implement facility maintenance programs
SRX FIN 002A	Maintain daily financial records for accounting purposes
SRX FIN 003A	Monitor cash control for accounting records
SRX FIN 004A	Process payroll
SRX RES 001A	Educate the public on the safe use of a sport and recreational resource
SRX RES 002A	Improve client awareness and implementation of environmental management practice
THH GCS 02A	Promote products and services to clients
WRRI.2A	Maintain stock control
WRRI.3A	Order stock
WRRM.3A	Coordinate product presentation
WRRS.3A	Coordinate sales performance
WRRSS.10A	Recommend sport and recreation products and services
-	Units from Certificate III qualifications within sport and recreation (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	Units from Certificate III qualifications within Training Packages from other industries (eg, Tourism, Hospitality, Community Services and Health)

Figure 14: Units of Competency within the Certificate III in Fitness

6.5 Certificate IV in Fitness

The requirements for a Certificate IV in Fitness will comprise achievement of twenty-two (22) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Fitness stream

plus

- Choose only **one** of the following units

- *Older persons*

SRF OLD 001A Plan and deliver exercise for older adults

- *Personal training*

SRF PTI 001A Plan and deliver personal training

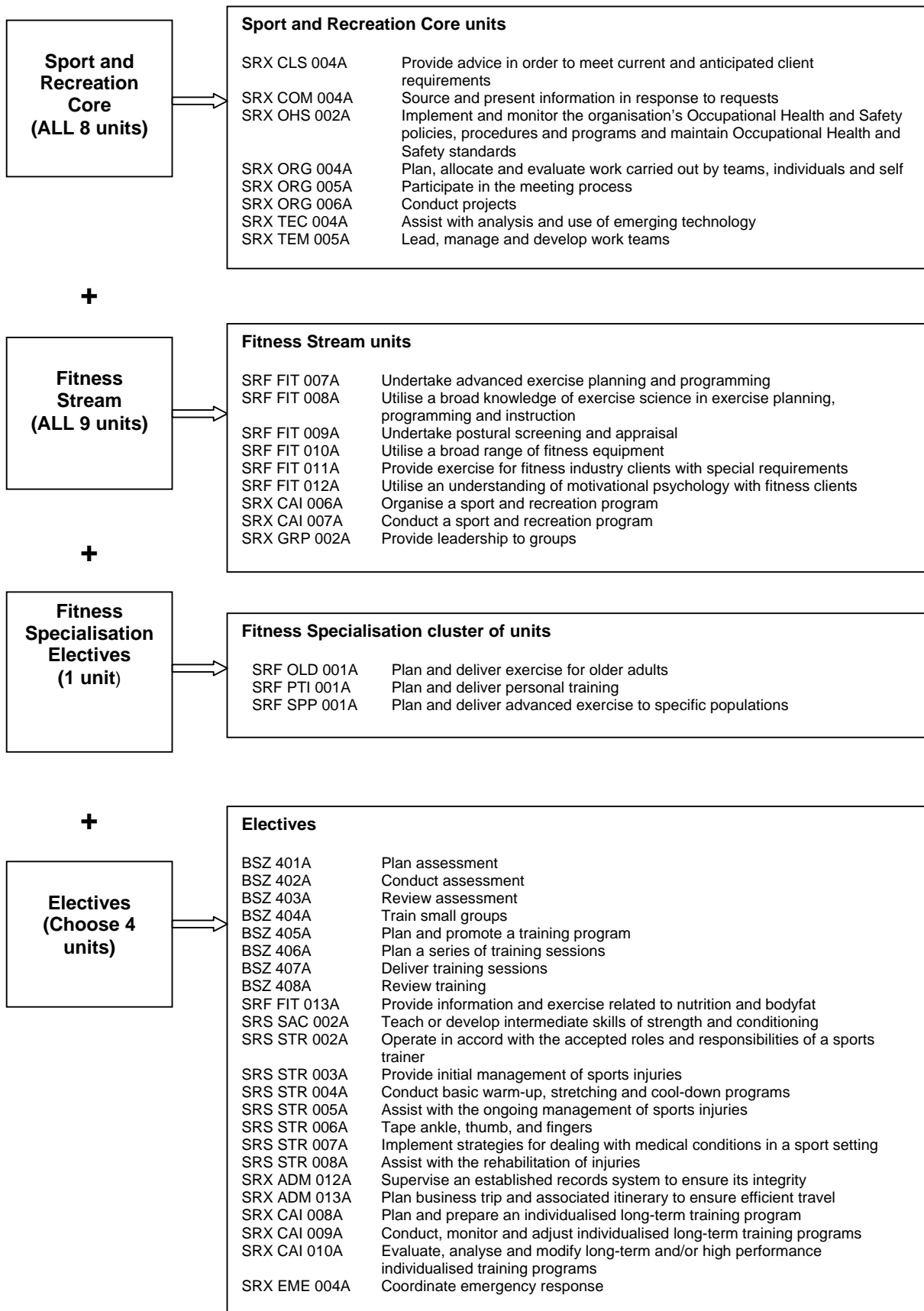
- *Specific populations*

SRF SPP 001A Plan and deliver advanced exercise to specific populations

plus

- A minimum of four (4) elective Units of Competency from the Fitness Training Package or from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer to Figure 14).

Note 1: In general, those involved in Instruction or Assessment must have the competencies at least to the same level, and preferably a level above, that which they are Instructing or Assessing (refer to the *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*).



Electives (continued)	
SRX EVT 002A	Organise meeting/event and provide on-site meeting/event management services
SRX FAC 004A	Plan and provide sport and recreational services
SRX MKT 001A	Plan and implement services to meet client needs
SRX MKT 002A	Liaise with the media to promote the organisation
SRX RES 003A	Contribute to the planning, monitoring and control of resources
SRX RES 004A	Minimise waste and pollution and their environmental impact
SRX TEC 005A	Assist in the maintenance of a computer system
SRX TEC 006A	Customise and maintain software
THH GCS 07A	Coordinate marketing activities
THT SMA 01A	Coordinate the production of brochures and marketing materials
WRRI.4A	Buy product
WRRO.1A	Manage merchandise and organisation presentation
WRRO.2A	Manage sales and delivery service
WRRO.5A	Control inventory
-	Units from Certificate IV qualifications within sport and recreation (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	Units from Certificate IV qualifications within Training Packages from other industries (eg, Tourism, Hospitality, Community Services and Health)

Figure 15: Units of Competency within the Certificate IV in Fitness

7 CUSTOMISATION OF QUALIFICATIONS CONTAINED WITHIN THE NATIONAL FITNESS INDUSTRY TRAINING PACKAGE

In any customisation of qualifications within this Training Package, three (3) broad principles should be followed:

- i) industry-wide skill requirements should still be adequately addressed;
- ii) industry portability requirements should still be adequately addressed; and
- iii) the integrity of the competency standards, assessment requirements and Australian Qualifications Framework outcomes are to be maintained.

The qualifications for the fitness industry have been developed in a manner that allows particular industry sectors and organisations to customise each qualification to meet their specific needs. The qualifications seek to ensure national integrity while optimising flexibility:

- Specification of Core Units of Competency for each qualification ensures integrity; and
- Choice of a wide range of elective Units of Competency provides flexibility.

There are a number of specific points to note on customisation of qualifications:

- Units of Competency from other endorsed enterprise standards may be included in any qualification as additional elective Units of Competency. Individual qualifications highlight where this may be appropriate. The suggestions made in the individual qualifications are not exhaustive and different Units of Competency could be appropriate to individual circumstances
- Units of Competency from other endorsed industry training packages may be added to any qualification as additional elective Units of Competency. Individual qualifications highlight where this may be appropriate. The suggestions made in the individual qualifications are not exhaustive and different Units of Competency could be appropriate to individual circumstances.
- Where any Units of Competency developed by other industries or enterprises are used, assessment must meet the requirements of those industries or enterprises.
- Should a need be identified for a qualification that falls outside of the Qualifications Framework specified within the Training Package, this should be negotiated with the local industry to ensure relevance and suitability. It would then need to be accredited by the relevant State/Territory Recognition Authority. Given the flexibility of the new framework, it is not considered likely that this will occur on a regular basis.

Customised qualifications can be recognised under the Australian Recognition Framework by combining units of competency from two or more endorsed Training Packages. Where this occurs and utilises units of competency from this Training Package, the interdependent assessment of units and information within the Evidence Guide should be followed. In the interests of on-going maintenance and review of the Training Package, State Training Authorities should notify Sport and Recreation Training Australia of any and all such customisations.

USE OF UNITS OF COMPETENCY FROM OTHER INDUSTRIES

The Fitness Industry Training Package Qualifications Framework allows for the inclusion of Units of Competency from other industries as electives. The units should preferably be at an equivalent Australian Qualifications Framework level and achieve appropriate outcomes for the specific Australian Qualifications Framework level. The inclusion of Units of Competency, other than those specified, from other industries, may only occur subject to consultation with Sport and Recreation Training Australia and State and Territory Training Authorities.

8 NEW APPRENTICESHIPS

The National Fitness Industry Training Package provides an opportunity for the development of a range of New Apprenticeships. Existing Traineeship and Apprenticeship qualifications in sport and recreation have been incorporated within the new Qualifications Framework.

- Development of New Apprenticeships should take account of the characteristics of industry at a local level.
- New Apprenticeships in Fitness must include effective assessment and this is the responsibility of the Registered Training Organisation. Assessment must include an integrated skills assessment after a period of workplace employment to include as a minimum:
 - portfolio of evidence that demonstrated satisfactory workplace performance; and
 - supporting evidence of competency from employer.
- Estimation of the time to complete New Apprenticeships in Fitness should be negotiated at the State and Territory level. The diversity of the Fitness industry and its many sectors highlight the need for local consultation to take place in order to ensure that the New Apprenticeship meets local industry needs.
- There is the potential for any qualification within the National Fitness Industry Training Package to be used to structure a New Apprenticeship. There are eight (8) possible qualifications to be offered as a New Apprenticeship:
 1. Certificate I in Sport and Recreation
 2. Certificate II in Sport and Recreation
 3. Certificate III in Sport and Recreation
 4. Certificate III in Fitness
 5. Certificate IV in Sport and Recreation
 6. Certificate IV in Fitness
 7. Diploma of Sport and Recreation
 8. Advanced Diploma of Sport and Recreation
- State/Territory Training Authorities, enterprises and providers have the opportunity to develop New Apprenticeships from the Qualification Framework based on the needs of industry.
- With regard to New Apprenticeships in schools, only two (2) qualifications should be offered to Year 11 and 12 students:
 1. Certificate I in Sport and Recreation
 2. Certificate II in Sport and Recreation

There are limited employment outcomes in the fitness industry from the attainment of the Certificate II in Fitness qualification. This is a pathway qualification.

All requirements under the Australian Recognition Framework that apply to Registered Training Organisations should equally apply to schools. Sport and Recreation Training Australia have endorsed a national policy on Vocational Education and Training in Schools, which can be obtained by contacting them.

GLOSSARY

Alignment	The process of relating groups of competencies with a definable work outcome to an Australian Qualifications Framework level.
Appeal Process	The process whereby the person assessed or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment.
Assessment	Assessment is the process of collecting evidence and making judgements on whether competency has been achieved.
Assessment system	An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair and valid.
Assessor in the Sport and Recreation Industry	The qualifications for Recreation Industry Assessors are outlined in section 2.1 of the Assessment Guidelines and includes a requirement to be recorded as competent against the <i>Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.</i>
Australian Qualifications Framework	A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector.
Competency	Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.
Customisation	In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications.
Endorsement	The formal recognition of endorsable Training Package components by the National Training Quality Committee.
Evidence	The set of information which, when matched against the relevant criteria, provides proof of the competence of the person assessed. Evidence can take many forms and be gathered from a number of sources.
Evidence Guide	This is part of a unit of competence. Its purpose is to guide assessment of the unit of competence in the workplace or institution. Each unit of competence has an Evidence Guide which relates directly to the Performance Criteria and Range of Variables.
Formative Assessment	Assessment which occurs during the learning program while the learner's knowledge and skills are still being formed.

<i>Integrated Assessment</i>	An approach to assessment that covers multiple elements and/or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.
<i>Key Competencies</i>	Employment related general competencies that are essential for effective participation in the workplace.
<i>Mediation</i>	A process that attempts to reach an outcome satisfactory to all employees/learners.
<i>National Training Quality Committee</i>	The body responsible for endorsing Training Packages.
<i>Packaging</i>	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
<i>Qualification</i>	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the Vocational Education and Training sector) relevant to identified individual, professional, industry or community needs.
<i>Range of Variables</i>	The Range of Variables relates to the unit as a whole. The Range of Variables statement performs a number of significant functions, such as to contextualise the competency, to provide a link to knowledge and enterprise requirements, to assist in providing a focus for assessment, and to assist with updating standards as they are reviewed.
<i>Reassessment</i>	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
<i>Records of Assessment</i>	The information that is retained as a result of the assessment outcomes, by the Registered Training Organisation that is responsible for issuing the nationally recognised Statement of Attainment or qualification.
<i>Registered Training Organisation</i>	Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.
<i>Reporting of assessment outcomes</i>	The different ways in which the outcomes of assessment processes are reported to the person assessed, employers and other relevant groups. Assessment outcomes may be reported in a variety of ways including graded, non graded and descriptive reporting systems.

<i>Review of assessment processes</i>	Planned and systematic analysis of the assessment system.
<i>Sport and Recreation Training Australia</i>	The national industry training advisory board for Community Recreation, Fitness, Outdoor Recreation and Sport Industries.
<i>State/Territory sport and recreation training advisory boards</i>	State and Territory industry training advisory boards for the Community Recreation, Fitness, Outdoor Recreation and Sport industries. These operate as the State/Territory equivalents of Sport and Recreation Training Australia.
<i>Statement of Attainment</i>	A document issued by a Registered Training Organisation to an individual who is recorded as competent against a set of competencies, which do not satisfy an Australian Qualifications Framework qualification outcome, as defined in a Training Package.
<i>Summative Assessment</i>	Assessment which summarises a learner's knowledge and skills, and which comes at the end of the learning program.
<i>Task</i>	A discrete, identifiable and meaningful component of work that is carried out for a specific purpose leading to a particular outcome.
<i>Training Program</i>	A structured approach to the development and attainment of competencies for a particular Australian Qualifications Framework qualification to meet the requirements of the endorsed components of Training Packages. It includes the choice of units or options within the Training Package and the method, training and location for achieving the competencies. In respect of apprenticeships and traineeships, training programs are negotiated between providers on the one hand and employers and individuals on the other, reflecting choice made by the employees/learners.

ASSESSMENT GUIDELINES

FOR THE

NATIONAL FITNESS

INDUSTRY TRAINING PACKAGE

SRF01

IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.srtaustralia.org.au>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

<http://www.ntis.gov.au>

MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information. (<http://www.ntis.gov.au>)

Ver.	Release Date	Authorisation	Comments
1.00	17 January 2001	NTQC	Primary release

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WHAT IS A TRAINING PACKAGE?

Training Packages are a key feature of vocational education and training for industries in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simpler, flexible and more relevant to the needs of industry.

Training Packages:

- **are developed by industry, for industry**
The Australian National Training Authority provides funding to National Industry Training Advisory Bodies to develop Training Packages. During development, extensive consultation occurs to ensure that the package is relevant and useable. Before endorsement, the developer or Industry Training Advisory Body must validate the package and show that there is broad industry support.
- **encourage training at work**
Training may occur at the workplace, off the job, during regular work, by work experience, work placement or work simulation. Usually, training involves a combination of all these methods depending on what suits the employer, the learner and the type of learning and work being done.
- **provide many pathways for people to become competent**
Australians become work competent in many ways. Training Packages recognise this by putting the emphasis on what you can do not on how or where you learned to do it. For example, some experienced workers may be able to demonstrate competency against the standards and gain a qualification without completing any formal training course.

Training Package Components

A Training Package comprises two components, **endorsed** and **support materials**. The endorsed components are endorsed by the Australian National Training Authority's National Training Quality Council.

The **endorsed components** of a Training Package consist of three elements and are illustrated in the following diagram:

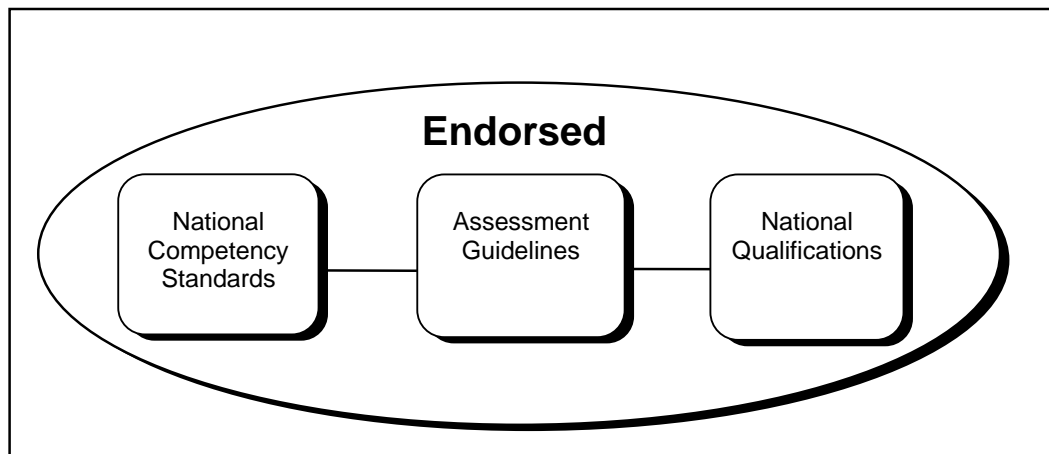


Figure 1. Endorsed components of a Training Package

1. **Competency Standards** that specify the knowledge and skills needed for work within the scope of the Training Package. The standards provide an industry benchmark for training and assessment. They enable enterprises to accurately define particular roles and provide useful guidance for designing job classifications, workplace appraisal, and skill development. They also provide the basis for designing vocational education and training courses for delivery by registered training providers off the job.

Key Features

- Each unit of competency identifies a discrete workplace requirement
- Units incorporate underpinning knowledge and skills, key competencies, language, literacy and numeracy, and occupational health and safety requirements
- Units are flexible in application but sufficiently detailed to guide registered training organisations and assessors and provide consistent outcomes

2. **National Qualifications** within the Australian Qualifications Framework, which are awarded when an employee/learner has been assessed as achieving a combination of competency units that provide a meaningful outcome at an industry or enterprise level. Each qualification consists of a number of core and elective competencies that industry representatives consider workers require to perform a particular role. Where an employee/learner has achieved less than the combination of competency standards for a qualification to be issued, that individual is given a Statement of Attainment that similarly recognises their achievement.

Key Features

- Each qualification (made up of a set of Units of Competency) is aligned directly against the Australian Qualifications Framework
- Within a Training Package, qualifications may range from Certificate I to Advanced Diploma and will include the national title for each qualification
- Will identify New Apprenticeship pathways within the Training Package
- The Qualification will have the Nationally Recognised Training logo displayed on the qualification

Statement of Attainment is issued to individuals who have been assessed and deemed competent against Units of Competency. It is issued by the Registered Training Organisation to the individual on completion of a total qualification or where this is incomplete for Units of Competency the individual is deemed competent. Statements of Attainment issued by one Registered Training Organisations must be recognised by other Registered Training Organisations. Accrual of these Statements can eventually lead to the meeting all the requirements of a qualification.

Key Features

- Will identify the Units of Competency for which the individual has been assessed and is deemed competent by the Registered Training Organisation
- Will display the Nationally Recognised Training logo
- Will identify the Registered Training Organisation

3. **Assessment Guidelines** that provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place. These guidelines ensure that all assessments will be thorough, consistent and valid. The guidelines provide an important part of the quality assurance for the issuing of qualifications.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials which support the endorsed components of the Training Package.

Training Package Support Materials

To support implementation of Training Packages, supporting resources are often produced. These products are part of the Training Package but are not formally endorsed. In most instances the products are produced at various stages after the actual Training Package is endorsed. It is not always the case that supporting resources are automatically produced. Registered Training Organisations are encouraged to produce their own resources to meet the needs of their own clientele.

Supporting resources directly related to a Training Package and which meet quality criteria as determined by the National Training Quality Council can be listed on the National Training Information Service on <http://www.ntis.gov.au>

Supporting resources are generally produced to directly relate to a single or multiple units of competency, industry sector, qualification or the total Training Package. They tend to relate to one or more of the categories illustrated below.

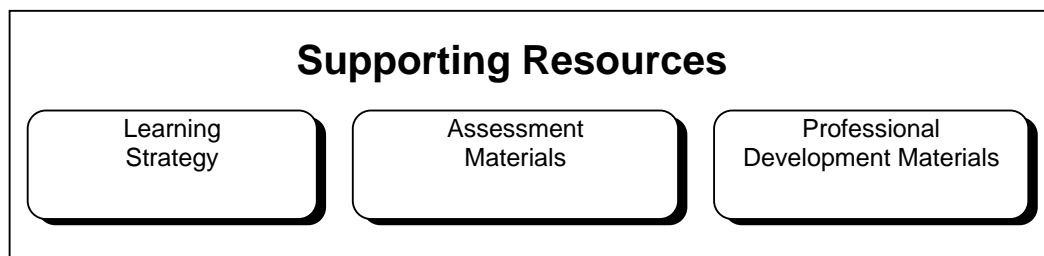


Figure 2. Support resources components of a Training Package

Training Package support materials are produced by Registered Training Organisations, private and commercial developers, the Federal Department of Education Training and Youth Affairs, State Training Authorities and by the Australian National Training Authority to support the implementation of the Training Package. These materials can consist of:

- **learning strategies** that provide information to assist training providers to design specific training programs to assist trainees attain the required competencies;
- **assessment materials** that can be used to gather evidence of competency. They are designed to provide assessors with sufficient information to make reliable judgements about whether a person has met the required competency standard; and
- **professional development materials** that provide information, hints and resources for trainers and assessors about how to successfully implement the Training Package.

Registered Training Organisations may develop their own supporting resources or use any resources developed specifically to support a Training Package. Developed products which have been through an official “Noting” process within the Australian National Training Authority, which determines whether the product meets Australian National Training Authority’s quality criteria, are able to have on their cover the official logo indicating that the product has met the quality criteria. The logo is depicted above and is available electronically from Australian National Training Authority.



Approved support materials can be listed on the National Training Information Service which also details a description, their availability and the type of product. The National Training Information Service can be located on <http://www.ntis.gov.au>.

Although there is a process for approval of supporting resources, it is not compulsory for a Registered Training Organisation to submit resources to the Australian National Training Authority. Registered Training Organisations are at liberty to use whatever resources are available to them to meet the requirements of the qualification or the units of competency.

Version Control

The Australian National Training Authority has developed a specific style for tracking changes to Training Packages and their constituent components. Recognition of that style may assist users of Training Packages to determine the currency of the information.

Training Package

Each Training Package has been assigned a unique five character code. A typical code looks like SRO99. The last two characters (version identifier) which are numbers instead of letters, represents the year the Training Package was initially endorsed. Units of Competency and Qualifications originating in that Training Package will all commence with the first three letters these being SRO followed by other characters and a version identifier for both units and qualifications.

Units of Competency

All units of competency have been assigned a unique 12 character code. The last character in that code will always be a letter and this letter represents the version identifier. A unit of competency when it first appears in a Training Package will always have an “A” as the version identifier. Subsequent minor changes that do not change outcomes of that unit, are identified by the next letter of the alphabet. Where unit outcomes change as a result of proposed amendments, the total unique code would change as a result and a change would also be recorded in the title of the unit to reflect the changed outcome.

Qualifications

All qualifications have been assigned a unique eight character code. The last two characters (version identifier) are always numbers and represent the year in which the qualification was endorsed. In all instances, qualifications included in the original Training Package have an identical version identifier to those of the originating Training Packages. In cases where additional qualifications are added after the initial endorsement of the Training Package, the additional qualifications only are assigned a version identifier commensurate with the year of endorsement of the qualification. This version identifier may be different to that of qualifications in the original Training Package.

Review Date

On the Title Page and in the footer of each Training Package page there is a reference to a review date. This review date is determined at the time of endorsement of the Training Package and in effect indicates the date by which the Training Package is to be reviewed in the light of changing technologies, circumstances, industrial relations, etc. This review date is not to be regarded as an expiry date as the Training Package and its components will remain current until it is reviewed or replaced.

Assessment Guidelines for the Fitness Industry Training Package

This document sets out the Assessment Guidelines for the Fitness Industry Training Package.

Assessment Guidelines describe the type of system by which the competency of an assessee may be assessed against endorsed industry competency standards. They detail information concerning assessment process and address issues such as:

- How and when assessments may be conducted.
- Who may conduct assessments.
- What constitutes a valid assessment.
- The types of recording and credential issuing mechanisms.

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved. As such, the purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant industry competency standards. The process of assessment also provides a benchmark that ensures an assessee’s skills are recognised and acknowledged.

Assessment Guidelines detail industry mechanisms and processes for ensuring valid and reliable assessment in both workplaces and educational institutions. The components of the Assessment Guidelines are:

1. Assessment System Overview
2. Assessor Qualifications and Training
3. Guidelines for Designing Assessment Materials
4. Guidelines for Conducting Assessments
5. Sources of Information on Assessment

1 ASSESSMENT SYSTEM OVERVIEW

1.1 ASSESSMENT PRINCIPLES ADOPTED BY VOCATIONAL EDUCATION AND TRAINING MINISTERS

This document recognises and complies with the eleven (11) assessment principles endorsed by Ministers of Vocational Education and Training:

1. Endorsed industry/enterprise standards form the basis of qualifications in the vocational education and training sector, where they exist.
2. Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist.
3. Assessment conducted for the purposes of national recognition should lead to a part or full qualification under the Australian Qualifications Framework.
4. Assessment should be undertaken by, or auspiced through, a registered provider.
5. Assessment for National recognition purposes shall be conducted within a quality assurance framework.
6. Responsibility for assessment resides with the body that issues the qualification under the Australian Qualifications Framework.
7. Assessment processes shall be valid, reliable, flexible and fair.
8. Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.
9. Assessment reporting systems should incorporate the units of competency that the individual has attained.
10. Assessment reporting systems should incorporate ongoing monitoring and review processes.
11. Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

1.2 BENCHMARKS FOR ASSESSMENT

The benchmarks for assessment in the Sport and Recreation Industry Training Packages are:

The National Sport and Recreation Industry Competency Standards – Generic, Community Recreation Activities, Fitness Activities, Outdoor Recreation Activities and Sport Activities.

The sport and recreation industries have nationally validated these competency standards. These standards form the benchmarks in all sectors of the industry whether achieved through a training and assessment pathway or an assessment only pathway. The assessment system described in this document applies to the relevant Generic Sport and Recreation competency standards as well as the full range of Community Recreation, Fitness, Outdoor Recreation and Sport activity competency standards.

The sport and recreation industries have several major functional areas that may be defined as:

- administration
- coaching/instruction
- officiating
- participation

Some commonality of skills and career pathing exists across these functional areas. These common skill areas appear at entry, operational, supervisory and managerial level. In addition, some commonality of skills exists between the Community Recreation, Fitness, Outdoor Recreation and Sport industries.

The benchmark for assessment, in accordance with national requirements, will be the endorsed National Sport and Recreation Industry Competency Standards – Generic, Community Recreation, Fitness, Outdoor Recreation and Sport Activities. Competency standards incorporate comprehensive Evidence Guides designed to support the assessment of the competency, specifically the four components:

- task skills (performance of individual tasks);
- task management skills (managing a number of different tasks within the job);
- contingency management skills (responding to problems, breakdowns and changes in routine); and
- job/role environment skills (dealing with the responsibilities and expectations of the workplace).

Principles upon which assessment is based in the sport and recreation industries are:

- Assessment is an integral component of training.
- Assessment must be reliable, flexible, fair, and valid:
 - To be reliable, the assessment methods and procedures must ensure that competency standards are applied consistently.
 - To be flexible, assessment should be able to take place on-the-job, off-the-job or in a combination of both. It should allow for diversity regarding how, where and when competencies have been acquired.
 - To be fair, the assessment must not disadvantage particular learners.
 - To be valid, the assessment has to assess what it claims to assess. Sufficient evidence must be collected that is relevant to the standard being assessed.
- Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

1.3 ROLE OF REGISTERED TRAINING ORGANISATIONS

Assessment for national recognition purposes in the sport and recreation industries is undertaken by, or auspiced through a Registered Training Organisation. It is conducted under the quality assurance arrangements approved by the State/Territory Recognition Authorities.

A Registered Training Organisation may be a public or private training provider or an enterprise within the industry. A Registered Training Organisation may provide both on- and off-the-job training and/or assessment for the sport and recreation industries. The role of the Registered Training Organisation is to:

- Conduct and/or validate assessments against the Performance Criteria, Range of Variables and evidence guides set out in the endorsed National Sport and Recreation Industry Competency Standards – Generic, Community Recreation, Fitness, Outdoor Recreation and Sport Activities.
- Supply assessors who meet the qualification requirements as established by the Sport and Recreation Industries in Section 2.1 of this document.
- Ensure that the Sport and Recreation Industry Assessment Guidelines are used as a basis for assessment processes and procedures.
- Develop and maintain quality assurance mechanisms to ensure assessment is fair, reliable, valid and flexible to provide outcomes consistent with the State/Territory Recognition Authorities' requirements and the National Competency Standards for Assessment.
- Ensure that assessments are conducted in a cost efficient, flexible and timely manner.
- Implement an appeals process consistent with the State/Territory Recognition Authorities' requirements.
- Issue the Australian Qualifications Framework qualification or Statement of Attainment.
- Maintain secure records of assessment outcomes or arrange a reliable outsourced record keeping process.
- Institute a reporting process for assessment outcomes.
- Provide access to the recording system for reporting and replacement of personal records of assessment on an ongoing basis.

Assessments for national recognition purposes in the sport and recreation industries should be mutually recognised. All Registered Training Organisations throughout Australia must ensure that they recognise and offer credit for the assessment outcomes of all other Registered Training Organisations. This is regardless of whether assessment was conducted through a training and assessment pathway or an assessment only pathway.

1.4 PARTNERSHIP ARRANGEMENTS

The two (2) broad types of assessment systems in the sport and recreation industries are:

- The training and assessment system is managed by the Registered Training Organisation.
- The training and assessment system is managed by partnership arrangements between a sport and recreation organisation and a Registered Training Organisation.

The options outlined in Table 1 are available for partnerships between the Registered Training Organisations and organisations.

PROVISION OF TRAINING	PROVISION OF ASSESSMENT	QUALIFICATION ISSUED BY
Training provision is shared: <ul style="list-style-type: none"> ▪ The Registered Training Organisation provides off-the-job training using qualified trainers ▪ On-the-job training is provided by the organisation using qualified workplace trainers. 	The Registered Training Organisation uses qualified assessors to provide assessment entirely off-the-job or combines on- and off-the-job assessment. Any off-the-job assessment will take place in a closely simulated workplace situation. Where training is provided on-the-job, followed by assessment off-the-job, assessment will be supported by a portfolio of evidence that demonstrates satisfactory workplace performance and supporting evidence of competence from the employer.	The Registered Training Organisation issues the Statement of Attainment or Qualification.
All training is provided by the organisation on-the-job using qualified workplace trainers.	A Registered Training Organisation provides an “assessment only” service on-the-job using qualified assessors. Any off-the-job assessment will take place in a closely simulated workplace situation. Off-the-job assessment will be supported by a portfolio of evidence that demonstrates satisfactory workplace performance and supporting evidence of competence from the employer.	The Registered Training Organisation issues the Statement of Attainment or Qualification.
Competence is acquired on-the-job through various pathways.	Qualified assessors provide assessment services on-the-job.	The Registered Training Organisation issues the Statement of Attainment or Qualification.

Table 1. Options for assessment partnerships.

1.5 ASSESSMENT PATHWAYS

Assessment of an individual's competence against the National Sport and Recreation Industry Competency Standards should lead to the issuance of a qualification or Statement of Attainment under the guidelines of the Australian Qualifications Framework.

As part of the development of the Sport and Recreation Industry Training Packages, the sport and recreation industries have devised and endorsed flexible frameworks for combining individual units of competence into packages of skills which allow for the huge variety of different work situations in the sport and recreation industries.

The qualification frameworks for the sport and recreation industries are detailed in a separate document which forms part three of the endorsed components of each the Sport and Recreation Industry Training Packages.

By adopting a flexible approach, the acquisition of skills by any means can be recognised. The sport and recreation industries recognise that there are a number of assessment pathways that can lead to recognition of competencies and the issuing of a sport and recreation qualification.

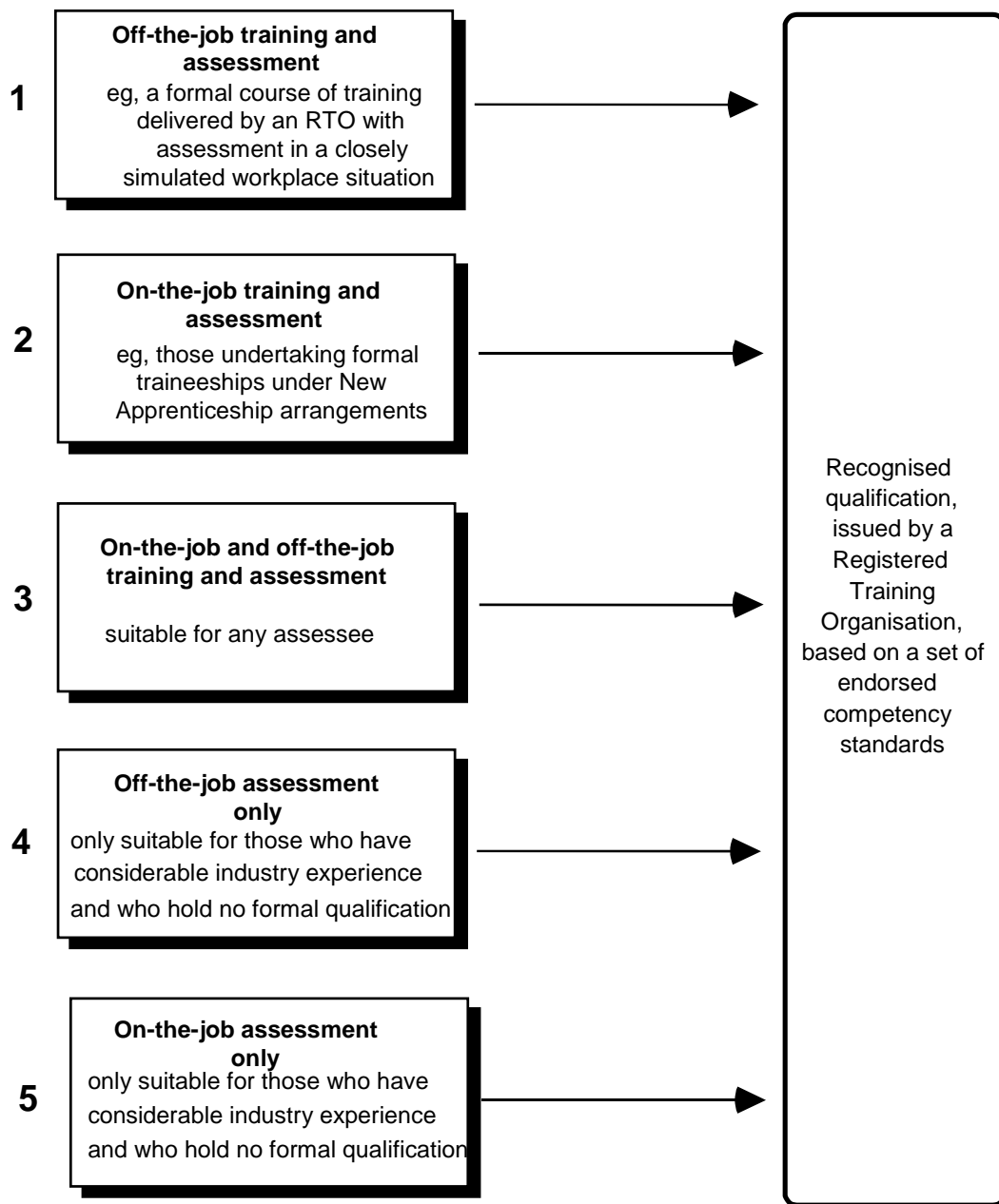


Figure 3. Assessment pathways

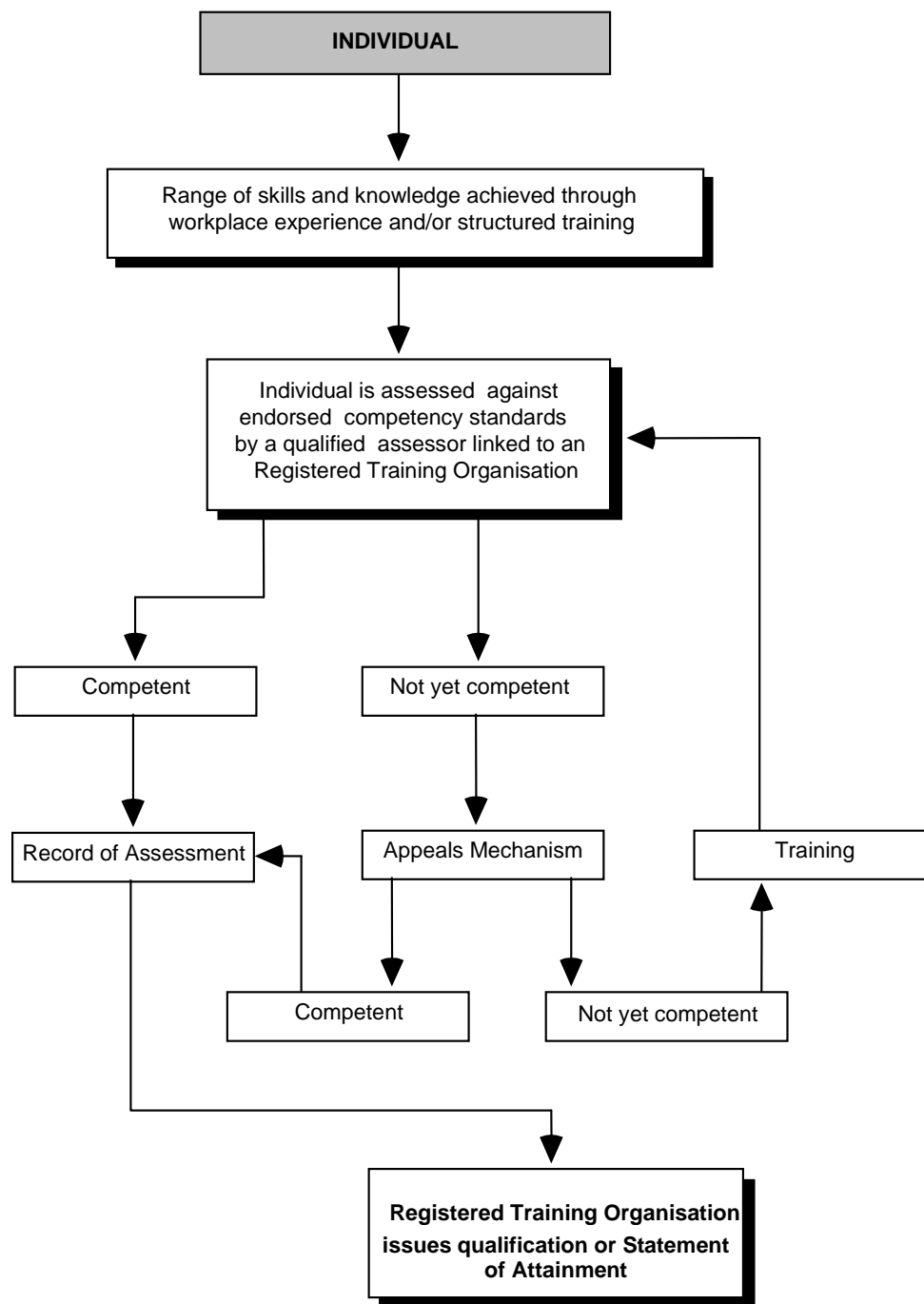


Figure 4. Assessment flowchart

1.6 RECOGNITION OF PRIOR LEARNING – RECOGNITION OF CURRENT COMPETENCY

The sport and recreation industries recognise that competencies can be achieved in a number of ways through:

- formal or informal training; or
- work experience; or
- general life experience; or
- any combination of the above experiences.

All assessment pathways must incorporate Recognition of Prior Learning which allows competencies currently held by individuals to be formally benchmarked against the National Sport and Recreation Industry Competency Standards. In this process the assessed current competencies of individuals should be recognised regardless of how, when or where they were achieved. The flexible assessment pathways described earlier in this document facilitate Recognition of Prior Learning.

1.7 RECORDING ASSESSMENT OUTCOMES

The recording, storing, retrieval and accessibility of all competency standard assessment outcomes will be the responsibility of the Registered Training Organisation that issues the Australian Qualifications Framework qualification or Statement of Attainment. This applies to all types of Registered Training Organisations including:

- public training organisations;
- private training organisations;
- enterprises within the industry; and
- partnerships of one (1) of these Registered Training Organisations with other workplace assessment approaches.

This responsibility applies to all types of assessments undertaken in any environment.

The Registered Training Organisation may outsource the recording, storing and maintaining of the outcomes of assessments, provided it still meets the quality assurance requirements of the State/Territory Recognition Authorities under the Australian Recognition Framework.

The provider registration requirements of the State/Territory Recognition Authorities should ensure that mechanisms for these procedures are in place.

1.8 REPORTING ASSESSMENT OUTCOMES

Qualifications and Statements of Attainment issued under the Australian Qualifications Framework must indicate the units of competence achieved. These should be listed on, or attached to, the qualification and, for the sport and recreation industries must include:

- The Unit Code
- The Unit Title

An Australian Qualifications Framework qualification will be issued by a Registered Training Organisation once the full package of competencies specified for the Australian Qualifications Framework qualification has been achieved.

If the learner leaves the training before completing the full package of competencies required to attain the Australian Qualifications Framework qualification, they will receive a Statement of Attainment for each Unit of Competency achieved.

The above mentioned reporting mechanisms apply to all types of sport and recreation assessment undertaken in any environment.

1.9 REVIEW AND MAINTENANCE OF THE SPORT AND RECREATION INDUSTRY ASSESSMENT SYSTEM

Sport and Recreation Training Australia should be responsible on behalf of the industry for the ongoing monitoring and review of the Sport and Recreation Industry Assessment Guidelines detailed in this document. This should be incorporated in the review and maintenance of all Sport and Recreation Industry Training Packages.

Any review should ensure that the Sport and Recreation Industry Assessment Guidelines:

- continue to meet the requirements of the industry;
- ensure industry, employers, employees, organisations, unions, assessees, assessors and trainers have confidence in the system and the assessment outcomes;
- ensure assessment outcomes which are valid, fair, reliable and credible; and
- support Registered Training Organisations to effectively carry out their responsibilities.

Information and statistics are necessary for the review process and may include reports covering:

- the use of the Sport and Recreation Industry Training Packages;
- partnerships developed between organisations and Registered Training Organisations;
- feedback from organisations regarding the usability of the system and consistency of outcomes for employees; and
- feedback from Registered Training Organisations on use and effectiveness of evidence gathering methods used in the assessment process.

1.10 QUALITY ASSURANCE MECHANISMS

The Sport and Recreation Industries expect that any Registered Training Organisation involved in the assessment of Sport and Recreation competencies will develop and maintain a quality assurance framework for assessment. All quality assurance mechanisms should align with the requirements for Registration as a Training Organisation and other quality arrangements approved by State/Territory Recognition Authorities. The use of these industry validated Assessment Guidelines will underpin any quality assurance framework.

2 ASSESSOR QUALIFICATIONS

2.1 ASSESSOR QUALIFICATIONS

Assessment against the competencies in the Sport and Recreation Industry Training Packages will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those people conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not be held by any one person. All assessments should be carried out under the auspices of a Registered Training Organisation.

Assessment of the National Sport and Recreation Industry Competency Standards must be undertaken by a qualified assessor. There are three (3) qualification requirements for assessors in the sport and recreation industries:

A. A qualified assessor will have achieved the National Competency Standards for Assessment and Workplace Training, or equivalent standards.

Specifically assessors should have attained competency in:

- *BSZ 401A Plan Assessment*
- and**
- *BSZ 402A Conduct Assessment*
- and**
- *BSZ 403A Review Assessment*

Competence in the above mentioned assessment standards can be achieved by:

- Completing a recognised training program in Assessment
- or**
- Undertaking assessment of current assessment competencies through a formal recognition of prior learning (RPL) process.

In addition, to assess the National Sport and Recreation Industry Competency Standards, the following two requirements must also be met. An assessor must:

B. Be competent in the National Sport and Recreation Industry Competency Standards being assessed (ie, have industry experience in the area being assessed) or must know how to work in partnership with a person who has achieved the relevant standards.

The National Recreation Industry Competency Standards contain some units of competency that define performance of physical activity skills. These skills may depend upon the use of fine motor skills, flexibility, strength, etc, and may incorporate the achievement of a grading, time, degree of accuracy or standard of technical correctness. In these instances, it may not be necessary for the assessor (or assessment panel) to have current competency in the particular task skills of the unit(s) of competency. However, the assessor (or assessment panel) must have current knowledge and understanding of the specific skills/technical ability required and the application of the skill in the activity context, as specified in the unit(s) of competency being assessed in order to make judgements against the unit of competency.

It is the responsibility of the assessor (or assessment panel) to ensure that persons with adequate skills are available to ensure the safety of the assessment process and can respond to emergency situations, if required.

For assessments at Certificates I-III, assessors should be competent in the relevant competency standards to at least Certificate III level.

For assessments at Certificate IV, Diploma and Advanced Diploma level, assessors should be competent in the relevant competency standards to at least the same level as the person they are assessing.

C. Have an understanding of the endorsed National Sport and Recreation Industry Competency Standards and their use as benchmarks for assessment within the context and culture of the organisation/industry.

The requirements for current knowledge and understanding of the endorsed Competency Standards can be met through provision of evidence of professional activity in the relevant area. This evidence can consist of current work experience or industry involvement (paid or unpaid) *plus* one or a combination of the following:

- provision of a statement of professional activities validated by a responsible person (eg, an employer or person from a relevant professional association, club or organisation);
- recent or ongoing completion of relevant professional development activities focusing on emerging /current best practice in the unit(s) of competency and associated skills.

Where assessors may not have worked in the sport and recreation industry for a number of years, the sport and recreation industry strongly recommends that those people upgrade their work experience prior to conducting assessments or, alternatively, that they participate in panel assessments with people who meet the industry's required competencies.

The Fitness Industry Training Package includes many new units of competency against which assessors will have no formal recognition. State/Territory Training Authorities will need to work with Registered Training Organisations to establish interim arrangements for identifying the industry units of competency held by assessors.

2.2 USING QUALIFIED ASSESSORS

The cost of the assessment process must not place an undue burden on the training system and the sport and recreation industry will work closely with Registered Training Organisations to establish ways of minimising the costs of workplace assessment.

There is a range of options for the use of qualified assessors in the sport and recreation industries. The alternatives allow assessments to be conducted by an individual, partnership or team in order to meet enterprise specific needs whilst still meeting the industry's qualification criteria for assessors. The range of options may include the use of:

- an assessor who meets **all three** of the sport and recreation industries assessor qualification requirements (as detailed earlier in Section 2.1 Assessor Qualifications);
- an assessor who is not competent in the area being assessed but who meets the other requirements. Assessment would be achieved in partnership with another person who is competent in, and can advise on, the relevant vocational competencies (subject matter expert).

For assessments at Certificates I-III, assessors should be competent in the relevant competency standards to at least Certificate III level.

For assessments at Certificate IV, Diploma and Advanced Diploma level, assessors should be competent in the relevant competency standards to at least the same level as the competencies they are assessing; and

- an assessment panel with members who between them meet all the qualification requirements for assessors in the sport and recreation industries.

2.3 PROFESSIONAL DEVELOPMENT FOR ASSESSORS

Registered Training Organisations must maintain records of their assessors, verifying and documenting the competence of individual assessors in accordance with industry requirements.

The professional development of assessors in the sport and recreation industries is the responsibility of the Registered Training Organisations. Assessors must continue to keep up-to-date with any changes to the National Sport and Recreation Industry Competency Standards or the National Competency Standards for Assessment and Workplace Training. Relevant professional development must be undertaken as soon as possible after the implementation of the changes.

Registered Training Organisations must ensure that their assessors are assessing against current competency standards and industry practice. Registered Training Organisations should consult with Industry Training Advisory Boards to ensure that assessors are informed of changes to competency standards and the assessment system.

Within the sport and recreation industries, a Directory of qualified assessors will be maintained by industry bodies as a service to industry to facilitate assessment processes. Listing as an assessor on the Directory will be optional. Where industries maintain and update a Directory, Registered Training Organisations could draw upon it.

To maintain their listing on the Directory, assessors who work independently (ie, not as part of a panel) must demonstrate current knowledge of industry and assessment practices through:

- maintaining Assessor Qualifications as described in Section 2.1 A, B and C;
- recent work history (paid or unpaid);
- provision of a statement of professional activities validated by a responsible person (eg, an employer or person from a relevant professional association, club or organisation); and
- recent or ongoing completion of relevant professional development activities focusing on emerging/current best practice in assessment activities and the unit(s) of competency.

Provision will be made for assessors who work as part of a panel to also be placed on the Directory.

3 GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

3.1 GUIDING PRINCIPLES FOR DEVELOPING ASSESSMENT MATERIALS

The guidelines for designing assessment materials will be based on the following principles, methods and general format for assessing competence:

- The purpose of assessment is to establish whether the assessee has achieved the required level of competence as described in the National Sport and Recreation Industry Competency Standards.
- The assessment involves making a judgement on the assessee's competence, based on:
 - performance criteria outlined in the competency standards
 - sufficient evidence of the assessee's performance over a period of time
 - the key principles of validity, reliability, fairness and flexibility.
- The overarching methodology for assessment is holistic. That is, it integrates knowledge, skills and understanding in the "whole of work" situations. The criteria for a particular unit is also cross-referenced to other units so that assessment is coordinated and duplication is minimised.
- An integrated approach to assessment includes a combination of:
 - Task skills – the requirement to perform individual tasks;
 - Task management skills – the requirement to manage a number of different tasks within the job;
 - Contingency Management skills –the requirement to respond to irregularities and breakdowns in routine; and
 - Job/role environment skills – the requirement to deal with the responsibilities and expectations of the work environment including working with others.
- Assessment conditions should be realistic or be able to simulate the contemporary, authentic workplace situation.
- Summative assessment of the theory (knowledge) underpinning competency is to be sufficiently rigorous and searching to ensure that individuals comprehend why they are doing something, the options they may use to achieve the required goal, and the fact that they can recall and/or locate and interpret this information when it is needed at some other time.
- Assessment methods should gather appropriate evidence for the competency being assessed.
- Assessment materials should be reliable, valid, flexible and fair and must consider:
 - assessment context;
 - assessment environment;
 - assessment purpose;
 - level of available resources;
 - characteristics of the assessment;
 - rigour and length of the assessment; and
 - level of evidence required.
- Assessment methods are equitable to all groups of assessees.

When designing assessment materials, there should be a table of specifications made out for each unit of competence, identifying the possible forms of evidence that best suits each unit of competence. Units of competence may be combined. The table of specifications should identify which evidence would suit each unit of competence, or part thereof.

3.2 USING COMPETENCY STANDARDS TO DEVELOP ASSESSMENT METHODS AND MATERIALS

Competency standards comprise a Unit Title, Unit Descriptor, Elements, Performance Criteria, Range of Variables and Evidence Guide.

The Unit Title is the title of a broad area of competency expressed in outcome terms.

The Unit Descriptor can, where necessary, expand on the information provided in the Unit Title to accurately and clearly reflect the purpose and intent of the unit.

Elements of competency are basic building blocks of the unit. Elements describe, in outcome terms, functions that a person in a particular area of work is able to perform.

Performance Criteria are evaluative statements that specify what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified.

The Range of Variables statement contextualises the competency to provide a link to knowledge and organisation requirements and to assist with updating standards as they are reviewed.

The Evidence Guide guides the assessment of the Unit of Competency in the workplace and/or training program.

In particular, the information contained in the Range of Variables and Evidence Guide will assist both the assessee and assessor to prepare for assessment.

3.3 USING THE RANGE OF VARIABLES

For each Unit of Competency there is a set of statements that indicate the range of situations, the context and conditions in which the assessee applies the unit. The Range of Variables describe the range of situations, contexts and conditions which may occur and are a guide to the assessor as to the possible variety of situations, contexts and conditions the assessee is expected to cover.

The industry size, the work location and setting will all influence whether or not the assessee will have an opportunity to demonstrate competence in a wide variety of contexts, situations and conditions. In some cases, this will influence the design and development or adaptation of assessment materials and methods of assessment selected.

3.4 USING THE EVIDENCE GUIDE

An Evidence Guide is part of the Unit of Competence. Its purpose is to guide assessment of the Unit of Competence in the workplace. Each Unit of Competence has an Evidence Guide which relates directly to the Performance Criteria and Range of Variables.

These guides provide a valuable source of information for assessors and anyone who may be involved in determining assessment methods and developing specific assessment materials.

Evidence Guides should specify the knowledge and performance evidence that must be demonstrated in assessing against national competency standards. They may also give some examples of the types of evidence required.

In competency-based assessment there are three (3) concepts that should be considered:

a. The need for direct assessment

That is the need to try and ensure that assessment is as faithful to the real world as is possible, given the resources available.

b. The need for multiple sources of evidence

Judgements about competence are only ever inferences that are based on evidence. The assessor must make a judgement based on the evidence presented. In most cases, because of the implications of the decision, the assessor will make a decision on the balance of probability.

In special cases, more certainty may be needed, ie, to go beyond reasonable doubt, because of the implications of the decision. Hence there will be a greater need for multiple sources of evidence.

In every case, one source of evidence is probably insufficient, however, the more critical the assessment, the more evidence is needed.

c. The need for integrated assessment

If it is possible, a person's knowledge and skills should be assessed at the same time. This is because it is usual to use knowledge and skills simultaneously in the workplace.

3.5 AUSTRALIAN QUALIFICATIONS FRAMEWORK LEVELS AND IMPLICATIONS

The Australian Qualifications Framework levels can be useful in helping the assessor or materials designer fine tune the differences between levels in designing assessment materials to gather evidence of competence.

The Australian Qualifications Framework Descriptors describe the characteristics necessary to differentiate between one level and another. The main discriminating factors used in the Australian Qualifications Framework levels relate to the characteristics of work as expressed in competencies that are carried out across workplaces.

Factors that are built into the Descriptors in the progression from lower to higher levels are:

- the level of discretion, autonomy and freedom to act increases and broadens, and is related to a wider span of activity;
- the range of contingencies to be dealt with and the complexity of the work, as well as the extent of judgements made about it, increase and broaden; and
- responsibility and accountability expand.

3.6 INTEGRATED ASSESSMENT

Essential in the process of assessment is the judgement (assessment decision) of whether or not competence has been demonstrated in accordance with a prescribed set of criteria. Integrated assessment is best achieved using more than one assessment tool. The assessment process is based on the collection of evidence and at a defined point a judgement is made.

The collection of evidence and judgement of competency needs to ensure that the four (4) key dimensions of competence are covered:

- Task skills (performance of individual tasks);
- Task management skills (managing a number of different tasks within the job);

- Contingency management skills (responding to problems, breakdowns and changes in routine); and
- Job role/environment skills (dealing with the responsibilities and expectations of the workplace).

To ensure assessment is not narrowly based on tasks, but embraces all aspects of workplace performance, an integrated, holistic approach to assessment is essential. This approach seeks to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.

When effectively planned and prepared, holistic assessment can cover a number of units or elements of the competency standards during a single assessment session. The same approach should apply when judging evidence of prior learning for its relevance and authenticity.

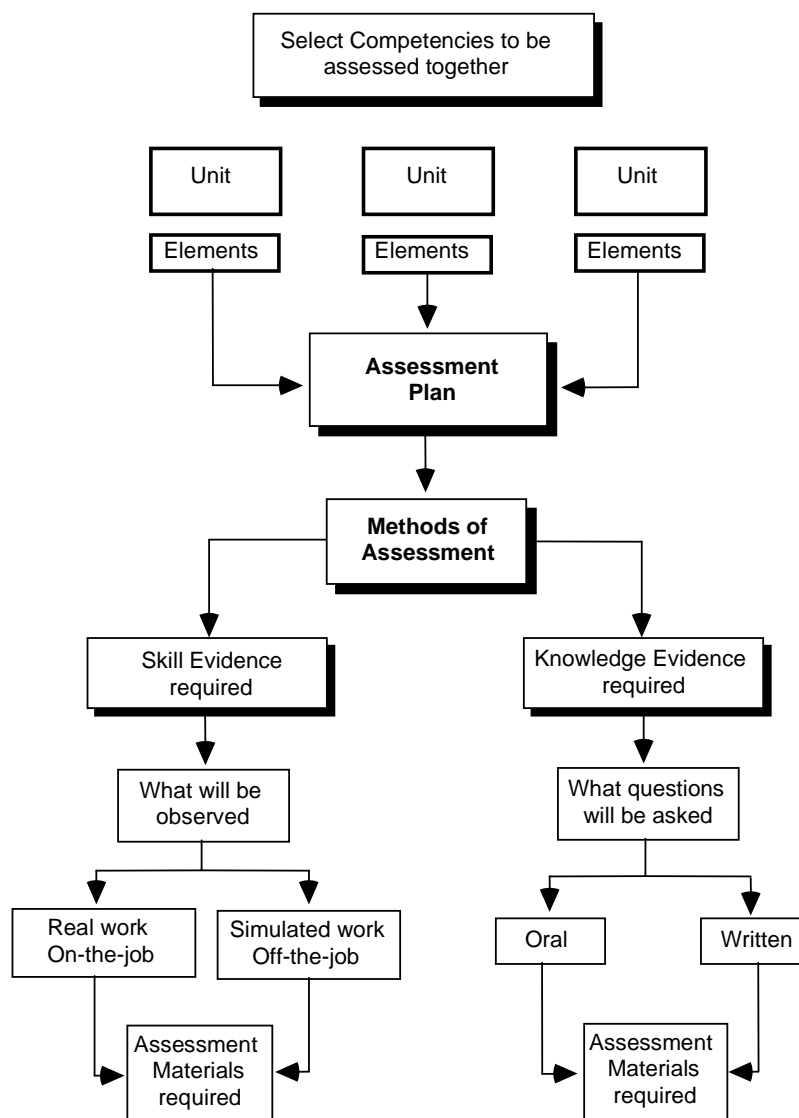


Figure 5. Selecting integrated assessment methods and materials

3.7 SELECTING THE BEST METHOD FOR ASSESSMENT

Questions related to assessment choice

Before choices are made about the assessment methods to be used and the assessment materials most appropriate for the situation, the following questions need to be considered by an assessor:

- Who will be assessing?
- What do you know about this person/persons?
- What is their level of literacy?
- Do they have any special needs?
- Are they English speaking or is English their second language?
- Where will the assessment take place?
- What kind of environment will the assessment take place in?
- Will it be inside a workplace building or out in the field?
- Will it be noisy and difficult to ask questions orally, should the questions be written instead?
- Will there be sufficient space?
- If the assessment materials require written responses or recording, is there a suitable surface to do this on?
- Do the materials suit this environment?
- What types of resources will be available to conduct the assessment?

Costs and resources

There is a need to be innovative and flexible in assessment due to the expense of time and human resources. Without compromising quality, consider the availability and cost of resources needed to conduct the assessment:

- Will the assessment be naturally occurring or will a simulation need to be considered to gather evidence?
- What equipment/technology will be needed to conduct a fair and valid assessment?
- Is the equipment already available at the work site (for on-the-job assessments) or in the training location (for off-the-job assessments)?
- While the resources are being used for assessment, will this affect service provision or hold up other workers who need this equipment?
- Will equipment need to be borrowed or hired? What will the costs of this be? Will approval be necessary for this expenditure?
- Will it be necessary to have any specific manuals or guides relating to particular pieces of equipment or processes?
- Will these be necessary to assist in the development of assessment materials (eg, technical details in relation to a piece of equipment, from which questions could be developed to assess knowledge and understanding)?

There are many considerations to take into account when making decisions about the method of assessment most suited to the evidence requirements and the person/s being assessed.

3.8 EVIDENCE GATHERING

Assessors must ensure that sufficient evidence is gathered to provide an accurate, valid and fair assessment of an individual's performance against the applicable competency standards. Evidence gathering methods should be gender and culturally inclusive and take into account the language, literacy and numeracy skills of the assessee and assessor.

Although processes for gathering evidence will vary, four (4) primary approaches should be utilised:

- Samples of performance (eg, constructed through simulations, activities, skill tests, etc);
- Observation of performance in the workplace;
- Evidence of prior performance (eg, recognition of prior learning and recognition of current competencies via portfolios, projects, reports, work history, etc); and
- Supplementary information (eg, questioning, tests, presentations, etc).

In many instances, the most appropriate method of gathering evidence will be a combination of the four (4) approaches depending upon time, cost and context factors.

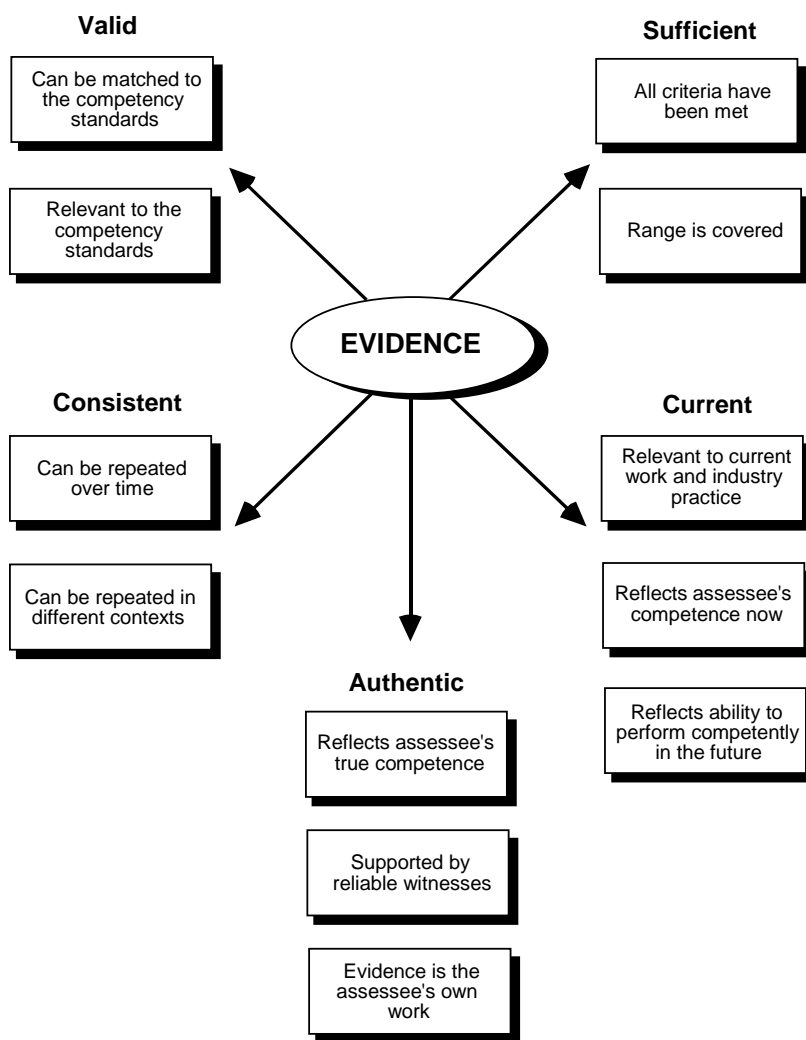


Figure 6. Criteria for the judgement of evidence

3.9 ASSESSMENT METHODS

The following range of assessment methods could be used to develop assessment materials for the sport and recreation industries.

DEMONSTRATION/SIMULATION		
Assesseees may be observed directly or by indirect means such as video		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Practical Demonstration	Demonstrates capabilities via steps and/or processes to produce a product or a work sample.	Prepare a staff roster. Prepare an itinerary.
Practical Experience	Assessee fulfils certain criteria as described in the unit of Competence. Demonstrates job specific skills.	Supervise staff performance and provide performance feedback. Coordinate with other departments.
Practical Demonstration in simulated work condition.	Assessee is required to fulfil certain criteria as called for in the unit of competence, but in a simulated work condition.	Perform functional skills using equipment in a simulated work environment.
Problem Solving	Implement problem solving techniques to analyse a product or process for errors or problems.	Identify why a bank reconciliation does not balance. Identify the disparity in stock take, report variance.

DOCUMENTATION FORMAT		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Documents/Portfolios	Documentation of prior experience or learning as it is taking place. Evidence must be authenticated by the assessor.	Documentation can include: <ul style="list-style-type: none"> • Certificates • letters of reference • verbal referees • course information • log books or diaries • reports • newsletters • minutes • correspondence • financial records
Critical Incident	Identifies situations which need to be resolved and assessment is made on how skills could be used to overcome problems.	Solutions to: <ul style="list-style-type: none"> • breakdown of machinery. • stock lines held up or out of stock. • project behind schedule due to staff absenteeism.
Journal	A journal of competence development and skills acquired.	Journal recordings reflect skills as they are accomplished.

VISUAL FORMAT		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Oral Presentation	Demonstration of capabilities in a given field. Time is given for research. The assessee presents arguments or evidence to the assessor.	Preparing a sales presentation is used to assess self confidence and verbal communication skills.
Presentation to Audience in presence of Assessor	Demonstration of capabilities in a given field. Time is given for research. The assessee presents arguments or evidence to the assessor in the presence of a group such as a meeting.	Meetings and presentations.

AUDIO VISUAL FORMAT		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Interview	Demonstration of capabilities in an interview situation. This may be conducted one-to-one or in a panel situation. This type of interview is normally highly structured and uses a range of questioning techniques.	Allows interaction: open, closed, hypothetical questioning techniques. Interview may be used to gather information on assessee's processes or skills.
Video	Demonstration of job specific skills in a video format. The video performance is analysed by the assessor.	Meetings, recording of assessment due to absence of assessor.
Visual/Oral Slide/Tapes	Presentation of photographs and audiotapes.	Skills performed on equipment that is generally inaccessible.

PROJECT FORMAT		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Case study	Response to a situation which is presented by the assessor. Used to ascertain the assessee's problem solving techniques, background knowledge.	Problem solving techniques. Case study on handling assessee complaints. Case study on interpersonal issues and staff grievances.
Project	Demonstration of skills in the production of a project assignment.	Prepare a Business Plan with two (2) year cash flow projections and budgets.

GROUP FORMAT		
ASSESSMENT TECHNIQUE	DESCRIPTION	APPLICATION EXAMPLES
Group Project	A group demonstration. The product or work sample should be the product of the contribution of all the members of the group.	Plan a promotional event Prepare a work plan Assessor can observe interaction, leadership, planning capabilities of each assessee.
Group Discussions	Assessee's may select or be assigned a topic for discussion. The topic should require analysis and problem solving.	Assessor may observe assessee in a group situation, leadership skills and interpersonal interaction.
All round Assessment 360 degrees	Assessee and the assessor plan how to call for feedback on the capabilities and competencies of assessee – from peers, supervisors and people who may be supervised by assessee's.	Questionnaire relating to duties. Meetings with supervisors and subordinates. Peers comments in a logbook. This type of assessment works well in conjunction with self assessment. All assessee's should be fully briefed on the competencies that are being assessed.

Table 2. Assessment methods, techniques, descriptions and examples of application

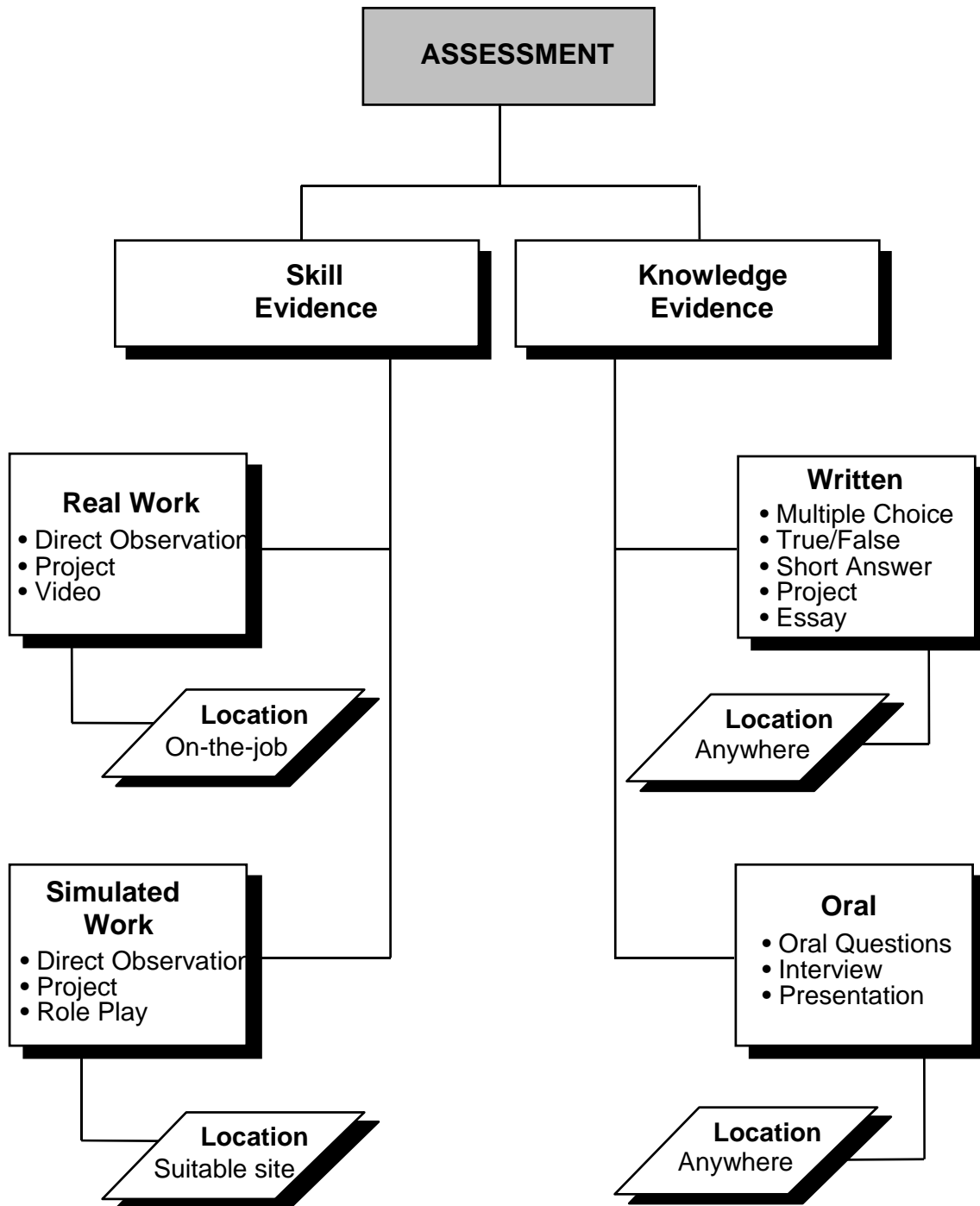


Figure 7. Assessment methods

3.10 SELECTING, MODIFYING OR DEVELOPING ASSESSMENT MATERIALS

Once an assessor has decided on assessment methods, the next step is to determine the assessment materials needed.

There are three possible decisions:

- Whether existing materials are suitable; or
- Are somewhat suitable, but need modification to suit the assessment situation; or
- If there is a need to design new materials because existing materials are not suitable or there is nothing available.

The first task is to see if there are any available assessment materials for the particular standards to be assessed. Other sport and recreation organisations may be able to assist in conducting these assessments or undertake to do them.

This investigation may identify whether the chosen assessment materials are appropriate to the context and available from other sport and recreation organisations.

There are a number of possible approaches to seeking this information. The non-endorsed component of this Training Package may include many different samples of assessment materials that have been selected as best practice examples. Sport and Recreation Training Australia will collate lists of organisations that are using the National Sport and Recreation Industry Competency Standards. State and Territory Industry Training Advisory Boards may also provide valuable information about other users of the National Sport and Recreation Industry Competency Standards in regional areas.

3.11 DETERMINING THE SUITABILITY OF EXISTING ASSESSMENT MATERIALS

The following points are to be considered in selecting existing assessment materials:

- Flexibility - capacity to be adjusted to the specific context.
- Validity - does it reflect current practice.
- Gender/cultural inclusiveness.
- Relevance to assessee's and assessor's needs.
- Reliability.
- Suitability of language, level of literacy and numeracy.
- Does the assessment tool need support from additional reference material.
- Suitability of equipment.
- Availability of human resources.
- Cost effectiveness.

3.12 DESIGNING ASSESSMENT MATERIALS

Figures 7 and 8 outline influences on and a process for, designing assessment materials that enables qualified assessors to gather sufficient, valid and reliable information for making assessment decisions.

Competency in the Assessment and Workplace Training units:

- BSZ 506A Develop assessment procedures and
- BSZ 507A Develop assessment tools

may assist in the development of assessment materials.

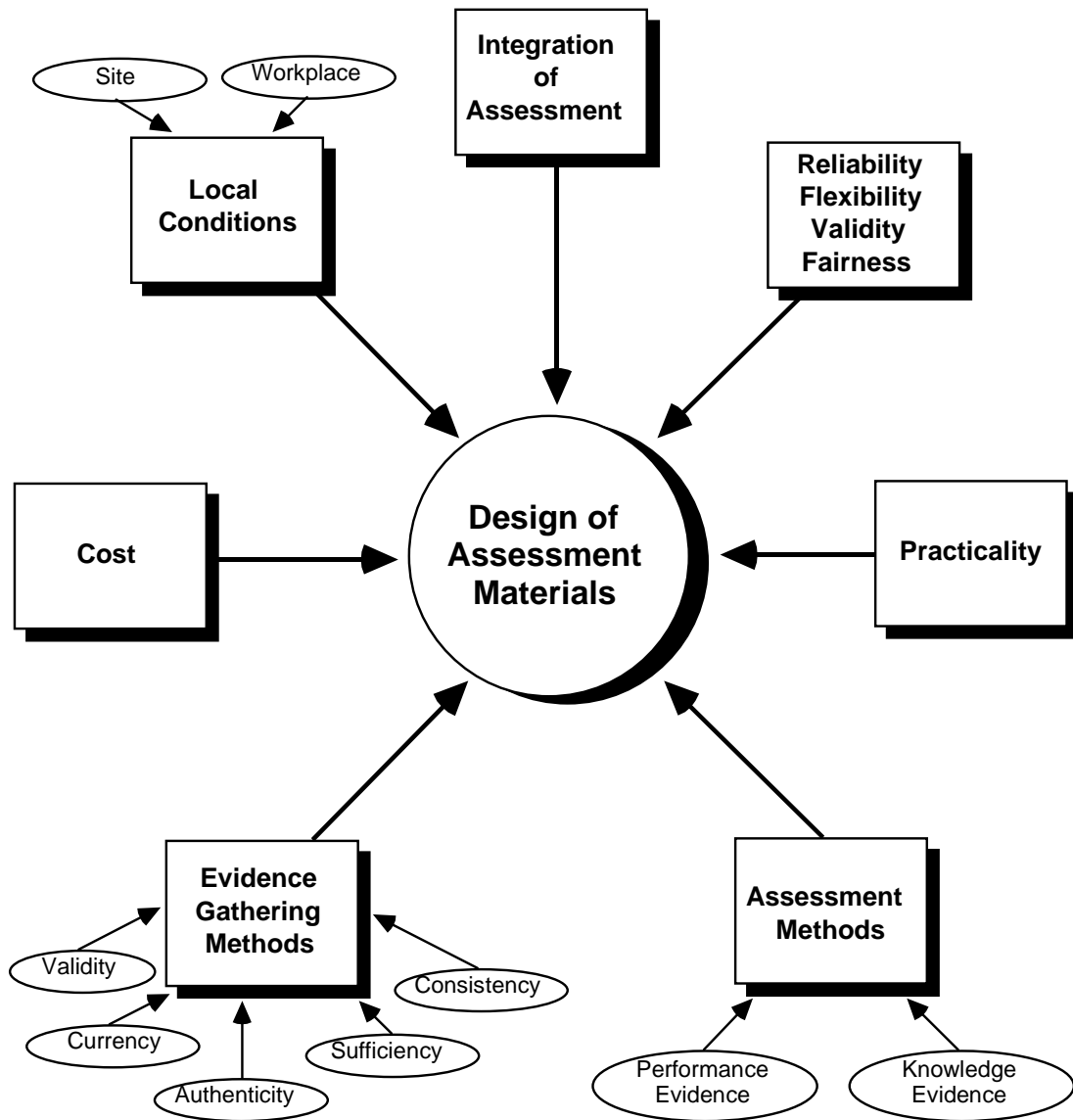


Figure 8. Influences on design of assessment materials

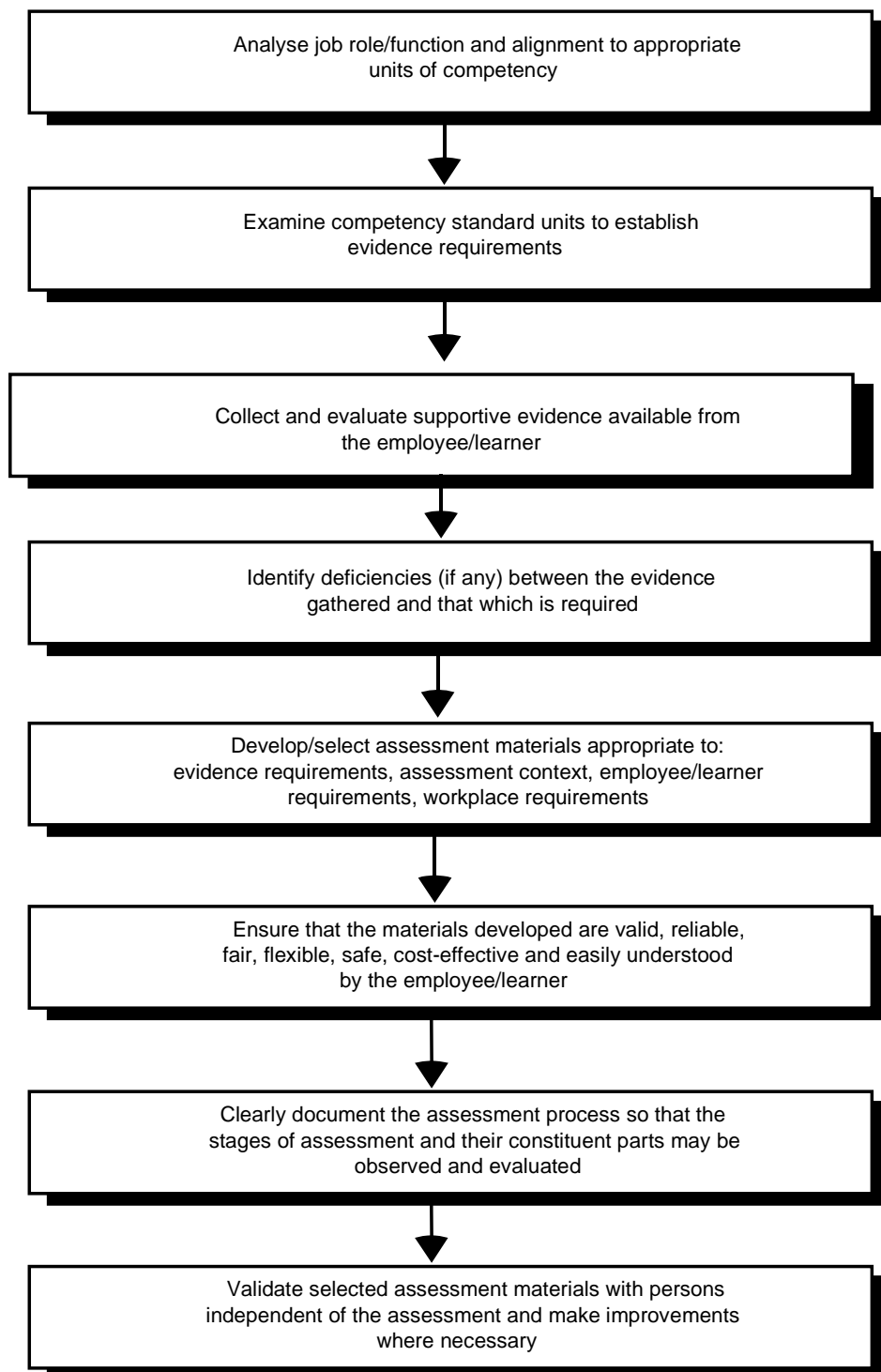


Figure 9. Designing assessment materials

4 GUIDELINES FOR CONDUCTING ASSESSMENTS

4.1 PRINCIPLES FOR CONDUCTING ASSESSMENTS

All qualified assessors will have achieved competence in the National Assessment and Workplace Training Competency Standards, or equivalent. The sport and recreation industries must assume that any such qualified assessor will understand the process for conducting assessments as detailed in those standards.

The guidelines for conducting assessments should be based on the following principles:

- The assessor must ensure that the assessment is consistent with the principles of validity, equity, authenticity and sufficiency.
- The person to be assessed must understand:
 - what is to be assessed
 - how it is to be assessed
 - where and when the assessment is to occur.
- The person being assessed must be aware of
 - their options for re assessment
 - the assessment appeals process.
- The assessor must provide feedback to the person being assessed, identify any missing evidence of competence and provide advice on how to overcome the skills gap.
- The assessor must record the outcome of the assessment:
 - on a document for the person being assessed, **and**
 - on the Registered Training Organisation's documentation.

4.2 PURPOSES OF ASSESSMENT

Assessment is used for a wide range of purposes both within a competency-based training system and related applications spanning both the workplace and training institutions. It is often a cooperative activity between training providers and the training and supervisory staff in workplaces. In many assessment arrangements, persons carrying out assessment work in close cooperation with the person being assessed.

Typical purposes or applications of assessment may include:

- Recognition of Current Competence;
- Recognition of Prior Learning;
- Monitoring progress during training;
- Evaluating performance at the completion of training;
- Statutory qualifications requirements;
- Identifying training and development needs;
- As a basis for guidance in career planning and progression;
- Industrial qualifications, eg, promotion and related issues;
- An objective benchmark for formal performance appraisal and review;
- Personal feedback on performance of workplace activities; and
- In recruitment and selection of personnel.

Usually an assessment scheme will serve a number of purposes. A package of techniques or methods is usually required to effectively achieve these purposes.

Prior to selecting a competency-based assessment process, it is most important that the purpose of the assessment is clearly identified.

A clear understanding of the purpose(s) of the assessment by all involved will ensure a better basis for selecting, developing and using the most appropriate assessment procedures and instruments to be used.

4.3 ASSESSMENT PROCESS

The guidelines for assessors when conducting assessments are based on three (3) major stages of the assessment process:

- A Prepare assessment
- B Conduct assessment
- C Record and review assessment

A PREPARE ASSESSMENT

Establish the context of assessment

- Discuss the purpose of assessment with the assessee and confirm that it is understood.
- Obtain and explain to the assessee the relevant performance measures applying to assessment (eg, current endorsed competency standards, learning outcomes).
- Identify and explain any legal and ethical responsibilities associated with assessment to the assessee.
- Explain and obtain agreement to the assessment procedure.

Plan evidence gathering opportunities

- Identify opportunities to gather evidence of competence which occur as part of the workplace or training activities.
- Identify the need to gather additional evidence which may not occur as part of workplace or training activities.
- Explain to the assessee what evidence will be looked at to constitute each competency.
- Select the techniques that will be used to assess the assessee's knowledge and skill.
- Ensure the planned approach to gathering evidence will provide sufficient, reliable, valid and fair evidence of competence.

Organise assessment

- Obtain the appropriate resources. Practical assessment should preferably be conducted on-site. If on-site practical assessment is not possible off-site assessment at a mutually agreeable site could be appropriate. It can be by observation of current tasks or a demonstration via a simulated task.
- Inform the relevant people of assessment plans.
- Check that the assessment environment permits fair, valid and reliable assessment and that it is safe and accessible.
- Explain the assessment arrangements and requirements simply and clearly to the assessee and confirm that it is agreed and understood.

B CONDUCT ASSESSMENT

Gather evidence

- Gather evidence in accordance with agreed competency standards and in accordance with the assessment procedure, using specified methods and tools.
- Document the evidence gathered in accordance with the assessment procedure.
- Ensure evidence gathered is valid, reliable and consistent.

Make assessment decision

- Evaluate the evidence gathered in terms of its:
 - validity
 - authenticity
 - sufficiency
 - currency
 - consistent achievement of the specified standard.
- Make the assessment decision in accordance with the criteria specified in the assessment procedure.
- Seek guidance, if in doubt, from a more experienced assessor nominated in the assessment procedure.

Provide feedback and advise the result

- Put the assessee at ease throughout assessment.
- Give clear and constructive feedback to the assessee where appropriate.
- Discuss progress with assessee (if appropriate).
- Discuss with the assessee ways of overcoming any gaps in their competency revealed by assessment and give guidance on further training opportunities, if appropriate.
- Supply the assessee with a record of the assessment outcome at the completion of an assessment.
- Advise and confirm with the assessee reassessment opportunities and/or review appeal mechanisms available where the assessment decision is challenged.

C RECORD AND REVIEW ASSESSMENT**Record assessment results**

- Record assessment results promptly and in accordance with the specified assessment procedure. Assessment results should be reported as 'Competent' or 'Not yet competent'.
- Record assessment results accurately in accordance with the specified record keeping requirements.
- Store assessment records in a secure place to ensure access by authorised people only.
- Maintain confidentiality of assessment outcomes.

Report on conduct of assessment

- Record and report promptly any assessment decision disputed by the assessee to those nominated by the Registered Training Organisation in the assessment procedure.
- Report on the positive and negative features experienced in conducting assessments to the Registered Training Organisation and make suggestions for improving any aspect of the assessment process.
- Refine the assessment activity and tools for future use.

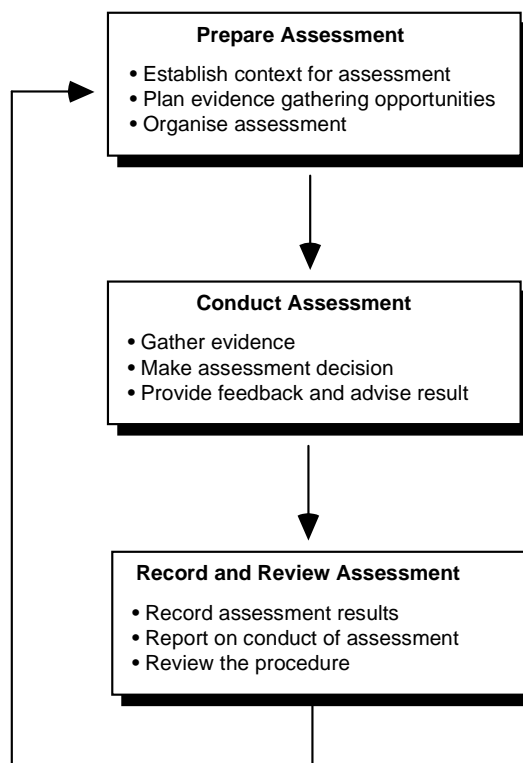


Figure 10. The assessment process

4.4 THE ASSESSOR'S ROLE

The primary role of an assessor is to objectively assess and judge an assessee's knowledge and evidence of competence against a set of competency standards. This role is set out in figure 10. In essence the assessor must:

- interpret and understand the Performance Criteria and Evidence Guides;
- select appropriate assessment methods;
- select and/or develop appropriate assessment materials;
- ensure that evidence meets the Competency Standards;
- ensure that evidence is valid, authentic, consistent, current and sufficient; and
- make fair and objective judgements.

The training of assessors is of great importance to the successful implementation of Competency Standards in the workplace. Assessor training, at differing levels within the Sport and Recreation Industry Training Packages is based upon the endorsed competency standards for Assessors.

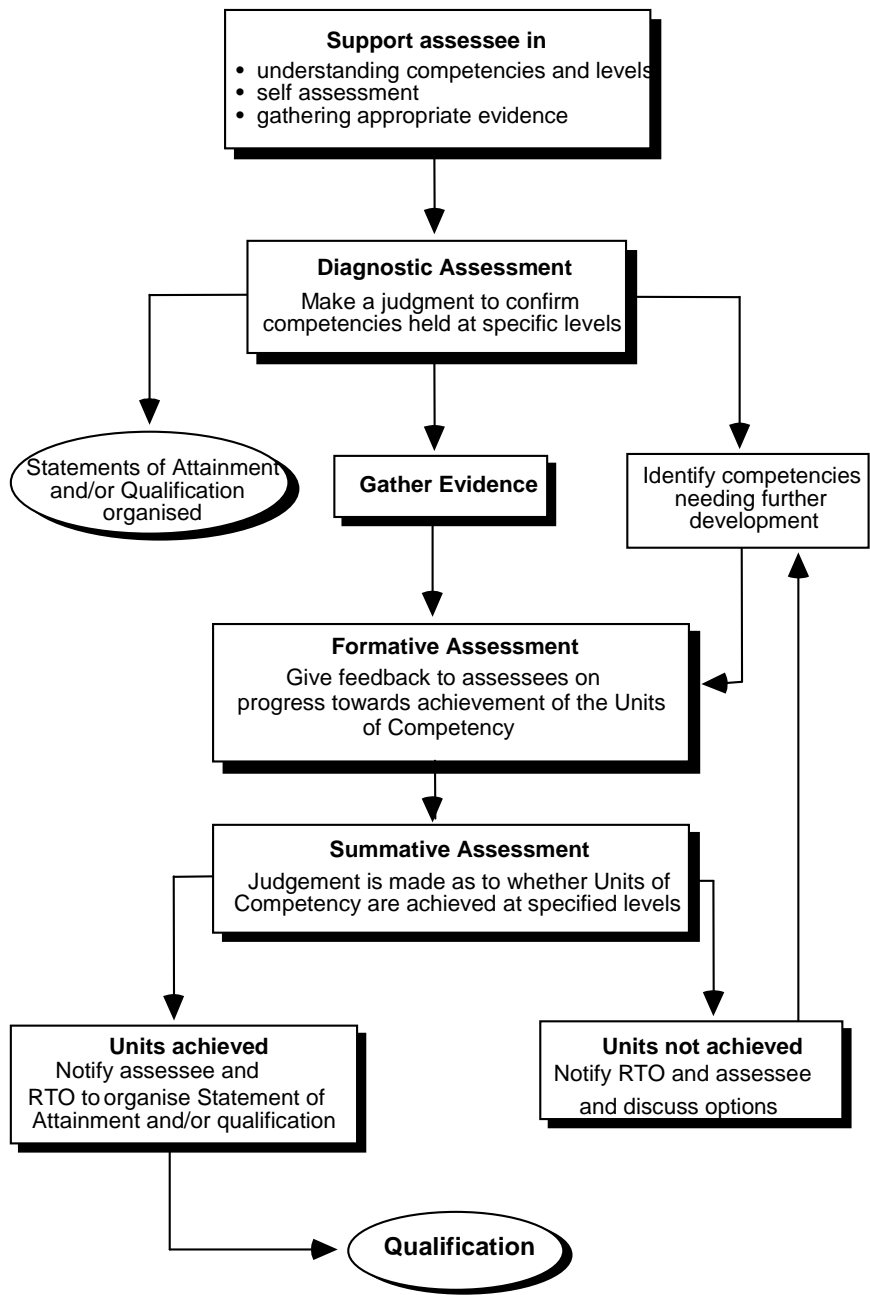


Figure 11. The assessor's role

Providing feedback

Useful and clear feedback is of primary importance to the assessment process. The current thinking in relation to feedback is set out in figure 11. Effective feedback is:

- Constructive;
- Actionable;
- Relevant; and
- Timely.

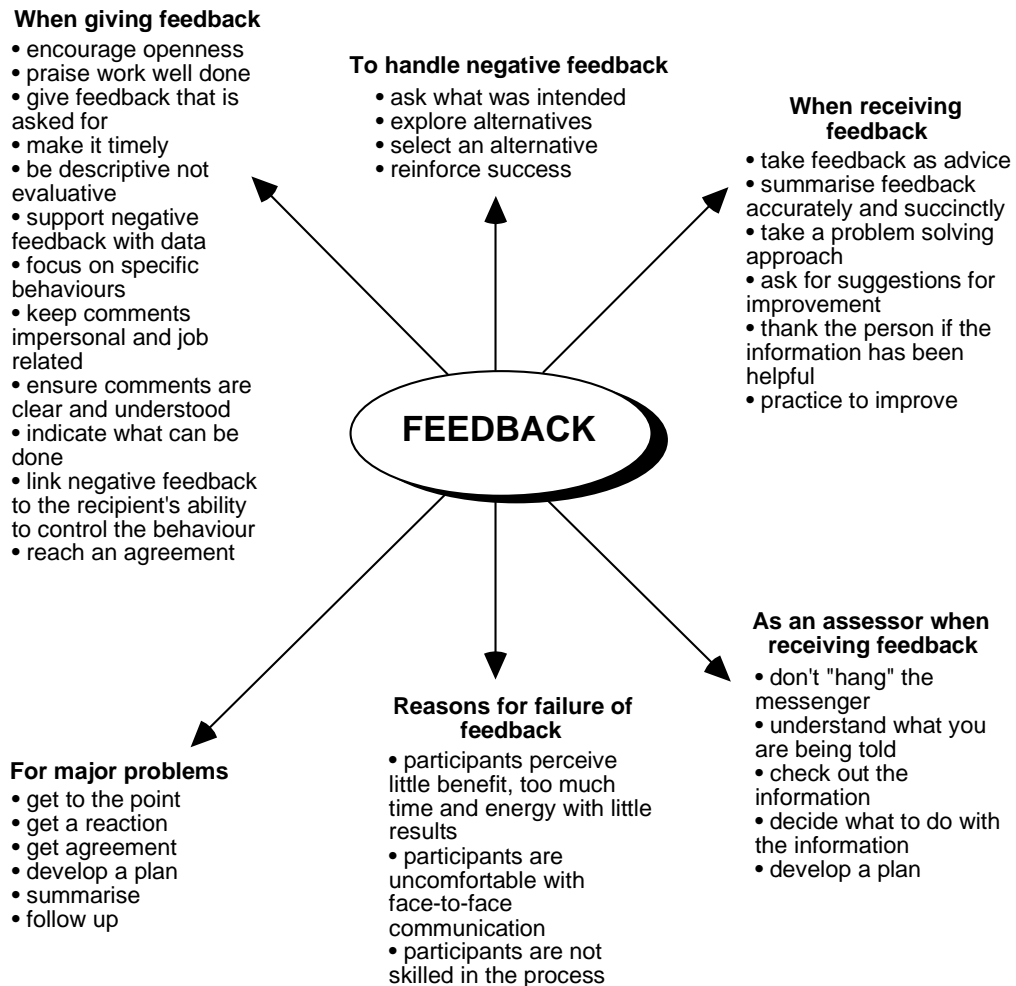


Figure 12. Current thinking about feedback

Special needs considerations

It is important to consider *reasonable accommodation* for assessee's with a disability. *Reasonable accommodation* can be defined as:

A process where reasonable steps are taken to identify potential barriers and make appropriate modifications to facilitate opportunities for people with disabilities.

Frequently, people with a disability experience barriers imposed not by their disability, but by some feature of the environment. An easy example to picture is that of stairs, which pose obvious barriers to people who use wheelchairs.

Other barriers are not so obvious, but the obstacles are just as great. A further example in the past has seen many people with a disability disadvantaged by a strict adherence to time limits for tests. These time limits might be unreasonable due to the additional time that a person with a physical disability might take to physically complete the test, or a person who is Deaf might take to communicate via a sign language interpreter.

In a 1994 report by the New South Wales Technical And Further Education Commission, it was stated that:

The essential purpose of incorporating reasonable adjustment (or accommodation) in assessment procedures is to give the person being assessed an alternative method of demonstrating competence.

This report encouraged assessors to:

- Be aware that an adjustment might be necessary (many disabilities are invisible);
- Consider thoroughly how an adjustment might be made;
- Discuss this directly with the person being assessed;
- Consult relevant sources of advice; and
- Make arrangements for adjusting the assessment.

4.5 APPEAL AND REASSESSMENT PROCESS

An assessee should receive feedback on the assessment process as soon as possible after the assessment. Feedback should include advice on how to better prepare for the assessment, suggestions on how to collect further evidence, and strategies on how to gain experience in the area being assessed. If an assessee has been briefed well by their assessor on the assessment process, re-tries for assessment and appeals should be kept to a minimum.

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a Statement of Attainment or qualification under the Australian Qualifications Framework. The appeals and reassessment process is developed and managed by the Registered Training Organisation. As a first step, appeals should be made to and reassessments done by the Registered Training Organisation. Should this fail, responsibility rests with the State/Territory Training Authorities for the implementation of fair and impartial appeals processes. The appeals and reassessment process should be described to the assessee prior to assessment taking place, as part of the explanation of the overall assessment procedure. Parties involved in the assessment have the right, under the appeals and reassessment process, to request reassessment at a later time if reasonable grounds are demonstrated for questioning the original outcome. An independent assessor who has technical competence in the standards being assessed must hear the appeal.

5 SOURCES OF INFORMATION ON ASSESSMENT

5.1 LIST OF ASSESSMENT RESOURCES

Assessment Centre for Vocational Education. (1994) *Costing Training and Assessment – Issues Paper*. Assessment Centre for Vocational Education. St Leonards.

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GLOSSARY

Alignment	The process of relating groups of competencies with a definable work outcome to an Australian Qualifications Framework level.
Appeal Process	The process whereby the person assessed or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment.
Assessment	Assessment is the process of collecting evidence and making judgements on whether competency has been achieved.
Assessment system	An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair and valid.
Assessor in the Recreation Industry	The qualifications for Recreation Industry Assessors are outlined in section 2.1 of the Assessment Guidelines and includes a requirement to be recorded as competent against the <i>Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.</i>
Australian Qualifications Framework	A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector.
Competency	Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.
Customisation	In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications.
Endorsement	The formal recognition of endorsable Training Package components by the National Training Quality Committee.
Evidence	The set of information which, when matched against the relevant criteria, provides proof of the competence of the person assessed. Evidence can take many forms and be gathered from a number of sources.
Evidence Guide	This is part of a unit of competence. Its purpose is to guide assessment of the unit of competence in the workplace or institution. Each unit of competence has an Evidence Guide which relates directly to the Performance Criteria and Range of Variables.
Formative Assessment	Assessment which occurs during the learning program while the learner's knowledge and skills are still being formed.

<i>Integrated Assessment</i>	An approach to assessment that covers multiple elements and/or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.
<i>Key Competencies</i>	Employment related general competencies that are essential for effective participation in the workplace.
<i>Mediation</i>	A process that attempts to reach an outcome satisfactory to all assessees.
<i>National Training Quality Committee</i>	The body responsible for endorsing Training Packages.
<i>Packaging</i>	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
<i>Qualification</i>	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the Vocational Education and Training sector) relevant to identified individual, professional, industry or community needs.
<i>Range of Variables</i>	The Range of Variables relates to the unit as a whole. The Range of Variables statement performs a number of significant functions, such as to contextualise the competency, to provide a link to knowledge and enterprise requirements, to assist in providing a focus for assessment, and to assist with updating standards as they are reviewed.
<i>Reassessment</i>	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
<i>Records of Assessment</i>	The information that is retained as a result of the assessment outcomes, by the Registered Training Organisation that is responsible for issuing the nationally recognised Statement of Attainment or qualification.
<i>Registered Training Organisation</i>	Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.
<i>Reporting of assessment outcomes</i>	The different ways in which the outcomes of assessment processes are reported to the person assessed, employers and other relevant groups. Assessment outcomes may be reported in a variety of ways including graded, non-graded and descriptive

	reporting systems.
Review of assessment processes	Planned and systematic analysis of the assessment system.
Sport and Recreation Training Australia	The national industry training advisory board for Community Recreation, Fitness, Outdoor Recreation and Sport Industries.
State/Territory sport and recreation industry training advisory boards	State and Territory industry training advisory boards for the Community Recreation, Fitness, Outdoor Recreation and Sport industries. These operate as the State/Territory equivalents of Sport and Recreation Training Australia.
Statement of Attainment	A document issued by a Registered Training Organisation to an individual who is recorded as competent against a set of competencies, which do not satisfy an Australian Qualifications Framework qualification outcome, as defined in a Training Package.
Summative Assessment	Assessment which summarises a learner's knowledge and skills, and which comes at the end of the learning program.
Task	A discrete, identifiable and meaningful component of work that is carried out for a specific purpose leading to a particular outcome.
Training Program	A structured approach to the development and attainment of competencies for a particular Australian Qualifications Framework qualification to meet the requirements of the endorsed components of Training Packages. It includes the choice of units or options within the Training Package and the method, training and location for achieving the competencies. In respect of apprenticeships and traineeships, training programs are negotiated between providers on the one hand and employers and individuals on the other, reflecting choice made by the assesseees.

COMPETENCY STANDARDS

FOR THE

NATIONAL FITNESS

INDUSTRY TRAINING PACKAGE

SRF01

IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products website and comparing the version identifier. This information is displayed in the sample of the Training Package
- Where the Australian Training Products website shows a different version, the Modification History, again shown on the Australian Training Products website in the Training Package sample, will display the changes made in all versions.

Australian Training Products website for version comparison: <http://www.atpl.net.au>

The Modification History is also visible on the website of the developer of the Training Package: <http://www.srtaustralia.org.au>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

<http://www.ntis.gov.au>

MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information. (<http://www.ntis.gov.au>)

Ver.	Release Date	Authorisation	Comments
1.00	17 January 2001	NTQC	Primary release

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WHAT IS A TRAINING PACKAGE?

Training Packages are a key feature of vocational education and training for industries in Australia. They are part of the National Training Framework that aims to make training and regulatory arrangements simpler, flexible and more relevant to the needs of industry.

Training Packages:

- **are developed by industry, for industry**
The Australian National Training Authority provides funding to National Industry Training Advisory Bodies to develop Training Packages. During development, extensive consultation occurs to ensure that the package is relevant and useable. Before endorsement, the developer or Industry Training Advisory Body must validate the package and show that there is broad industry support.
- **encourage training at work**
Training may occur at the workplace, off the job, during regular work, by work experience, work placement or work simulation. Usually, training involves a combination of all these methods depending on what suits the employer, the learner and the type of learning and work being done.
- **provide many pathways for people to become competent**
Australians become work competent in many ways. Training Packages recognise this by putting the emphasis on what you can do not on how or where you learned to do it. For example, some experienced workers may be able to demonstrate competency against the standards and gain a qualification without completing any formal training course.

Training Package Components

A Training Package comprises two components, **endorsed** and **support materials**. The endorsed components are endorsed by the Australian National Training Authority's National Training Quality Council.

The **endorsed components** of a Training Package consist of three elements and are illustrated in the following diagram:

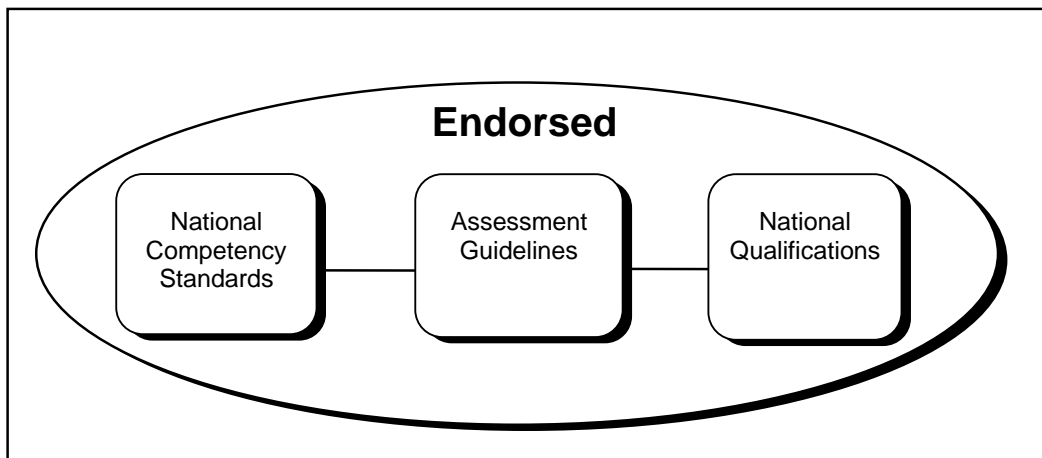


Figure 1. Endorsed components of a Training Package

1. **Competency Standards** that specify the knowledge and skills needed for work within the scope of the Training Package. The standards provide an industry benchmark for training and assessment. They enable enterprises to accurately define particular roles and provide useful guidance for designing job classifications, workplace appraisal, and skill development. They also provide the basis for designing vocational education and training courses for delivery by registered training providers off the job.

Key Features

- Each unit of competency identifies a discrete workplace requirement
- Units incorporate underpinning knowledge and skills, key competencies, language, literacy and numeracy, and occupational health and safety requirements
- Units are flexible in application but sufficiently detailed to guide registered training organisations and assessors and provide consistent outcomes

2. **National Qualifications** within the Australian Qualifications Framework, which are awarded when an employee/learner has been assessed as achieving a combination of competency units that provide a meaningful outcome at an industry or enterprise level. Each qualification consists of a number of core and elective competencies that industry representatives consider workers require to perform a particular role. Where an employee/learner has achieved less than the combination of competency standards for a qualification to be issued, that individual is given a Statement of Attainment that similarly recognises their achievement.

Key Features

- Each qualification (made up of a set of Units of Competency) is aligned directly against the Australian Qualifications Framework
- Within a Training Package, qualifications may range from Certificate I to Advanced Diploma and will include the national title for each qualification
- Will identify New Apprenticeship pathways within the Training Package
- The Qualification will have the Nationally Recognised Training logo displayed on the qualification

Statement of Attainment is issued to individuals who have been assessed and deemed competent against Units of Competency. It is issued by the Registered Training Organisation to the individual on completion of a total qualification or where this is incomplete for Units of Competency the individual is deemed competent. Statements of Attainment issued by one Registered Training Organisations must be recognised by other Registered Training Organisations. Accrual of these Statements can eventually lead to the meeting all the requirements of a qualification.

Key Features

- Will identify the Units of Competency for which the individual has been assessed and is deemed competent by the Registered Training Organisation
 - Will display the Nationally Recognised Training logo
 - Will identify the Registered Training Organisation
3. **Assessment Guidelines** that provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place. These guidelines ensure that all assessments will be thorough, consistent and valid. The guidelines provide an important part of the quality assurance for the issuing of qualifications.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials which support the endorsed components of the Training Package.

Training Package Support Materials

To support implementation of Training Packages, supporting resources are often produced. These products are part of the Training Package but are not formally endorsed. In most instances the products are produced at various stages after the actual Training Package is endorsed. It is not always the case that supporting resources are automatically produced. Registered Training Organisations are encouraged to produce their own resources to meet the needs of their own clientele.

Supporting resources directly related to a Training Package and which meet quality criteria as determined by the National Training Quality Council can be listed on the National Training Information Service on <http://www.ntis.gov.au>

Supporting resources are generally produced to directly relate to a single or multiple units of competency, industry sector, qualification or the total Training Package. They tend to relate to one or more of the categories illustrated below.

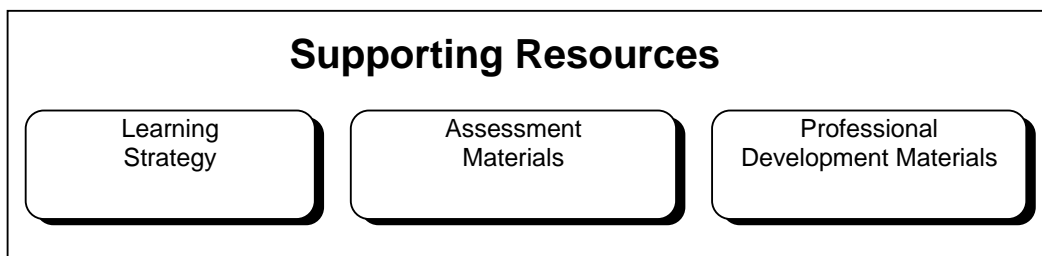


Figure 2. Support resources components of a Training Package

Training Package support materials are produced by Registered Training Organisations, private and commercial developers, the Federal Department of Education Training and Youth Affairs, State Training Authorities and by the Australian National Training Authority to support the implementation of the Training Package. These materials can consist of:

- **learning strategies** that provide information to assist training providers to design specific training programs to assist trainees attain the required competencies;
- **assessment materials** that can be used to gather evidence of competency. They are designed to provide assessors with sufficient information to make reliable judgements about whether a person has met the required competency standard; and
- **professional development materials** that provide information, hints and resources for trainers and assessors about how to successfully implement the Training Package.

Registered Training Organisations may develop their own supporting resources or use any resources developed specifically to support a Training Package.



Developed products which have been through an official "Noting" process within the Australian National Training Authority, which determines whether the product meets Australian National Training Authority's quality criteria, are able to have on their cover the official logo indicating that the product has met the quality criteria. The logo is depicted above and is available electronically from Australian National Training Authority.

Approved support materials can be listed on the National Training Information Service which also details a description, their availability and the type of product. The National Training Information Service can be located on <http://www.ntis.gov.au>.

Although there is a process for approval of supporting resources, it is not compulsory for a Registered Training Organisation to submit resources to the Australian National Training Authority. Registered Training Organisations are at liberty to use whatever resources are available to them to meet the requirements of the qualification or the units of competency.

Version Control

The Australian National Training Authority has developed a specific style for tracking changes to Training Packages and their constituent components. Recognition of that style may assist users of Training Packages to determine the currency of the information.

Training Package

Each Training Package has been assigned a unique five character code. A typical code looks like SRO99. The last two characters (version identifier) which are numbers instead of letters, represents the year the Training Package was initially endorsed. Units of Competency and Qualifications originating in that Training Package will all commence with the first three letters these being SRO followed by other characters and a version identifier for both units and qualifications.

Units of Competency

All units of competency have been assigned a unique 12 character code. The last character in that code will always be a letter and this letter represents the version identifier. A unit of competency when it first appears in a Training Package will always have an “A” as the version identifier. Subsequent minor changes that do not change outcomes of that unit, are identified by the next letter of the alphabet. Where unit outcomes change as a result of proposed amendments, the total unique code would change as a result and a change would also be recorded in the title of the unit to reflect the changed outcome.

Qualifications

All qualifications have been assigned a unique eight character code. The last two characters (version identifier) are always numbers and represent the year in which the qualification was endorsed. In all instances, qualifications included in the original Training Package have an identical version identifier to those of the originating Training Packages. In cases where additional qualifications are added after the initial endorsement of the Training Package, the additional qualifications only are assigned a version identifier commensurate with the year of endorsement of the qualification. This version identifier may be different to that of qualifications in the original Training Package.

Review Date

On the Title Page and in the footer of each Training Package page there is a reference to a review date. This review date is determined at the time of endorsement of the Training Package and in effect indicates the date by which the Training Package is to be reviewed in the light of changing technologies, circumstances, industrial relations, etc. This review date is not to be regarded as an expiry date as the Training Package and its components will remain current until it is reviewed or replaced.

Competency Standards for the Fitness Industry Training Package

This document sets out the Competency Standards for the Fitness Industry Training Package.

Competency standards should cover a range of functions that are meaningful in the workplace. Competency standards should provide for skill formation now and in the future. They should incorporate the ability to apply new skills in new situations and changing work organisation, rather than reflecting tasks currently performed.

The broad concept of competency focuses on what is expected in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. It encompasses:

- Task skills – the requirement to perform individual tasks;
- Task management skills – the requirement to manage a number of different tasks within the job;
- Contingency Management skills – the requirement to respond to irregularities and breakdowns in routine; and

- Job/role environment skills – the requirement to deal with the responsibilities and expectations of the work environment including working with others.

Competency standards should also be:

- Related to realistic workplace practices;
- Expressed as outcomes; and
- Written in clear, simple, user friendly language so as to be readily understandable to trainers, supervisors, potential employees and trainees.

Competency standards should also incorporate appropriate underlying skills and knowledge as it relates to competence in the workplace, and deal with the attitudes and values in a way that focuses on their relationship to outcomes achieved. Competency standards must also identify Key Competencies and incorporate language, literacy and numeracy competencies.

1 COMPETENCY STANDARDS

1.1 BACKGROUND

Over the past six (6) years Sport and Recreation Training Australia, on behalf of the sport and recreation industry, has developed competency standards for the following functional areas of the industry:

- administration
- career-oriented participation
- coaching and instruction
- regulation and compliance
- outdoor recreation activities

All of the above standards were endorsed by the industry and by the Australian National Training Authority, and are due for review as part of the Sport and Recreation Industry Training Package developments.

All of these standards still have application within the industry, and therefore formed the basis of the review associated with the development of the Sport and Recreation Training Packages.

1.2 CONTENT

Competency standards reviewed and/or newly developed by Sport and Recreation Training Australia conform to requirements identified in the “Guidelines for Training Package Developers” in that they:

- reflect industry work outcomes and practices across the functional areas covered;
- accurately reflect workplace outcomes across a range of enterprises, incorporating small, medium and large businesses;
- show skills and knowledge as part of the evidence guide attached to each unit of competency;
- incorporate key competencies, language, literacy and numeracy skills and regulatory requirements, where applicable, within the performance criteria, range of variables and/or evidence guide;
- detail the key competencies in a grid at the end of each unit;
- apply access and equity principles; and
- are suitable for flexible use by enterprises within the industry.

1.3 WHAT ARE COMPETENCY STANDARDS?

The broad concept of competency is related to realistic work practices, expressed as an outcome, and understandable to all people in the workplace. It is important that the meaning of the standards be interpreted and understood in the same way by different users, and in different situations.

Competency comprises the specification of knowledge areas and skills relevant to an industry, and the application of that knowledge and skills to the standard of performance required in the workplace.

The Australian National Training Authority's definition of competency encompasses several features: – *“The concept of competency focuses on what is expected of an employee in the workplace rather than the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments”.*

Units of competency should encompass all four components of competency, which are:

- Task skills – the requirement to perform individual tasks;
- Task management skills – the requirement to manage a number of different tasks within the job;
- Contingency management skills –the requirement to respond to irregularities and breakdowns in routine; and
- Job/role environment skills – the requirement to deal with the responsibilities and expectations of the work environment including working with others.

The Australian National Training Authority requires competency standards to conform to a format. A competency standard is made up of a number of Units, comprising Elements, Performance Criteria, Range of Variables and an Evidence Guide.

Unit Title

The Unit Title is the title of a broad area of competency expressed in outcome terms.

Unit Descriptor

The Unit Descriptor can, where necessary, expand on the information provided in the title of the unit to accurately and clearly reflect the purpose and intent of the unit.

Elements of Competency

Elements of Competency are basic building blocks of the unit. Elements describe, in outcome terms, functions that a person in a particular area of work is able to perform.

Performance Criteria

Performance Criteria are evaluative statements that specify what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified.

Range of Variables

The Range of Variables statement contextualises the competency, to provide a link to knowledge and organisation requirements, to assist with updating standards as they are reviewed.

Evidence Guide

The Evidence Guide guides the assessment of the Unit of Competency in the workplace and/or training program.

The Evidence Guide gives further information about the quality and level of performance. Its purpose is to guide assessment of the Unit of competency in the workplace and/or a training program. The evidence will relate directly to the Performance Criteria and Range of Variables.

The Evidence Guide will include the following:

- **Critical aspects of evidence to be considered** - The aspects that relate to some particular knowledge or skill that is essential to performance.
- **Interdependent assessment of units** - Defines the assessment relationships between different units.
- **Required knowledge and skills (underpinning knowledge and skills)** - Essential knowledge and skills that a person needs to perform work to the required standard.
- **Resource implications** - Defines the resources that will be required to conduct assessment.
- **Consistency in performance** – Defines the requirements to demonstrate competency over time, in a number of contexts and involving a range of evidence.
- **Context for assessment** - It will define the environment where assessment can take place.
- **Key Competencies** – These standards incorporate the seven Key Competencies defined by the Mayer Committee. These competencies are:
 1. Collecting, analysing and organising information.
 2. Communicating ideas and information.
 3. Planning and organising activities.
 4. Working with others in teams.
 5. Using mathematical ideas and techniques.
 6. Solving problems.
 7. Using technology.

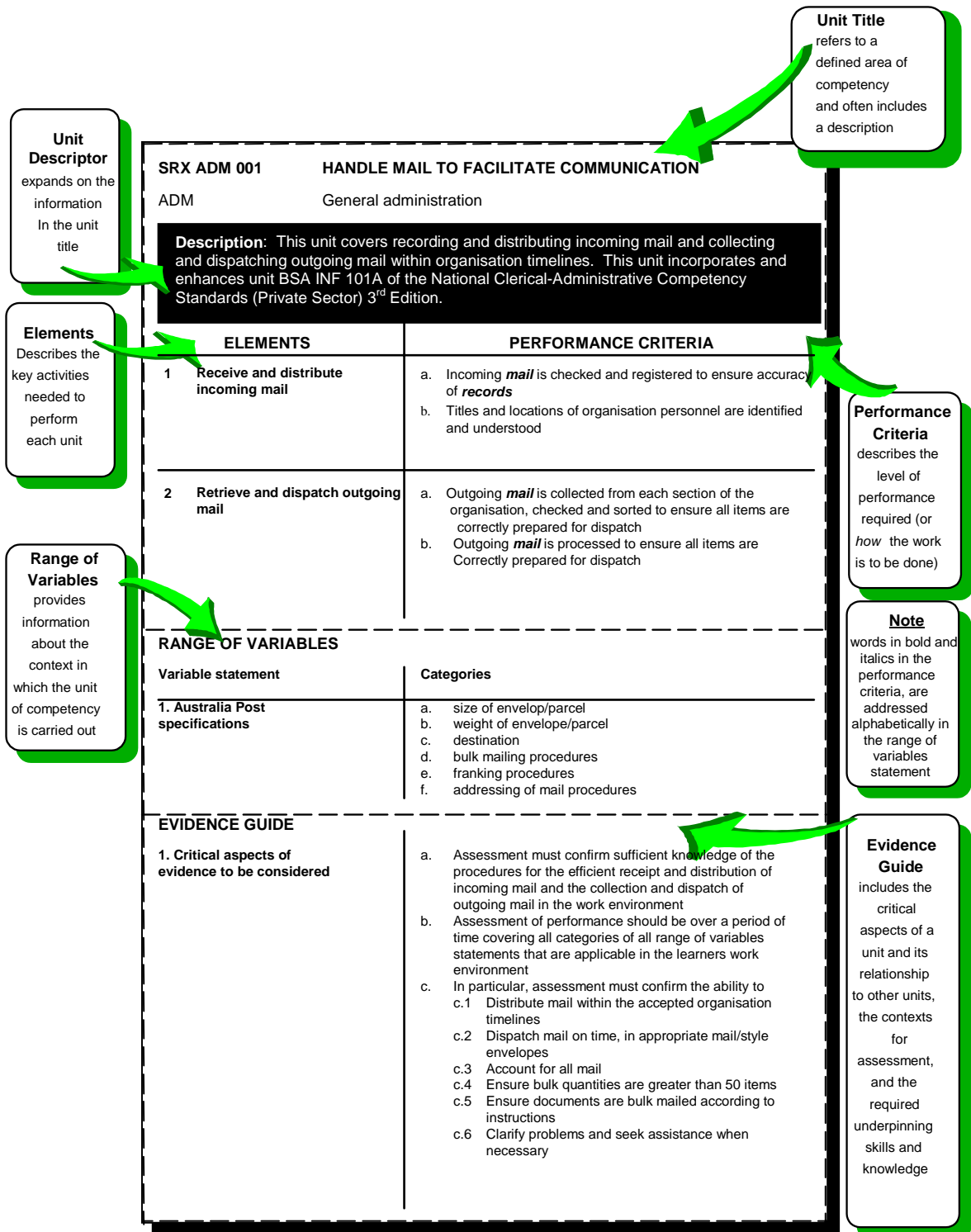


Figure 3. Format of competency standards

2 CUSTOMISATION OF COMPETENCY STANDARDS

2.1 CUSTOMISATION

In any customisation of Units of Competency within this Training Package, three (3) broad principles should be followed:

- i) industry-wide skill requirements should still be adequately addressed;
- ii) industry portability requirements should still be adequately addressed; and
- iii) the integrity of the competency standards, assessment requirements and Australian Qualifications Framework outcomes are to be maintained.

The national Units of Competency have been developed so that they are flexible enough to apply to all types of sport and recreation settings and organisations. In developing the Units of Competency, it was recognised that most individual Units of Competency needed to apply across all sport and recreation industries. Where this was not possible, particular Units of Competency were developed to address the needs of a specific industry. It should therefore be possible to apply Units of Competency within particular industries and organisations without difficulty.

The Units of Competency are written to be general enough to apply to the entire range of sport and recreation situations. Statements such as “according to organisational procedure” or “as appropriate to the work situation” allow wide customisation. The Units of Competency therefore provide a guide that can be taken and tailored to meet the needs of specific sectors and businesses.

Most importantly, the Units of Competency are designed to allow training to be tailored and contextualised to meet the needs of specific industry sectors and specific industry organisations.

Customising the endorsed national Units of Competency is a simple process. The aim is to add specific industry or organisation information to the Units of Competency to reflect the work of a particular industry or workplace.

These additions can be made without changing the integrity or meaning of the endorsed national Units of Competency.

Customisation can assist in using the units of competency to enhance skills and productivity, and at the same time deliver access to the advantages of the national training system, quality learning resources, consistent outcomes, and nationally recognised qualifications.

To aid in the implementation of the Sport and Recreation Industry Training Packages at the organisation level, customisation of the Units of Competency is actively encouraged.

The following principles apply to customisation:

- To promote the development of a truly national training system and the portability of qualifications across the sport and recreation industries, changes to the Unit Title are not permitted.
- The substance of the Elements and Performance Criteria should not be changed without the endorsement of Sport and Recreation Training Australia. The integrity of the sport and recreation Units of Competency must be maintained by the adoption of all elements within a unit.

- As the standards have application within different contexts, additions can be made to the Range of Variables. The Range of Variables statements encompass particular applications. They are extensive but are not intended to be prescriptive or exhaustive. Should certain circumstances not be listed, the user may add these.
- The Evidence Guide may be altered to allow for the inclusion of an organisation's procedures for the purpose of assessment and changes to the underpinning knowledge and skills.
- When customising the Units of Competency, a Registered Training Organisation and/or organisation must ensure that any qualification generated must, as a minimum, be comparable to a qualification achieved against the industry Units of Competency.
- Customisation of any and all qualifications should be advised to Sport and Recreation Training Australia.

2.2 THE CUSTOMISATION PROCESS

Customisation involves no major changes to the Units of Competency: organisation-specific information is merely added to the national Units of Competency, in the Evidence Guides or the Range of Variables, without taking anything away. By doing this, the integrity of the national Units of Competency is maintained and the customised Units of Competency are still equivalent to the national Units of Competency.

2.3 RULES FOR CUSTOMISING THE SPORT AND RECREATION INDUSTRY UNITS OF COMPETENCY

There are general rules that apply to the customisation of all national Units of Competency:

- Customisation can be done in the Range of Variables or Evidence Guide. In other words, see if organisation-specific information can be added to these sections of the national Units of Competency.
- When the organisation information has been added into the national Units of Competency, the unit of competency may no longer be identifiable as the national unit of competency. Therefore, there may be a need to state *equivalence* to the national unit of competency.

Equivalence only exists if the national unit of competency is still intact within the customised version. If information has been taken out of the national unit of competency, the resulting competency standard is no longer equivalent to the national unit of competency and therefore it loses all the advantages of consistency.

2.4 WHY STATE EQUIVALENCE?

If all the Elements of Competency and the Performance Criteria present in a national Unit of Competency are still present in the customised version, the customised Unit of Competency is equivalent to the national Unit of Competency. This means that someone who is competent in the customised Unit of Competency would also be competent in the national Unit of Competency.

However, because additions have been made in the customised version it is no longer *exactly the same* as the national Unit of Competency. This is because the national code can only be used to refer to the endorsed national Unit of Competency.

2.5 STATING EQUIVALENCE

To acknowledge that customisation has taken place and that the Unit of Competency is now specific to a particular organisation there is a need to:

- **State the equivalence** to the relevant national unit of competency in the Unit Descriptor, eg, "This unit of competency is equivalent to the unit SRX COM 001A of the national Sport Industry Training Package".
- **Create a new code** for the customised Unit of Competency. The Unit of Competency would have no national recognition and would need to go through an endorsement process as part of an industry/enterprise Training Package. A statement, outlining equivalence to the relevant national Unit of Competency should then be incorporated into the Unit Descriptor.

3 KEY COMPETENCIES

3.1 THE KEY COMPETENCIES

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries.

The following Key Competencies have been identified:

Key Competency	Descriptor
Collecting, analysing and organising information	The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.
Communicating ideas and information	The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
Planning and organising activities	The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.
Working with others and in teams	The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.
Using mathematical ideas and techniques	The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.
Solving problems	The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.
Using technology	The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Table 1. Key Competency descriptors

3.2 PERFORMANCE LEVELS IN THE KEY COMPETENCIES

Three levels of performance have been established as follows:

Performance Level	Descriptor
Performance Level 1	Describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.
Performance Level 2	Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
Performance Level 3	Describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Table 2. Performance levels in the Key Competencies

Key competencies are reflected in each unit of competency, and are outlined in the Evidence Guides.

4 TECHNICAL QUALITY

The competency standards included in the Sport and Recreation Training Packages conform to the national format and have been prepared in accordance with the Australian National Training Authority's Standards Best Practice Manual.

The Range of Variables statement/s attached to each unit of competency describes the variations that can apply to the performance of the unit, eg, technology, enterprise differences, legislative and regulative conditions.

Evidence Guides in their most detailed form, provide information on underpinning knowledge and skills, context of assessment, critical aspects of assessment and linkages to other units.

5 CONSULTATION PROCESS

The review and development process involved consultation with and within all States and Territories under the auspices of the local Sport and Recreation Training office or local industry peak body. Focus Groups were convened to discuss the issues and to comment on the existing and revised set of competency standards. This consultation process was undertaken with operative and management level sport and recreation industry staff across all sport and recreation industries.

The competency standards for:

- community recreation activities;
- fitness activities;
- outdoor recreation activities; and
- sport activities

have been developed by an external consultant. In the community recreation industry the Community Recreation Council of Australia oversaw the consultation, development and validation processes; in the fitness industry Fitness Australia oversaw the consultation, development and validation processes; in the outdoor recreation industry the Outdoor Recreation Council of Australia oversaw the consultation, development and validation processes; while in the sport industry the Confederation of Australian Sport oversaw the consultation, development and validation processes.

6 VALIDATION PROCESS

Validation of the standards has been carried out in conjunction with key industry associations, unions, organisations and training providers, public and private. The review and development process involved consultation with all states and territories under the auspices of the local Sport and Recreation Training office or the local industry peak body. Focus groups were held to discuss the issues, and to validate the new competency standards.

The creation of new Sport and Recreation Units of Competency - Generic, and the removal of Units duplicating material across the functional areas, provides for greater flexibility in their use. The Sport and Recreation Core units meet the need to maximise career path development for employees and prospective employees.

7 FUTURE REVIEW AND MAINTENANCE OF COMPETENCY STANDARDS

Any future review undertaken by Sport and Recreation Training Australia will encompass:

- the technical quality of the competency standards to address any improvements suggested by the Australian National Training Authority;
- industry acceptance, usage and feedback;
- possible existence of any bias perceived in the competency standards including industry bias;
- the reliability of the competency standards as benchmarks for assessment;
- the alignment with the Australian Qualifications Framework; and
- overlap with competency standards developed by other competency standards bodies.

Within the Sport and Recreation Training Packages, some units of competency developed by other competency standards bodies have been imported into this package, eg, the National Assessors and Workplace Trainers Body.

As part of the Quality Assurance processes related to competency standards, Sport and Recreation Training Australia undertakes to liaise with the competency standards bodies on an annual basis and will revise relevant sport and recreation units of competency to reflect the changes effected by the competency standards body responsible.

8 SUMMARY OF UNITS

8.1 UNIT CODING

A complete listing of the National Sport and Recreation Industry Competency Standards appears on the following pages. The coding for each of the National Sport and Recreation Industry Competency Standards is consistent with the coding that will appear on the National Training Information Service.

Each nationally endorsed unit of competency has been allocated a unit code that includes a three (3) digit industry based code, a three (3) digit field identifier, a three (3) digit number and a one (1) digit version identifier.

SRX, SRC, SRF, SRO and SRS are the national identifiers for those units that form part of the Sport and Recreation Training Packages. As an example:

- SRX ADM 001A - Handle mail to facilitate communication - is a generic sport and recreation unit of competency;
- SRC CRD 003A - Promote access, equity and diversity in community recreation - is a community recreation unit of competency;
- SRF FIT 004A – Develop basic fitness programs - is a fitness unit of competency;
- SRO NAV 002A - Navigate in difficult or trackless areas - is an outdoor recreation unit of competency; and
- SRS STR 005A - Tape ankle, thumb and fingers - is a sport unit of competency.

Units imported from other industries maintain their original codes, eg, TDT B3 97 - Carry out vehicle maintenance, is imported from the Transport and Distribution Industry Training Advisory Body.

The full list of industry codes utilised in the Sport and Recreation Industry Training Packages are outlined in the following table.

Industry Code	Description
SRX	Sport and recreation - generic
SRC	Sport and recreation – community recreation activities
SRF	Sport and recreation – fitness activities
SRO	Sport and recreation – outdoor recreation activities
SRS	Sport and recreation – sport activities
BSX	Business services – generic
BSZ	Business services – workplace training and assessment
CS	Community services
TDT	Transport and distribution
THH	Tourism and hospitality – hospitality
THT	Tourism and hospitality – tourism
PUX	Public safety
RUA	Rural - agriculture
WRR	Wholesale and retail - retail

Table 3. Industry codes for the sport and recreation units of competency

Each unit of competency also contains a field code to help identify the particular area that the unit of competency relates to. Utilising the above examples:

- SRX ADM 001A - Handle mail to facilitate communication - is a generic sport and recreation unit of competency from the general administration field;
- SRC CRD 003A - Promote access, equity and diversity in community recreation - is a community recreation unit of competency from the community recreation development field;
- SRF FIT 004A – Develop basic fitness programs - is a fitness unit of competency from the fitness field;
- SRO NAV 002A - Navigate in difficult or trackless areas - is an outdoor recreation unit of competency from the navigation field; and
- SRS STR 005A - Tape ankle, thumb and fingers - is a sport unit of competency from the sports trainer field.

The full list of field codes utilised in the Sport and Recreation Industry Training Packages are outlined in the following tables.

Field Code	Description
ADM	General administration
CAI	Coaching and instruction
CLS	Client service
COM	Communication
EME	Emergency response
ESEO	Emergency response (Public safety)
EVT	Events
FAC	Facility management
FIN	Finance
FMI	Frontline Management Initiative (Business services)
GCS	General customer service (Hospitality)
GLE	General leadership (Hospitality)
GOV	Organisation governance
GRP	Groups

Field Code	Description
HRM	Human resource management
IND	Industry/enterprise
INN	Innovation
MKT	Marketing
OHS	Occupational health and safety
ORG	Organisation of work
PLA	Planning
PPD	Planning and product development (Tourism)
QUA	Quality
RES	Resource management
RIS	Risk
SMA	Sales and marketing (Tourism)
TEC	Technology
TEM	Working in teams

Table 4. Field codes for the sport and recreation – generic units of competency

Field Code	Description
AER	Group fitness
AQA	Water based fitness activities
FIT	Fitness
GYM	Individual fitness instruction

Field Code	Description
OLD	Older adults
PTI	Personal training
SPP	Specific training

Table 5. Field codes for the fitness units of competency

Each unit of competency also contains a number to help identify where in a particular sequence the unit of competency belongs. Utilising the above examples:

- SRX ADM 001A - Handle mail to facilitate communication - is the first generic unit of competency from the general administration field;
- SRC CRD 003A - Promote access, equity and diversity in community recreation - is the third community recreation unit of competency from the community recreation development field;
- SRF FIT 004A – Develop basic fitness programs - is the fourth fitness unit of competency from the fitness field;
- SRO NAV 002A - Navigate in difficult or trackless areas - is the second outdoor recreation unit of competency from the navigation field; and
- SRS STR 005A - Tape ankle, thumb and fingers - is the fifth sport unit of competency from the sports trainer field.

The “A” that follows the unit code indicates the particular version of the unit. As revisions are undertaken and units of competence are updated, the version identifier will change to B, C, D etc, to reflect the changes. Utilising the above examples:

- SRX ADM 001A - Handle mail to facilitate communication - is the first version of the first generic unit of competency from the general administration field;
- SRC CRD 003A - Promote access, equity and diversity in community recreation - is the first version of the community recreation unit of competency from the community recreation development field;
- SRF FIT 004A – Develop basic fitness programs - is the first version of the fourth fitness unit of competency from the fitness field;
- SRO NAV 002A - Navigate in untracked areas - is the first version of the second outdoor recreation unit of competency from the navigation field; and
- SRS STR 005A - Tape ankle, thumb and fingers - is the first version of the fifth sport unit of competency from the sports trainer field.

8.2 SUMMARY OF THE SPORT AND RECREATION – GENERIC UNITS OF COMPETENCY

General administration (ADM)

Code	Title
SRX ADM 001A	Handle mail to facilitate communication
SRX ADM 002A	Handle information to maintain access to and security of records
SRX ADM 003A	Apply knowledge of the organisation to complete routine administration tasks
SRX ADM 004A	Operate a range of office equipment to complete routine tasks
SRX ADM 005A	Handle mail to facilitate the information flow of the organisation
SRX ADM 006A	Process and analyse information to provide access to and security of records
SRX ADM 007A	Select, operate and maintain a range of office equipment to complete a range of tasks
SRX ADM 008A	Organise the copying and collating of documents
SRX ADM 009A	Maintain information records system to ensure its integrity
SRX ADM 010A	Use the advanced functions of a range of office equipment to complete daily tasks
SRX ADM 011A	Prepare meeting details
SRX ADM 012A	Supervise an established records system to ensure its integrity
SRX ADM 013A	Plan business trip and associated itinerary to ensure efficient travel
SRX ADM 014A	Manage and coordinate projects
SRX ADM 015A	Establish and maintain a records system to ensure integrity of the system
SRX ADM 016A	Establish and maintain library/resource collection
SRX ADM 017A	Plan and establish office administration systems and procedures
SRX ADM 018A	Review office administration systems and procedures to meet changing demands
SRX ADM 019A	Manage the meeting process

Coaching and instruction (CAI)

Code	Title
SRX CAI 001A	Assist in preparing sport and recreation sessions for clients
SRX CAI 002A	Assist in conducting sport and recreation sessions for clients
SRX CAI 003A	Provide equipment for activities
SRX CAI 004A	Plan a sport and recreation session for clients
SRX CAI 005A	Conduct a sport and recreation session for clients
SRX CAI 006A	Organise a sport and recreation program
SRX CAI 007A	Conduct a sport and recreation program
SRX CAI 008A	Plan and prepare an individualised long-term training program
SRX CAI 009A	Conduct, monitor and adjust individualised long-term training programs
SRX CAI 010A	Evaluate, analyse and modify long-term and/or high performance individualised training programs
SRX CAI 011A	Plan and prepare for clients to meet the demands of high level participation
SRX CAI 012A	Conduct, monitor and adjust high performance individualised training programs

Client service (CLS)

Code	Title
BSX FMI 507A	Manage quality client service
SRX CLS 001A	Interact with clients
SRX CLS 002A	Deliver service to clients
SRX CLS 003A	Coordinate interaction with clients
SRX CLS 004A	Provide advice in order to meet current and anticipated client requirements

Communication (COM)

Code	Title
PUX COMO 04A	Manage organisational communication strategies
SRX COM 001A	Communicate in the workplace
SRX COM 002A	Receive and pass on information to facilitate effective routine communication
SRX COM 003A	Collect and provide information to facilitate communication flow
SRX COM 004A	Source and present information in response to requests
SRX COM 005A	Research, prepare and present information

Emergency response (EME)

Code	Title
PUX EME0 01A	Provide emergency care
PUX EME0 02A	Manage injuries in emergency incidents
PUX EME0 03A	Administer oxygen in an emergency situation
SRX EME 001A	React safely in an emergency and help prevent emergencies
SRX EME 002A	Participate in the control of minor emergencies
SRX EME 003A	Respond to emergency situations
SRX EME 004A	Coordinate emergency response

Events (EVT)

Code	Title
SRX EVT 001A	Coordinate guest/delegate registrations at venue
SRX EVT 002A	Organise meeting/event and provide on-site meeting/event management services
SRX EVT 003A	Coordinate events
SRX EVT 004A	Plan and manage conferences on behalf of management to achieve identified goals
SRX EVT 005A	Manage special events
SRX EVT 006A	Plan, implement and evaluate an event or program
SRX EVT 007A	Manage spectators at an event or program
THT PPD 08A	Plan and develop meeting/event proposals and bids
THT PPD 09A	Develop conference programs
THT PPD 11A	Develop and implement meeting/event management systems and procedures

Facility management (FAC)

Code	Title
SRX FAC 001A	Maintain equipment for activities
SRX FAC 002A	Maintain sport and recreational facilities
SRX FAC 003A	Implement facility maintenance programs
SRX FAC 004A	Plan and provide sport and recreational services
SRX FAC 005A	Coordinate facility and equipment acquisition and maintenance
SRX FAC 006A	Manage and control stock supply and purchase
SRX FAC 007A	Manage the provision of equipment and consumables
SRX FAC 008A	Obtain facilities
SRX FAC 009A	Plan, develop and commission facility development

Finance (FIN)

Code	Title
SRX FIN 001A	Prepare and process financial documentation for cash flow and accounting records
SRX FIN 002A	Maintain daily financial records for accounting purposes
SRX FIN 003A	Monitor cash control for accounting records
SRX FIN 004A	Process payroll
SRX FIN 005A	Produce reports as required for cash flow forecasts and budgetary purposes
SRX FIN 006A	Manage payroll records for employee salaries and statutory record keeping purposes
SRX FIN 007A	Monitor and control disbursements within a given budget
SRX FIN 008A	Secure financial resources to support the organisation
SRX FIN 009A	Negotiate insurance
SRX FIN 010A	Prepare and analyse financial budgets and produce financial reports
SRX FIN 011A	Meet statutory reporting requirements

Organisation governance (GOV)

Code	Title
SRX GOV 001A	Participate as a member of an effective Board of an organisation
SRX GOV 002A	Undertake the role of an individual Director of an organisation
SRX GOV 003A	Undertake the role of Chairperson at a Board meeting
SRX GOV 004A	Work effectively with the Board of an organisation

Groups (GRP)

Code	Title
SRX GRP 001A	Facilitate a group
SRX GRP 002A	Provide leadership to groups

Human resource management (HRM)

Code	Title
SRX HRM 001A	Manage volunteers
SRX HRM 002A	Participate in staff selection to ensure team goals are achieved
SRX HRM 003A	Promote and maintain a positive employee/industrial relations environment
SRX HRM 004A	Recruit staff
SRX HRM 005A	Monitor and review staff performance
SRX HRM 006A	Develop and implement a human resource plan
THH GLE 09A	Manage workplace diversity
THH GLE 21A	Provide mentoring support to business colleagues

Industry/Enterprise (IND)

Code	Title
SRX IND 001A	Develop knowledge of the sport and recreation industry
SRX IND 002A	Develop and implement a career path
SRX IND 003A	Apply sport and recreation law
SRX IND 004A	Establish and maintain an effective industry network
SRX IND 005A	Promote compliance with laws and legal principles

Innovation (INN)

Code	Title
BSX FMI 510A	Facilitate and capitalise on change and innovation
BSX FMI 511A	Contribute to the development of a workplace learning environment
SRX INN 001A	Respond to the changing environment to achieve organisational goals

Marketing (MKT)

Code	Title
SRX MKT 001A	Plan and implement services to meet client needs
SRX MKT 002A	Liaise with the media to promote the organisation
SRX MKT 003A	Promote organisation's activities
SRX MKT 004A	Analyse and respond to changing markets
SRX MKT 005A	Prepare a marketing plan to achieve goals
SRX MKT 006A	Initiate and maintain communication with sponsors/funding organisations
SRX MKT 007A	Monitor the membership base to ensure retention
SRX MKT 008A	Manage activities designed to increase public awareness of the organisation
THH GCS 02A	Promote products and services to clients
THH GCS 07A	Coordinate marketing activities
THT SMA 01A	Coordinate the production of brochures and marketing materials
THT SMA 02A	Create a promotional display/stand

Occupational Health and Safety (OHS)

Code	Title
SRX OHS 001A	Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace
SRX OHS 002A	Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area to achieve and maintain Occupational Health and Safety standards
SRX OHS 003A	Establish, maintain and evaluate Occupational Health and Safety system in order to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees and clients

Organisation of work (ORG)

Code	Title
BSX FMI 501A	Manage personal work priorities and professional development
SRX ORG 001A	Organise work
SRX ORG 002A	Work effectively in a sport and recreation organisation
SRX ORG 003A	Coordinate work and work priorities in a sport and recreation organisation
SRX ORG 004A	Plan, allocate and evaluate work carried out by teams, individuals and self
SRX ORG 005A	Participate in the meeting process
SRX ORG 006A	Conduct projects
SRX ORG 007A	Develop teams and individuals to enhance performance

Planning (PLA)

Code	Title
BSX FMI 505A	Manage operations to achieve planned outcomes
BSX FMI 506A	Manage workplace information
SRX PLA 001A	Develop a strategic plan
SRX PLA 002A	Prepare an operational plan
SRX PLA 003A	Develop and implement policy and procedures
SRX PLA 004A	Evaluate organisation's activities

Quality (QUA)

Code	Title
BSX FMI 509A	Implement and monitor continuous improvement systems and processes
SRX QUA 001A	Monitor quality control

Resource management (RES)

Code	Title
SRX RES 001A	Educate the public on the safe use of a sport and recreational resource
SRX RES 002A	Improve client awareness and implementation of environmental management practices
SRX RES 003A	Contribute to the planning, monitoring and control of resources
SRX RES 004A	Minimise waste and pollution and their environmental impact
SRX RES 005A	Achieve an efficient use of resources
SRX RES 006A	Establish policies and strategies to manage and maintain resources
SRX RES 007A	Undertake open space planning
SRX RES 008A	Conserve and re-establish natural systems
SRX RES 009A	Achieve sustainable land management
SRX RES 010A	Protect heritage and cultural assets
SRX RES 011A	Apply environmental principles to the design and maintenance of the built environment
SRX RES 012A	Develop a comprehensive and integrated environmental management strategy

Risk (RIS)

Code	Title
SRX RIS 001A	Undertake risk analysis of activities
SRX RIS 002A	Conduct a risk audit and develop a risk management policy

Technology (TEC)

Code	Title
SRX TEC 001A	Operate a computer to gain access to and retrieve data using keyboard skills
SRX TEC 002A	Operate a computer and printer to produce and print simple documents
SRX TEC 003A	Design, develop and produce documents, reports and work sheets using advanced functions
SRX TEC 004A	Assist with analysis and use of emerging technology
SRX TEC 005A	Assist in the maintenance of a computer system
SRX TEC 006A	Customise and maintain software
SRX TEC 007A	Manage the establishment and maintenance of a work group network
SRX TEC 008A	Manage information technology requirements

Working in teams (TEM)

Code	Title
BSX FMI 502A	Provide leadership in the workplace
BSX FMI 504A	Participate in, lead and facilitate work teams
SRX TEM 001A	Work in teams
SRX TEM 002A	Support the work of a team
SRX TEM 003A	Work autonomously
SRX TEM 004A	Deal with conflict
SRX TEM 005A	Lead, manage and develop work teams
SRX TEM 006A	Create, maintain and enhance effective working relationships

Workplace training and assessment (BSZ)

Code	Title
BSZ 401A	Plan assessment
BSZ 402A	Conduct assessment
BSZ 403A	Review assessment
BSZ 404A	Train small groups
BSZ 405A	Plan and promote a training program
BSZ 406A	Plan a series of training sessions
BSZ 407A	Deliver training sessions
BSZ 408A	Review training
BSZ 501A	Analyse competency requirements
BSZ 502A	Design and establish the training system
BSZ 503A	Design and establish the assessment system
BSZ 504A	Manage the training and assessment system
BSZ 505A	Evaluate the training and assessment system
BSZ 506A	Develop assessment procedures
BSZ 507A	Develop assessment tools
BSZ 508A	Design training courses

Retail (WRR)

Code	Title
WRRCA.1A	Operate retail equipment
WRRCS.2A	Apply point of sale handling procedures
WRRF.1A	Balance register/terminal
WRRI.1A	Perform stock control procedures
WRRI.2A	Maintain stock control
WRRI.3A	Order stock
WRRI.4A	Buy product
WRRLP.2A	Minimise theft
WRRM.1A	Merchandise products
WRRM.3A	Coordinate product presentation
WRRO.1A	Manage merchandise and organisation presentation
WRRO.2A	Manage sales and service delivery
WRRO.5A	Control inventory
WRRS.1A	Sell products and services
WRRS.2A	Advise on products and services
WRRS.3A	Coordinate sales performance
WRRSS.10A	Recommend sport and recreation products and services

Table 6. Summary of the sport and recreation – generic units of competency

8.3 SUMMARY OF THE FITNESS UNITS OF COMPETENCY

Group fitness (AER)

Code	Title
SRF AER 001A	Plan and instruct a group exercise class
SRF AER 002A	Customise group instructional skills to include specific group fitness activities current in the fitness industry

Water based fitness activities (AQA)

Code	Title
SRF AQA 001A	Instruct water based fitness classes for the general population
SRF AQA 002A	Instruct water based fitness activities for specific populations and those with specific fitness goals

Aquatics (AQU)

Code	Title
SRC AQU 001A	Monitor pool water quality
SRC AQU 002A	Operate aquatic facility plant and equipment
SRC AQU 003A	Respond to an aquatic emergency using basic water rescue techniques
SRC AQU 004A	Maintain pool water quality
SRC AQU 006A	Supervise clients at an aquatic facility or environment
SRC AQU 007A	Respond to an aquatic emergency using advanced water rescue techniques
SRC AQU 008A	Apply the principles of movement in water to aquatic activities
SRC AQU 009A	Instruct water familiarisation, buoyancy and mobility skills
SRC AQU 010A	Instruct water safety and survival skills

Coaching general principles (COA)

Code	Title
SRS COA 005A	Include special interest groups or people with special needs
SRS COA 008A	Customise coaching to include children
SRS COA 009A	Customise coaching to include mature aged athletes
SRS COA 010A	Customise coaching to include athletes with a disability

Community recreation development (CRD)

Code	Title
SRC CRD 005A	Apply the principles and issues of volunteering

Community recreation operations (CRO)

Code	Title
SRC CRO 007A	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
SRC CRO 009A	Conduct a recreation program for older persons

Fitness (FIT)

Code	Title
SRF FIT 001A	Provide orientation to clients prior to undertaking a fitness program
SRF FIT 002A	Apply basic exercise science to fitness activities
SRF FIT 003A	Undertake client induction and screening
SRF FIT 004A	Develop basic fitness programs
SRF FIT 005A	Apply basic exercise science to exercise instruction
SRF FIT 006A	Use and maintain core fitness industry equipment
SRF FIT 007A	Undertake advanced exercise planning and programming
SRF FIT 008A	Utilise a broad knowledge of exercise science in exercise planning, programming and instruction
SRF FIT 009A	Undertake postural screening and appraisal
SRF FIT 010A	Utilise a broad range of fitness equipment
SRF FIT 011A	Provide exercise for fitness industry clients with special requirements
SRF FIT 012A	Utilise an understanding of motivational psychology with fitness clients
SRF FIT 013A	Provide information and exercise related to nutrition and bodyfat

Individual fitness instruction (GYM)

Code	Title
SRF GYM 001A	Instruct fitness activity skills to a client using fitness equipment
SRF GYM 002A	Customise gym instructional skills to include specific areas of expertise current in the fitness industry

Officiating general principles (OFF)

Code	Title
SRS OFF 001A	Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk
SRS OFF 002A	Apply rules and regulations to conduct games and competitions

Older adults (OLD)

Code	Title
SRF OLD 001A	Plan and deliver exercise for older adults

Personal Training (PTI)

Code	Title
SRF PTI 001A	Plan and deliver personal training

Strength and conditioning (SAC)

Code	Title
SRS SAC 001A	Teach or develop basic skills of strength and conditioning
SRS SAC 002A	Teach or develop intermediate skills of strength and conditioning

Specific Populations (SPP)

Code	Title
SRF SPP 001A	Plan and deliver advanced exercise to specific populations

Sports trainer (STR)

Code	Title
SRS STR 001A	Implement sports first aid procedures and apply sports first aid
SRS STR 002A	Operate in accord with the accepted roles and responsibilities of a sports trainer
SRS STR 003A	Provide initial management of sports injuries
SRS STR 004A	Conduct basic warm-up, stretching and cool-down programs
SRS STR 005A	Assist with the ongoing management of sports injuries
SRS STR 006A	Tape ankle, thumb and fingers
SRS STR 007A	Implement strategies for dealing with medical conditions in a sport setting
SRS STR 008A	Assist with the rehabilitation of injuries

Table 7. Summary of the fitness units of competency

GLOSSARY

Alignment	The process of relating groups of competencies with a definable work outcome to an Australian Qualifications Framework level.
Appeal Process	The process whereby the person assessed or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment.
Assessment	Assessment is the process of collecting evidence and making judgements on whether competency has been achieved.
Assessment system	An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair and valid.
Assessor in the Recreation Industry	Recreation Industry Assessors must be recorded as competent against the <i>Unit of competency: Conduct assessment in accordance with an established assessment procedure</i> and the <i>Extension unit of competency: Plan and review assessment</i> .
Australian Qualifications Framework	A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector.
Competency	Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.
Customisation	In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications.
Endorsement	The formal recognition of endorsable Training Package components by the National Training Quality Committee.
Evidence	The set of information which, when matched against the relevant criteria, provides proof of the competence of the person assessed. Evidence can take many forms and be gathered from a number of sources.
Evidence Guide	This is part of a unit of competence. Its purpose is to guide assessment of the unit of competence in the workplace or institution. Each unit of competence has an Evidence Guide which relates directly to the Performance Criteria and Range of Variables.
Formative Assessment	Assessment which occurs during the learning program while the learner's knowledge and skills are still being formed.

<i>Integrated Assessment</i>	An approach to assessment that covers multiple elements and/or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.
<i>Key Competencies</i>	Employment related general competencies that are essential for effective participation in the workplace.
<i>Mediation</i>	A process that attempts to reach an outcome satisfactory to all assessees.
<i>National Training Quality Committee</i>	The body responsible for endorsing Training Packages.
<i>Packaging</i>	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
<i>Qualification</i>	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the Vocational Education and Training sector) relevant to identified individual, professional, industry or community needs.
<i>Range of Variables</i>	The Range of Variables relates to the unit as a whole. The Range of Variables statement performs a number of significant functions, such as to contextualise the competency, to provide a link to knowledge and enterprise requirements, to assist in providing a focus for assessment, and to assist with updating standards as they are reviewed.
<i>Reassessment</i>	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
<i>Records of Assessment</i>	The information that is retained as a result of the assessment outcomes, by the Registered Training Organisation that is responsible for issuing the nationally recognised Statement of Attainment or qualification.
<i>Registered Training Organisation</i>	Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.
<i>Reporting of assessment outcomes</i>	The different ways in which the outcomes of assessment processes are reported to the person assessed, employers and other relevant groups. Assessment outcomes may be reported in a variety of ways including graded, non graded and descriptive

reporting systems.

Review of assessment processes

Planned and systematic analysis of the assessment system.

Sport and Recreation Training Australia

The national industry training advisory board for Community Recreation, Fitness, Outdoor Recreation and Sport Industries.

State/Territory recreation training advisory boards

State and Territory industry training advisory boards for the Community Recreation, Fitness, Outdoor Recreation and Sport industries. These operate as the State/Territory equivalents of Sport and Recreation Training Australia.

Statement of Attainment

A document issued by a Registered Training Organisation to an individual who is recorded as competent against a set of competencies, which do not satisfy an Australian Qualifications Framework qualification outcome, as defined in a Training Package.

Summative Assessment

Assessment which summarises a learner's knowledge and skills, and which comes at the end of the learning program.

Task

A discrete, identifiable and meaningful component of work that is carried out for a specific purpose leading to a particular outcome.

Training Program

A structured approach to the development and attainment of competencies for a particular Australian Qualifications Framework qualification to meet the requirements of the endorsed components of Training Packages. It includes the choice of units or options within the Training Package and the method, training and location for achieving the competencies. In respect of apprenticeships and traineeships, training programs are negotiated between providers on the one hand and employers and individuals on the other, reflecting choice made by the assesseees.