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 first Training Package to be completed under the auspices of Sport and Recreation Training Australia.

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

The development of the competency standards, together with the assessment guidelines, the six generic sport and recreation qualifications, and four specific Outdoor Recreation qualifications, represents thousands of hours of input from hundreds of professionals, volunteers and participants involved in Outdoor Recreation.

This Training Package establishes a career path in the Outdoor Recreation 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.

R.G. Romanes, OAM
Chair
Sport and Recreation Training Australia
July 1999

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QUALIFICATIONS FRAMEWORK

FOR THE

NATIONAL OUTDOOR RECREATION

INDUSTRY TRAINING PACKAGE SRO99

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INTRODUCTION

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.

A Training package comprises two components, endorsed and non-endorsed. The endorsed components of the Training Package are national competency standards, assessment guidelines and qualifications. These are endorsed by the Australian National Training Authority's National Training Framework Committee. The relationships between the three components may be expressed as:

- Competency Standards specify the level of performance of an employee in the workplace.
- Assessment Guidelines provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place.
- National Qualifications are awarded when an employee/learner has been assessed as achieving a combination of competency standards at an appropriate level. 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.

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

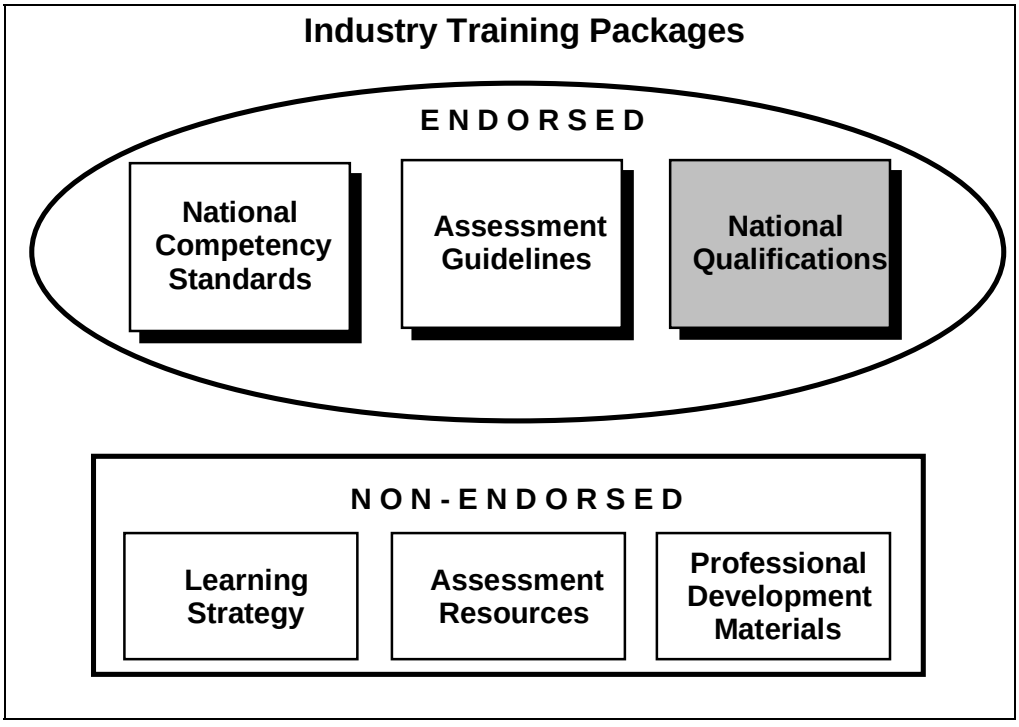

Figure 1. Training Package components

This document sets out the Qualifications Framework for the Outdoor Recreation 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 Outdoor Recreation 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. For most industry areas the new qualification structures equate to the current 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 in all areas to achieve an occupational outcome.

The elements of the Qualifications Framework for the Outdoor Recreation Industry Training Package are:

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

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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 which 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 Outdoor Recreation. 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
- Hospitality
- Public Safety
- Retail
- Road Transport and Distribution
- Rural Industries (Agriculture)
- Tourism

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 Outdoor Recreation Industry Qualifications Framework, allows for the diversity of options required by those working within the Outdoor Recreation industry. This includes the ability to:

- major in only one outdoor recreation activity area, and acquire specialist recreation skills, and/or skills from another industry as part of a qualification;
- become multiskilled in several outdoor recreation activity areas;
- exit with the competencies to guide and/or instruct different outdoor recreation activities at different skill levels (eg, flat water canoeing instructor and advanced bushwalking guide);
- acquire elective and/or specialist competencies (eg, campsite catering, four-wheel driving) as and when required within a career path and associated qualification level; and
- achieve sport and recreation competencies (eg, facility operations, retail, administration) as well as outdoor recreation specific competencies to enhance the career options and vocational outcomes.

(Refer to Figure 2 for possible pathways within an outdoor recreation qualification)

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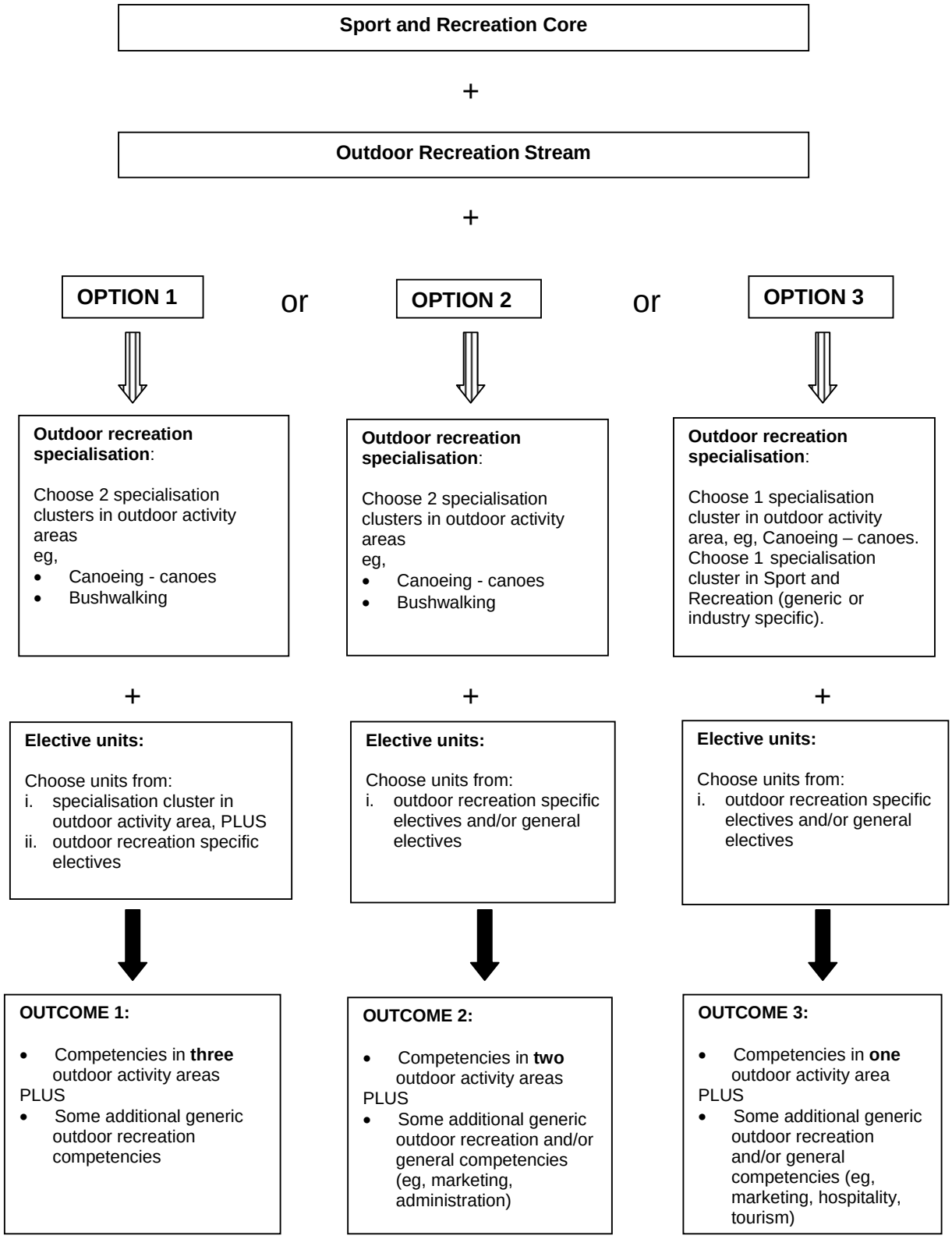
Figure 2: Possible pathways within an outdoor recreation qualification



1.3.3. Functional areas

Within the outdoor recreation industry, the vocational outcomes are primarily those of an Activity Instructor and an Activity Guide, as described in Table 1. Participation, whilst it is an important part of skills acquisition and underpins the ability to Guide or Instruct, is not, in itself, a vocational outcome for most employees within the outdoor recreation industry.

Role/function	*Work description*
Participant	A person who has the necessary competencies to participate independently or under supervision in an outdoor activity. The ability to demonstrate participatory skills to the appropriate standard is a pre-requisite to performing as a Guide or Instructor in outdoor recreation.
Activity Guide	A person who possesses relevant outdoor recreation activity specific competencies to lead or guide clients in that activity. There is no intention of imparting skills or knowledge to clients beyond that which is necessary to enable their safe participation in the activity. At the end of a session or program with a guide, the intent is not for the client to have acquired the skills to independently participate in the activity.
Activity Instructor	A person who facilitates skill transfer or development to participants in order that they may act independently or with minimal supervision. This requires the instructor to be able to critique technique, apply a variety of appropriate instructional strategies and may require them to assess participant's skill acquisition at the end of a program or session.

Table 1. Occupational Roles/functions within the outdoor recreation industry

Within the outdoor recreation industry, some individuals may Guide and Instruct in one or more activity areas, whilst others may obtain employment as an Activity Guide and/or Instructor in only one activity area.

1.3.4 Competency requirement for jobs/functions within the industry

The fluid nature of outdoor recreation programs means that the particular competencies required are dependent on the situation. Whilst there are some competencies (eg, Implement minimal environmental practices) 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 and the environmental settings where they occur. The "appropriate" competencies for a particular situation are those that are suitable for a particular person, 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 Outdoor Guide or Instructor in any given situation:

1. *Kind of environment:* This includes both physical locations (mountain, river, lake, desert, school grounds) and legal requirements (private property, institution, National Parks, Forestry Service). Among the physical variables are weather, distances from the road head and difficulty of terrain.
2. *Kind of activity:* These include the different outdoor recreation activities.
3. *Level of technical expertise:* of staff.
4. *Profile of participants:* This is determined by age gender, physical and mental abilities, and psychological, social and cultural backgrounds.

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It is the responsibility of the employer to determine the type of programs delivered, and the type of situations, clients and conditions encountered and 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 programs frequently require the facilitation of learning outcomes for the client (outdoor education). A qualification or Statement of Attainment issued within the vocational education and training system may not include all of the competencies required to facilitate this learning. In some cases, advanced skills, such as those acquired in undergraduate and postgraduate studies through universities may enhance the outcomes of the program.

Example 1:
Outdoor recreation activities are incorporated into a program for 'at risk' youth where the outdoor guide, in addition to outdoor recreation specific skills, requires knowledge and ability in the areas of psychology, social work and counseling in order to adequately achieve the overall outcomes of the program.

Example 2:
Outdoor recreation activities are incorporated into a program for school children where the outdoor guide, in addition to outdoor recreation specific skills, requires knowledge and ability in the area of education in order to adequately achieve the overall outcomes of the program.

Example 3:
Outdoor recreation activities are incorporated into a corporate adventure program where the outdoor guide, in addition to outdoor recreation specific skills, requires knowledge and ability in the area of management theories in order to adequately achieve the overall outcomes of the program.

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 Outdoor Recreation 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, since 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 Outdoor Recreation Industry Training Package have been included in qualifications at more than one Australian Qualifications Framework level.

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

Table 2. The Australian Qualifications Framework

(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 Outdoor Recreation 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 Outdoor Recreation.

- 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 Outdoor Recreation. Due to the flexibility offered within the Outdoor Recreation 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 requirements 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 (NTIS). In total there are ten (10) possible qualification titles that can be developed from within the Outdoor Recreation Industry Qualification Framework.

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4 INTERPRETATION OF QUALIFICATION TITLES UNDER THE OUTDOOR RECREATION INDUSTRY TRAINING PACKAGE

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

For a comprehensive list of the Units of Competency contained within the Outdoor Recreation and Sport and Recreation qualifications, refer to parts 5 and 6 of this document.

4.1.1. Sport and Recreation qualifications

A total of six (6) Sport and Recreation qualifications titles have been included within the Outdoor Recreation 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

These six qualifications are common to all Qualifications Frameworks within the Sport and Recreation industries (that is, to Community Recreation, Fitness, Outdoor Recreation and Sport).

4.1.2. Outdoor Recreation qualifications

A total of four (4) Outdoor Recreation qualifications titles have been included within the Outdoor Recreation Qualifications Framework and are outlined:

- Certificate II in Outdoor Recreation
- Certificate III in Outdoor Recreation
- Certificate IV in Outdoor Recreation
- Diploma of Outdoor Recreation

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 2).

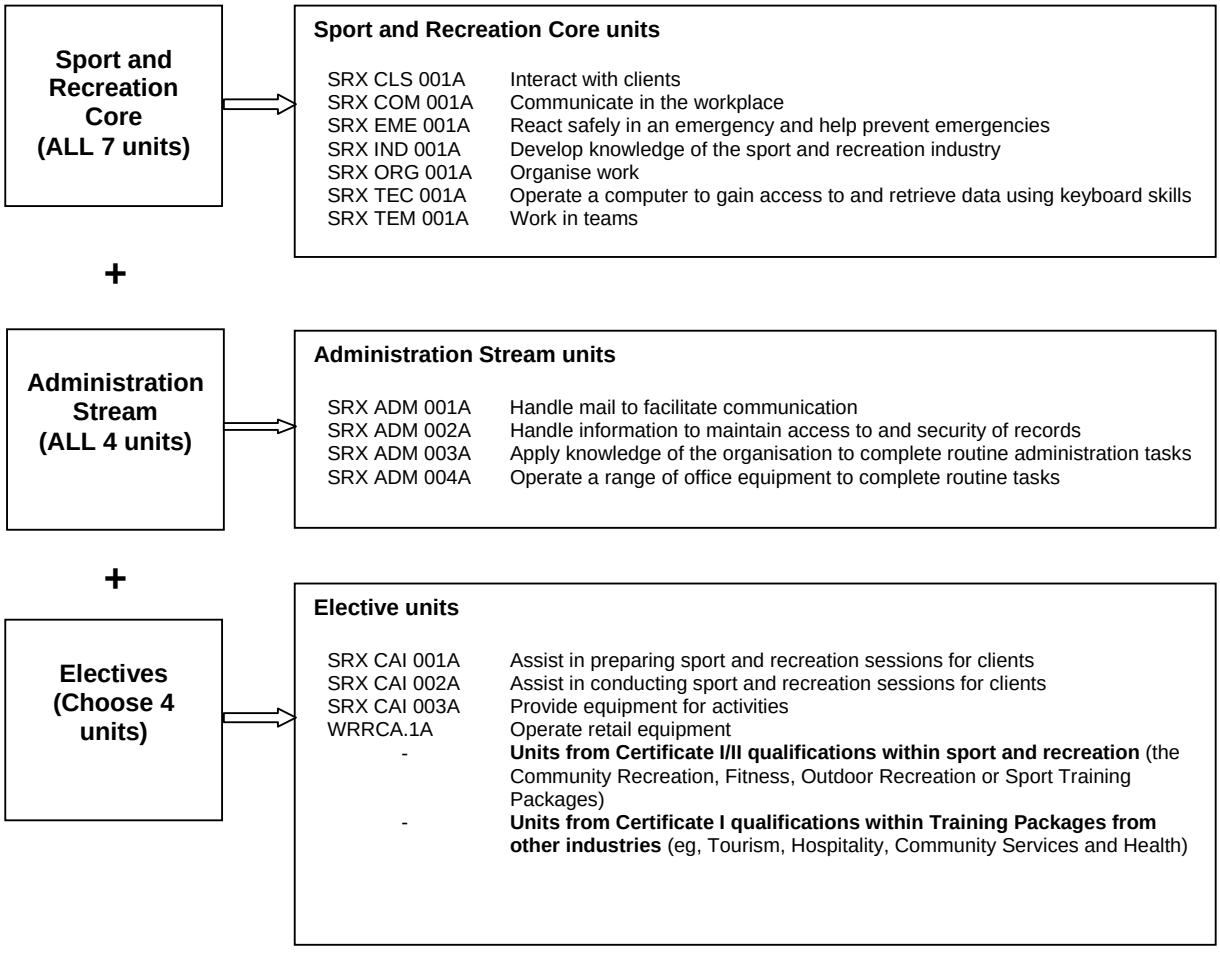

Figure 3. Units of competency within the Certificate I in Sport and Recreation

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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 4).

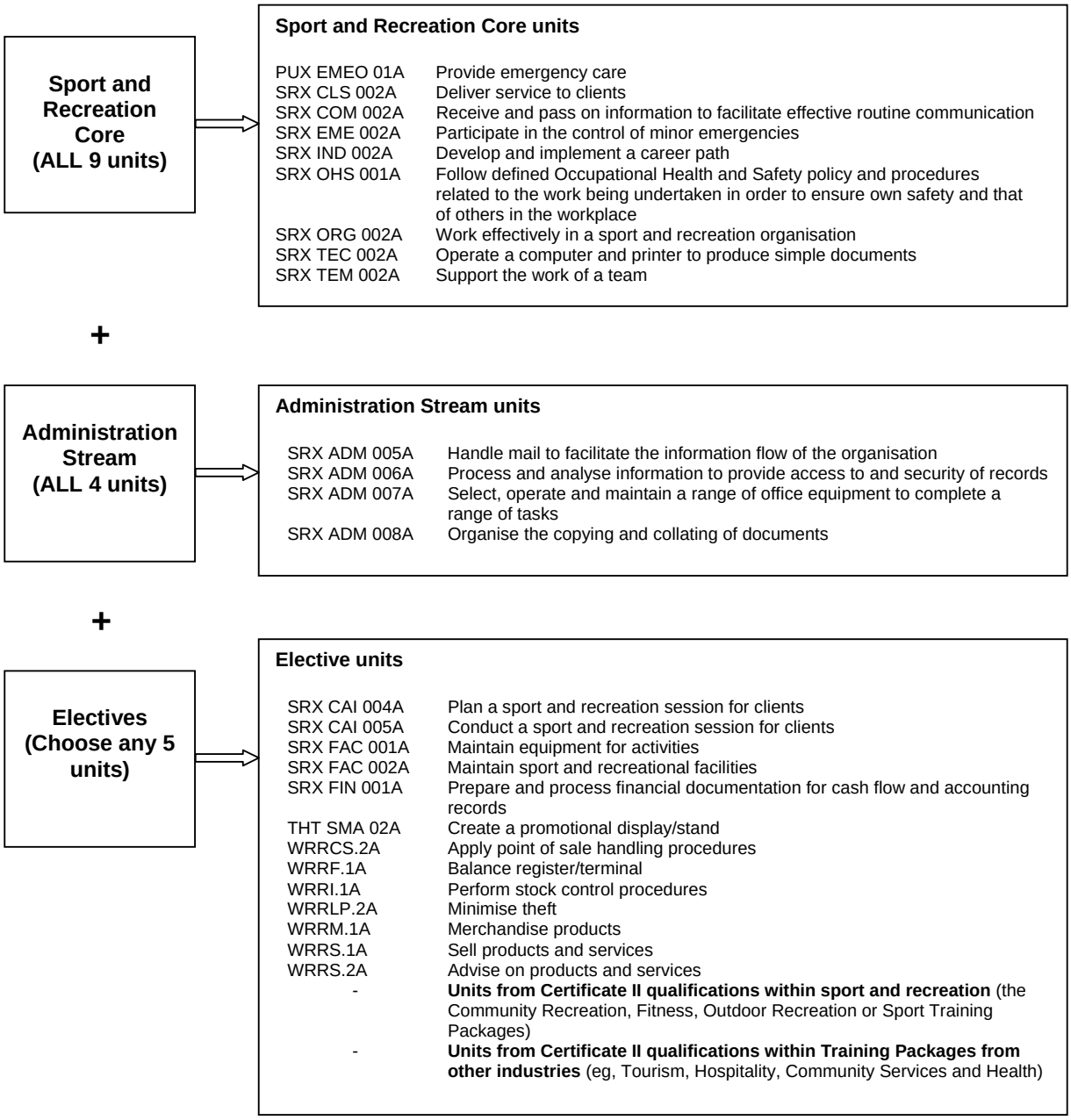

Figure 4. Units of competency within the Certificate II in Sport and Recreation

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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 5).

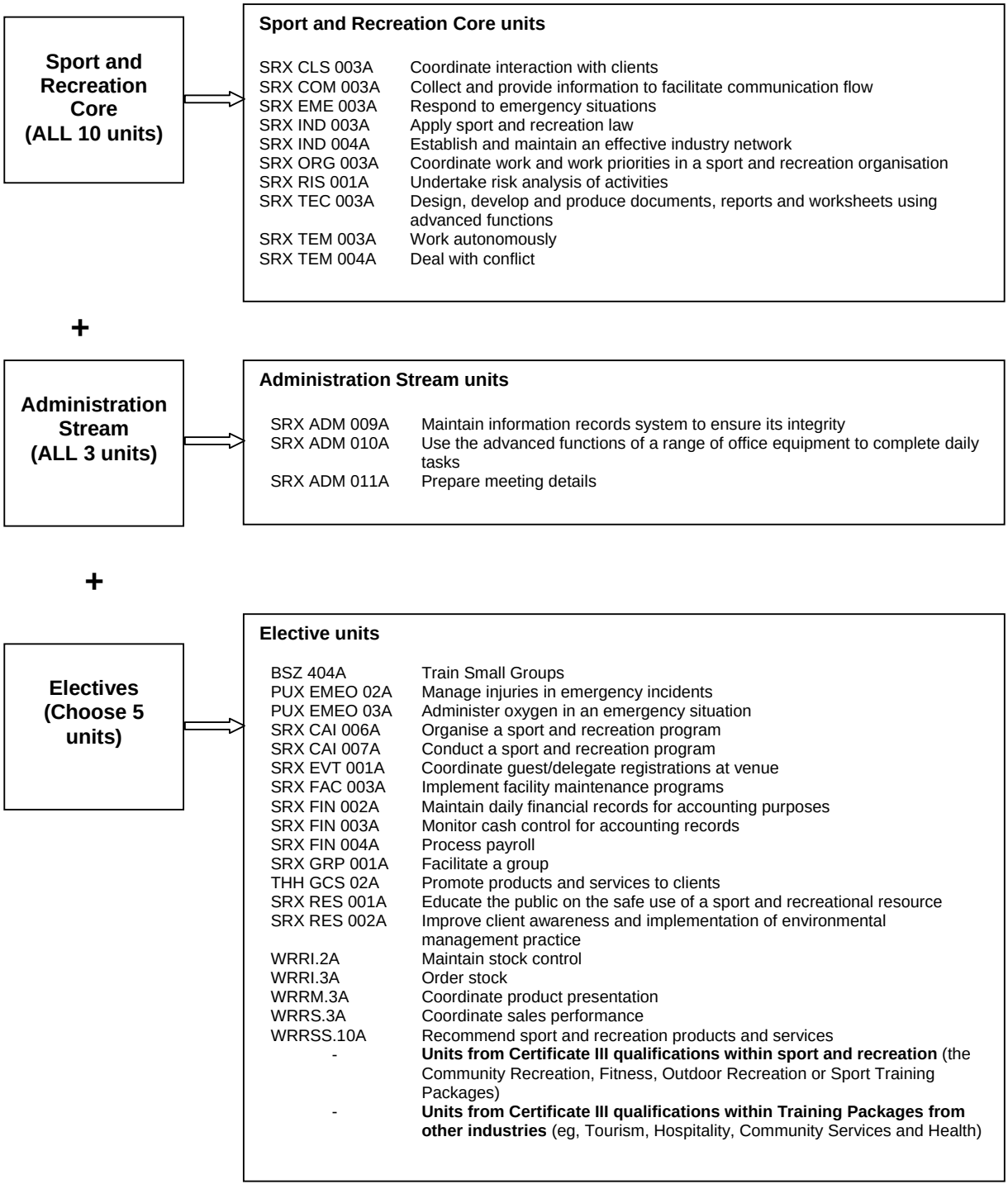

Figure 5: Units of competency within the Certificate III in Sport and Recreation

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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 6).

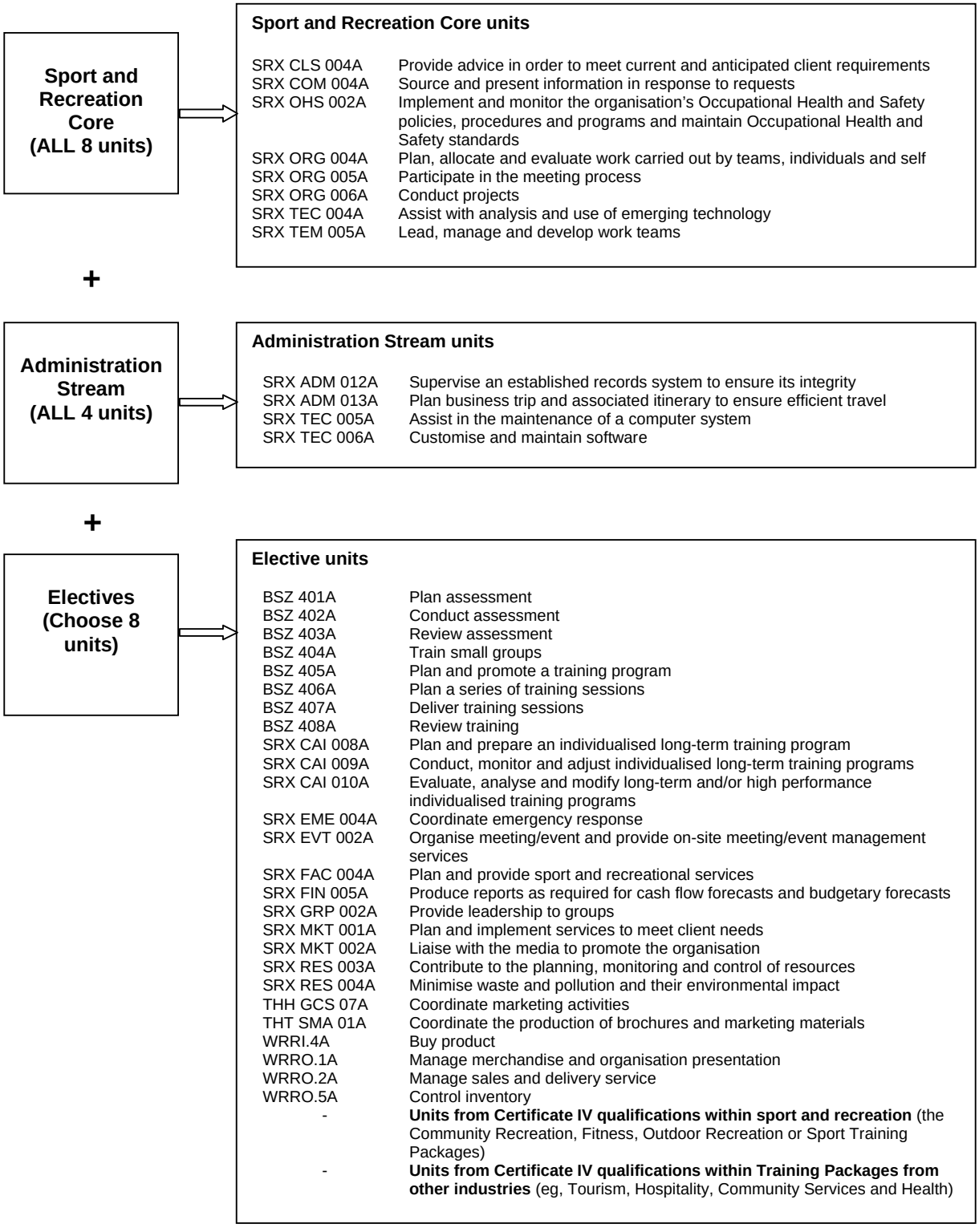

Figure 6: Units of competency within the Certificate IV in Sport and Recreation

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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:

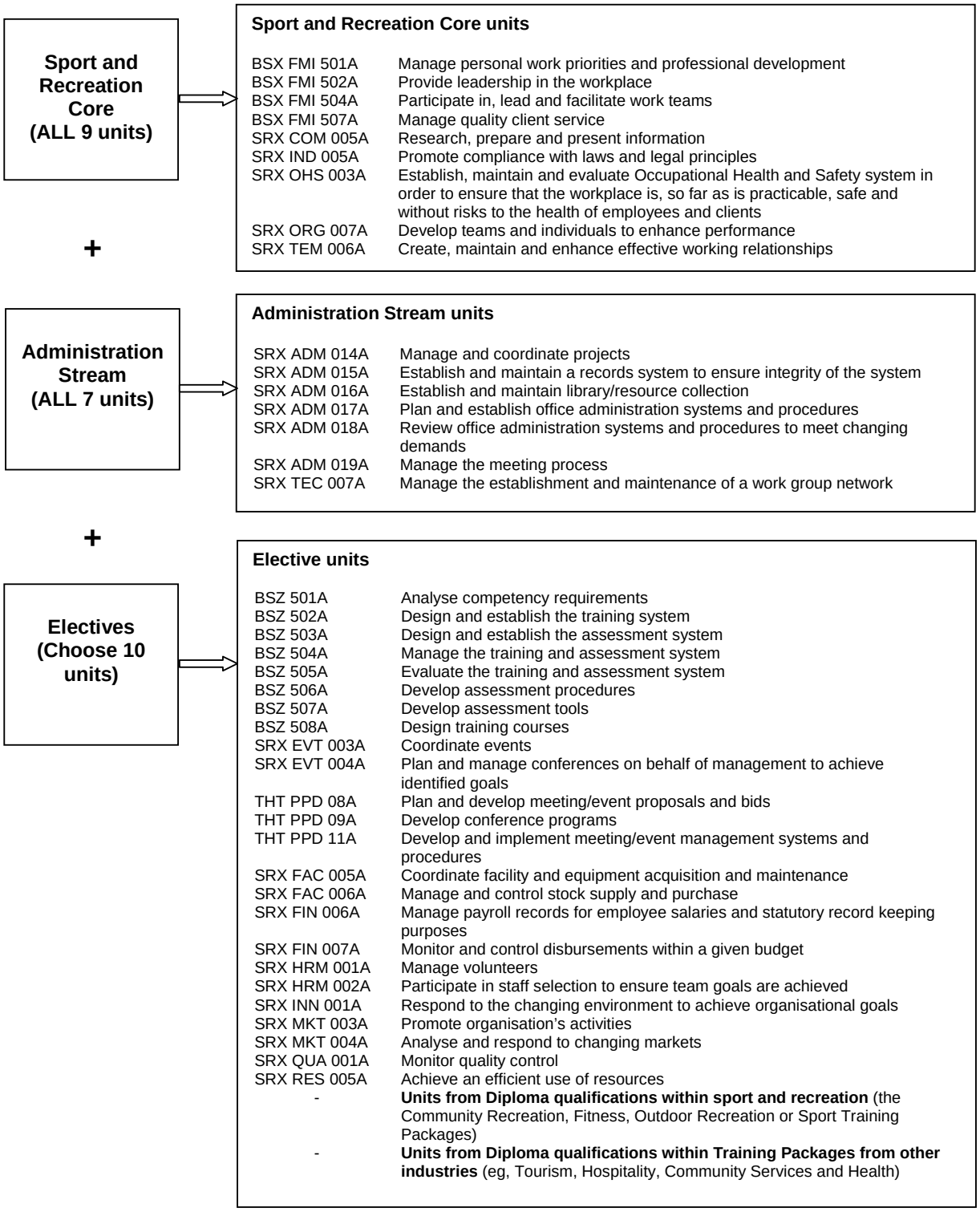
- Sport and Recreation Core Units of Competency

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 7).



Sport and Recreation Core units

BSX FMI 501A	Manage personal work priorities and professional development
BSX FMI 502A	Provide leadership in the workplace
BSX FMI 504A	Participate in, lead and facilitate work teams
BSX FMI 507A	Manage quality client service
SRX COM 005A	Research, prepare and present information
SRX IND 005A	Promote compliance with laws and legal principles
SRX OHS 003A	Establish, maintain and evaluate Occupational Health and Safety system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees and clients
SRX ORG 007A	Develop teams and individuals to enhance performance
SRX TEM 006A	Create, maintain and enhance effective working relationships

Administration Stream units

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
SRX TEC 007A	Manage the establishment and maintenance of a work group network

Elective units

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
SRX EVT 003A	Coordinate events
SRX EVT 004A	Plan and manage conferences on behalf of management to achieve identified goals
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
SRX FAC 005A	Coordinate facility and equipment acquisition and maintenance
SRX FAC 006A	Manage and control stock supply and purchase
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 HRM 001A	Manage volunteers
SRX HRM 002A	Participate in staff selection to ensure team goals are achieved
SRX INN 001A	Respond to the changing environment to achieve organisational goals
SRX MKT 003A	Promote organisation's activities
SRX MKT 004A	Analyse and respond to changing markets
SRX QUA 001A	Monitor quality control
SRX RES 005A	Achieve an efficient use of resources
-	**Units from Diploma qualifications within sport and recreation** (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages)
-	**Units from Diploma qualifications within Training Packages from other industries** (eg, Tourism, Hospitality, Community Services and Health)

Figure 7: Units of competency within the Diploma of Sport and Recreation

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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 8).

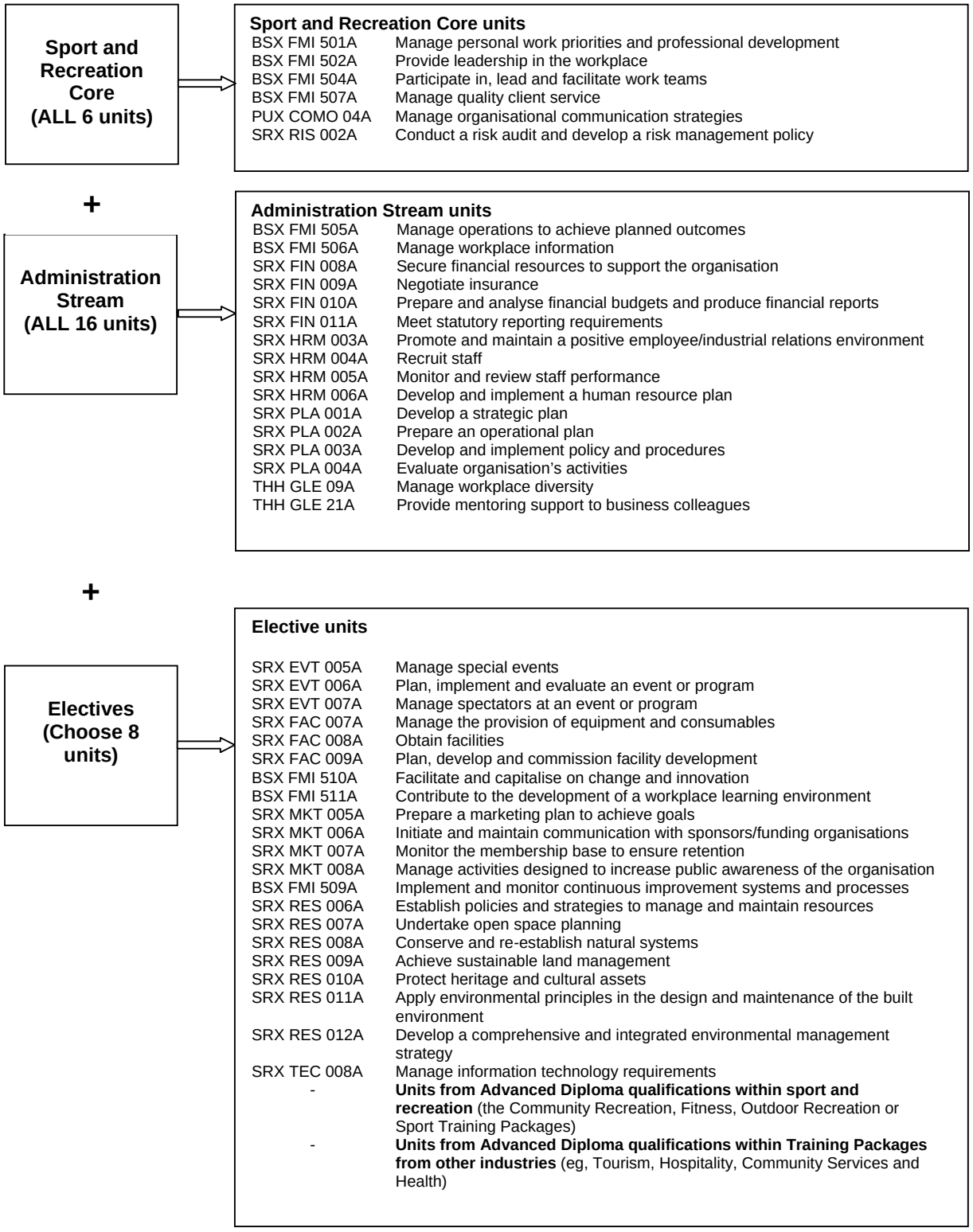

Figure 8: Units of competency within the Advanced Diploma of Sport and Recreation

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6 QUALIFICATIONS AND PATHWAYS: OUTDOOR RECREATION QUALIFICATIONS

6.1 REQUIREMENTS FOR A QUALIFICATION

The requirements for a Qualification in Outdoor Recreation are detailed on subsequent pages but are represented diagrammatically in Figure 9.

At each qualification level:

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

NOTE: Numerous units are repeated across several different activity areas within the outdoor recreation stream clusters. In these cases, competency must be assessed in the context of the specific outdoor recreation activity area. Therefore, in situations where clusters are chosen which contain the same unit title, 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 Outdoor Recreation 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:

- Departments of Education
- Land and Water Management Authorities.

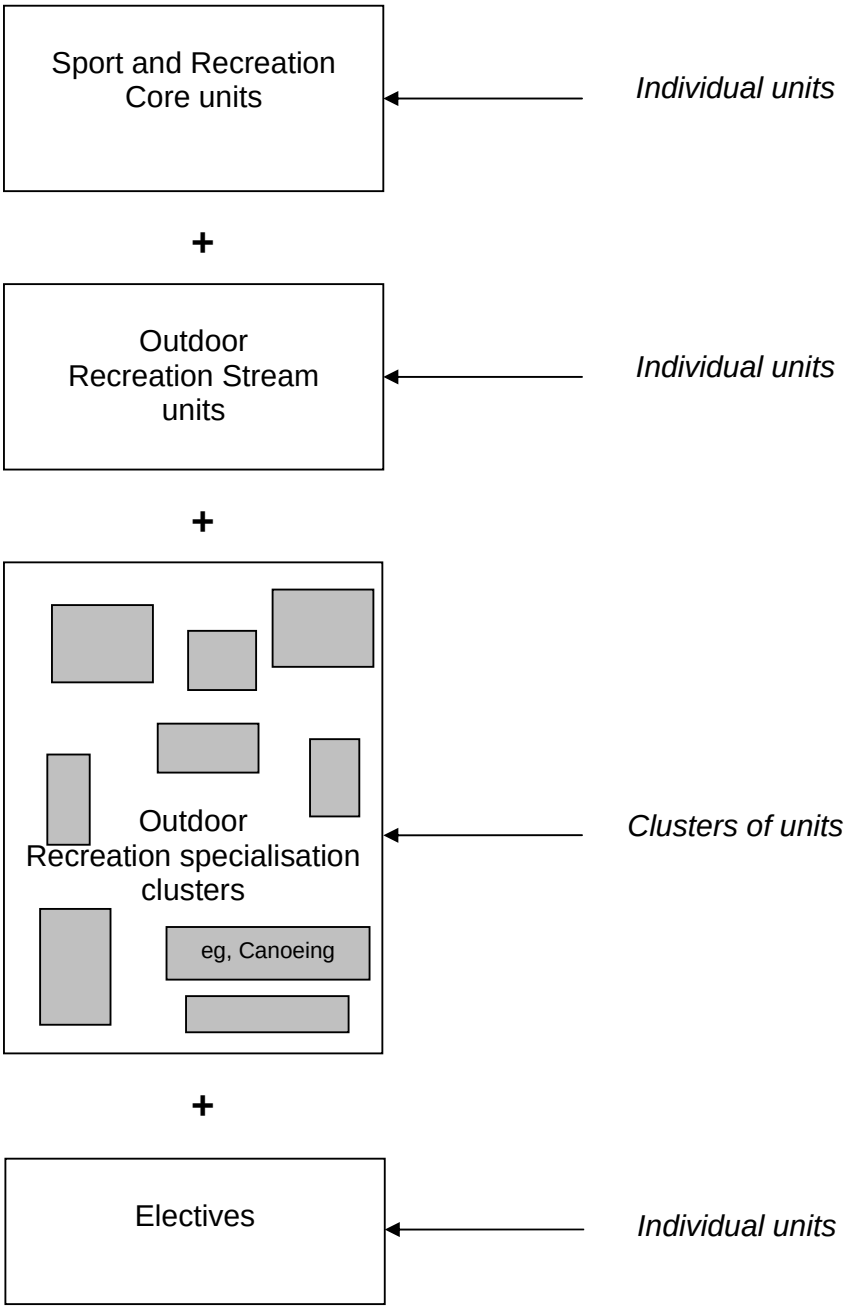

Figure 9: Requirements for an outdoor recreation industry qualification

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6.2 APPLICATION OF THE AUSTRALIAN QUALIFICATIONS FRAMEWORK TO OUTDOOR RECREATION

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 outdoor recreation activities) and are reflected in workplace performance required in units of competency at a given level.

6.2.2 Certificate II in Outdoor Recreation

The Certificate II in Outdoor Recreation is designed to reflect the role of entry level employees working in the Outdoor Recreation industry under supervision. The breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications 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 and some accountability for the quality of outcomes. Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team.

Likely functions within the Outdoor Recreation Industry for those who have this level of competency include working under supervision as an assistant with the conduct of activities on programs and other associated tasks, acting according to clearly defined Standard Operating Procedures and the organisation's documented guidelines.

6.2.3 Certificate III in Outdoor Recreation

The Certificate III in Outdoor Recreation 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, services or contingency measures and within known time constraints. 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 co-ordination may be involved.

Likely functions within the Outdoor Recreation Industry for those who have this level of competency include working within clearly defined contexts (eg, site-specific situations) conducting activities on programs and performing other associated tasks, acting according to clearly defined Standard Operating Procedures and the organisation's documented guidelines. Persons with this level of competence may also work as an assistant with a more experienced leader in potentially non-routine or more complex activities and programs.

6.2.4 Certificate IV in Outdoor Recreation

The Certificate IV in Outdoor Recreation 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.

Applications involving responsibility for, and limited organisation of, other work colleagues.

Likely functions within the Outdoor Recreation Industry for those who have this level of competency include working independently at a broad range of venues with a variety of different client groups. Persons with this level of competency have the ability to deal with unpredictable and non-routine situations.

6.2.5 Diploma of Outdoor Recreation

The Diploma of Outdoor Recreation is designed to reflect the role of those who require breadth, depth and complexity covering planning and initiation of alternative approaches to skill or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination. It incorporates self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involving participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operation or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

(The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications at this level).

Likely functions within the Outdoor Recreation Industry for those who have this level of competency include those working as Operations Managers and Program Managers and/or those working in locations and/or in situations (eg, with difficult or challenging client groups) requiring the use of advanced technical, planning and leadership skills.

6.2.6 Flexibility within qualifications to achieve vocational outcomes

As described in Section 1.3.2 and Figure 2, considerable flexibility is built into the Outdoor Recreation 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 10.

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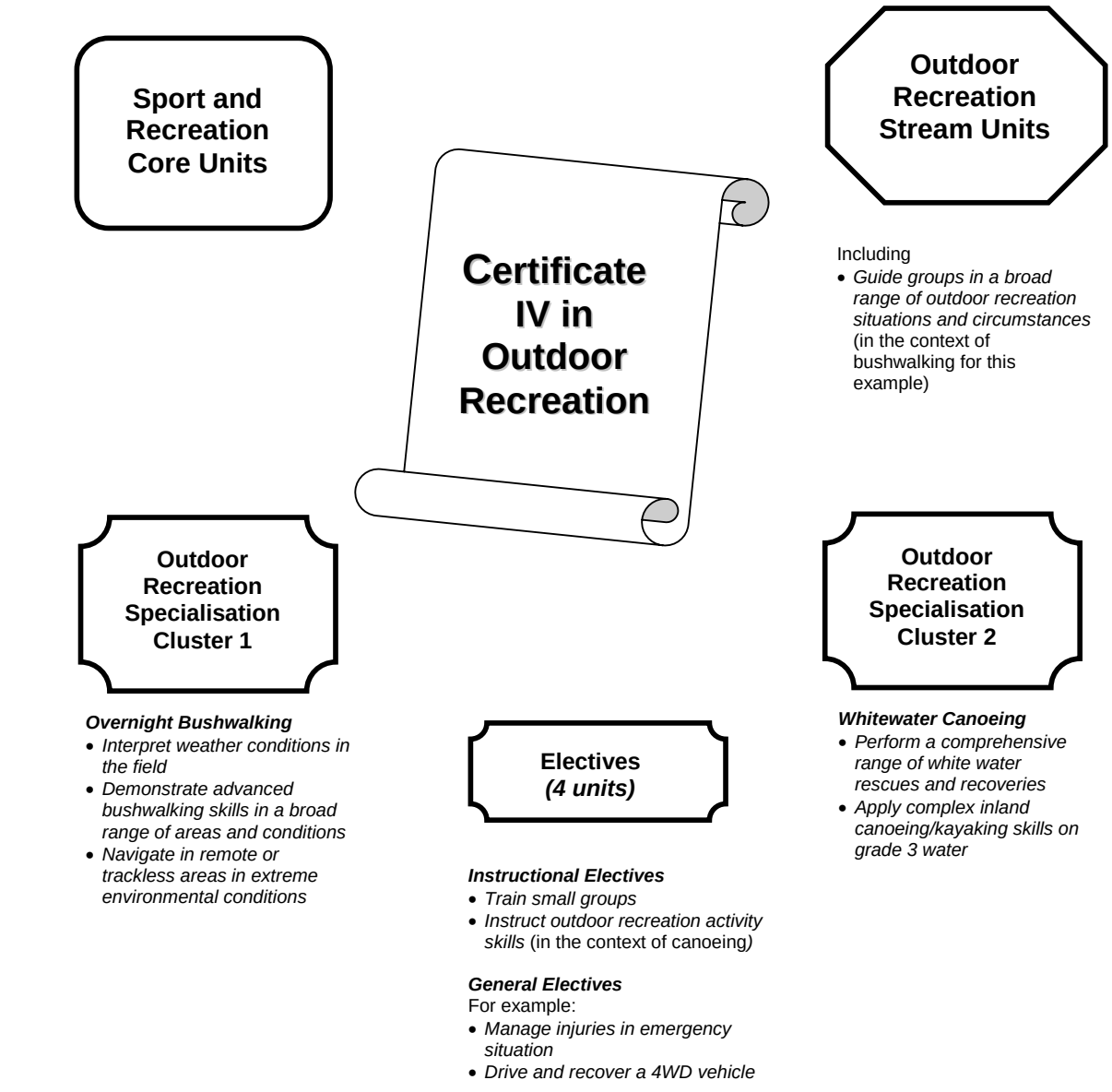
Figure 10: Example vocational outcomes, Certificate IV in Outdoor Recreation



6.3 Certificate II in Outdoor Recreation

The requirements for a Certificate II in Outdoor Recreation will comprise achievement of twenty (20) to twenty-four (24) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Outdoor Recreation stream

plus

- **Choose only** *two* **of the following** *clusters* **of units**

- *Abseiling – Artificial surface*

SRO ABS 001A Demonstrate abseiling skills
SRO ROP 001A Safeguard a person using a single rope belay system

- *Abseiling – Natural surface*

SRO ABS 001A Demonstrate abseiling skills
SRO ROP 001A Safeguard a person using a single rope belay system

- *Bushwalking*

SRO BWK 001A Demonstrate bushwalking skills in tracked or easy untracked areas
SRO NAV 001A Navigate in tracked or easy untracked areas

- *Canoeing - Canoes*

SRO CAN 001A Demonstrate simple canoeing, kayaking or sea kayaking skills

- *Canoeing - Kayaks*

SRO CAN 001A Demonstrate simple canoeing, kayaking or sea kayaking skills

- *Canoeing - Sea kayaks*

SRO CAN 001A Demonstrate simple canoeing, kayaking or sea kayaking skills
SRO NAV 001A Navigate in tracked or easy untracked areas

- *Canyoning*

SRO CYG 001A Demonstrate horizontal canyoning skills

- *Caving*

SRO CAV 001A Move efficiently and safely through a cave with minimal impact
SRO CAV 002A Demonstrate laddering skills

- *Climbing - Artificial surface*

SRO CLM 001A Demonstrate climbing skills
SRO ROP 001A Safeguard a person using a single rope belay system

- *Climbing - Natural surface*

SRO CLM 001A Demonstrate climbing skills
SRO ROP 001A Safeguard a person using a single rope belay system

- *Cycling*

SRO CYC 001A Demonstrate basic cycling skills
TDT H1 97 Interpret road maps and navigate routes
TDT H2 97 Plan and navigate routes

- *Fishing*

SRO FIS 001A Use basic skills to catch and handle fish
SRO FIS 002A Comply with fisheries management regulations and conservation strategies

- *Horseriding*

SRO EQU 001A Care for horses
SRO EQU 002A Handle horses safely 1
SRO EQU 003A Demonstrate basic horseriding skills

- *SCUBA*

SRO SCU 002A Scuba dive in open water to a maximum depth of 18 metres

- *Snorkeling*

SRO SCU 001A Snorkel dive

- *Skiing - Cross country skiing*

SRO SKT 001A Demonstrate basic cross country skiing skills

- *Skiing - Skitouring*

SRO NAV 001A Navigate in tracked or easy untracked areas
SRO SKT 002A Skitour in a patrolled environment to a basic standard

- *Surfing*

SRO SRF 001A Apply surf survival and self rescue skills
SRO SRF 002A Perform basic surfing manoeuvres in controlled conditions

- *Yachting - Ballasted Yacht*

SRO OPS 006A Use and maintain a temporary or overnight site
SRO YAC 001A Comply with maritime rules and regulations
SRO YAC 002A Crew a ballasted yacht inshore

- *Yachting – Motor Cruisers*

SRO OPS 006A Use and maintain a temporary or overnight site
SRO YAC 001A Comply with maritime rules and regulations
SRO YMC 001A Crew a motor cruiser inshore

- *Yachting - Sailboards*

SRO YAC 001A Comply with maritime rules and regulations
SRO YSA 001A Use a sailboard in controlled conditions demonstrating basic skills

- *Yachting - Small boat*

SRO YAC 001A Comply with maritime rules and regulations
SRO YSB 001A Use basic skills to sail a small boat in controlled conditions

- *Sport and Recreation*

N/A Two (2) units from within the Certificate II in Sport and Recreation

plus

- A minimum of four (4) elective 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 to Figure 11).

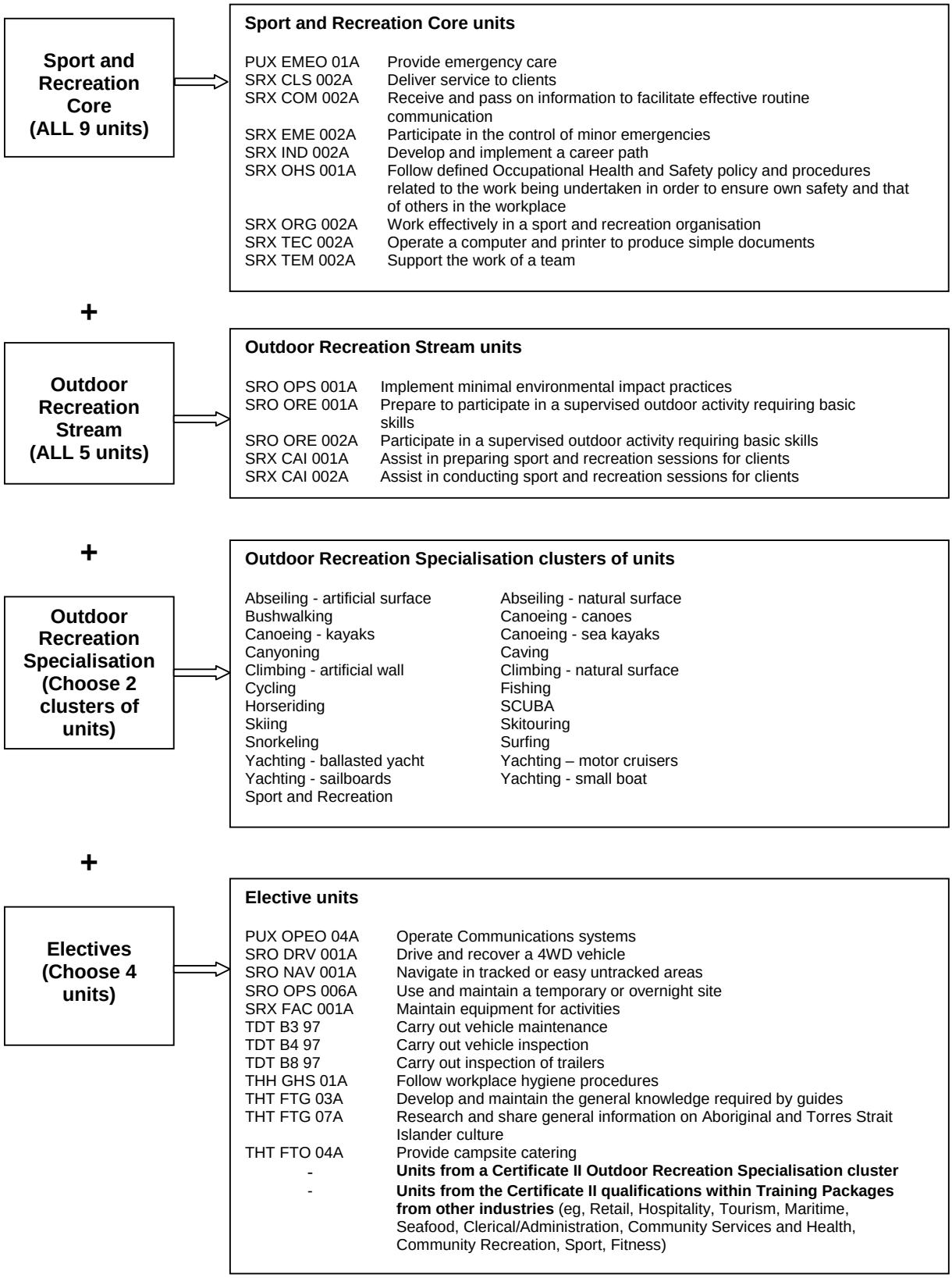


Figure 11: Units of competency within the Certificate II in Outdoor Recreation

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6.4. Certificate III in Outdoor Recreation

The requirements for a Certificate III in Outdoor Recreation will comprise achievement of twenty-four (24) to thirty-eight (38) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Outdoor Recreation stream

plus

- **Choose only** *two* **of the following** *clusters* **of units**

- *Abseiling - Artificial surface*

SRO ABS 002A Apply abseiling skills in a range of single pitch contexts
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A Rig a rope pitch

- *Abseiling - Natural surface*

SRO ABS 002A Apply abseiling skills in a range of single pitch contexts
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A Rig a rope pitch
SRO ROP 006A Perform vertical rescues of self and others

- *Bushwalking*

SRO BWK 002A Demonstrate bushwalking skills in difficult or trackless areas
SRO NAV 002A Navigate in difficult or trackless areas

- *Canoeing – Canoes (Flat water)*

SRO CAN 002A Demonstrate simple canoeing, kayaking or sea kayaking skills to a high standard of technical correctness
SRO CAN 003A Perform deep water rescues

- *Canoeing – Canoes (White water grade 2)*

SRO CAN 004A Apply complex inland canoeing/kayaking skills on grade 2 water
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Canoeing – Kayaks (Flat water)*

SRO CAN 002A Demonstrate simple canoeing, kayaking or sea kayaking skills to a high standard of technical correctness
SRO CAN 003A Perform deep water rescues

- *Canoeing – Kayaks (White water grade 2)*

SRO CAN 004A Apply complex inland canoeing/kayaking skills on grade 2 water
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Canoeing - Sea kayaks (Controlled conditions)*

SRO CAN 002A Demonstrate simple canoeing, kayaking or sea kayaking skills to a high standard of technical correctness
SRO CAN 003A Perform deep water rescues

- *Canoeing - Sea kayaks (Moderate conditions)*

SRO CAN 005A Apply complex sea kayaking skills in moderate conditions
SRO NAV 002A Navigate in difficult or trackless areas

- *Canyoning*

SRO ABS 002A Apply abseiling skills in a range of single pitch contexts
SRO CYG 002A Apply vertical canyoning skills
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A Rig a rope pitch
SRO ROP 006A Perform vertical rescues of self and others

- *Caving*

SRO ABS 002A Apply abseiling skills in a range of single pitch contexts
SRO CAV 003A Rig a ladder pitch
SRO CAV 004A Apply laddering skills in a range of situations
SRO CAV 005A Use caving specific SRT
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A Rig a rope pitch
SRO ROP 006A Perform vertical rescues of self and others

- *Challenge Ropes Courses*

SRO CRC 001A Conduct activities on a challenge ropes course with low elements
SRO CRC 002A Conduct activities on a challenge ropes course with high elements
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 006A Perform vertical rescues of self and others

- *Climbing - Artificial surface*

SRO CLM 002A Apply climbing skills in a limited range of situations
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities

- *Climbing - Natural surface*

SRO CLM 002A Apply climbing skills in a limited range of situations
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 003A Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A Rig a rope pitch
SRO ROP 006A Perform vertical rescues of self and others

- *Cycling - On road*

SRO CYC 002A Apply on-road cycle touring skills

- *Cycling - Off road*

SRO CYC 003A Apply off-road cycling skills
SRO NAV 001A Navigate in tracked or easy untracked areas

- *Fishing*

SRO FIS 003A Select, catch and use bait
SRO FIS 004A Select, rig and use terminal tackle
SRO FIS 005A Select, use and maintain fishing tackle outfits
SRO FIS 008A Use knowledge of fish habitats, behavior and life cycles to locate fish
PLUS the following co-requisite unit, when required, to suit the style of fishing
SRO FIS 007A Select, rig and work lures

- *Horseriding*

RUA AG1703HB A Prepare and transport horses
SRO EQU 004A Ride horses in training to assist with their education
SRO EQU 005A Handle horses safely 2
SRO EQU 006A Apply first aid for horses
SRO EQU 007A Maintain health and safety of horses
SRO EQU 008A Demonstrate horseriding skills in tracked areas

- *Rafting (Moving water)*

SRO RAF 001A Apply rafting skills on moving water
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Rafting (Grade 3 rapids)*

SRO RAF 002A Apply rafting skills on grade 3 rapids
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Scuba*

SRO SCU 003A Complete specialty open water dives
A minimum of three (3) units from the options SRO SCU 004A – SRO SCU 014A, SRO NAV 002A

- *Skiing - Cross country skiing*

SRO SKT 003A Demonstrate intermediate cross country skiing skills

- *Skiing - Skitouring*

SRO NAV 002A Navigate in difficult or trackless areas
SRO SKT 004A Day skitour away from a patrolled area
SRO SKT 005A Apply snowcraft skills for day touring

- *Surfing*

SRO SRF 003A Perform intermediate level surfing manoeuvres
SRO SRF 004A Perform a simple rescue in moderate surf conditions

- *Yachting - Ballasted Yachts (Crew coastal)*

PUX OPEO 04A Operate communications systems
SRO YAC 004A Crew a ballasted yacht in coastal waters

- *Yachting - Ballasted Yachts (Skipper inshore)*

PUX OPEO 04A Operate communications systems
SRO OPS 005A Apply search and rescue skills
SRO YAC 003A Skipper a ballasted yacht inshore
Relevant unit(s) from Maritime Training Package re Coastal Navigation and Practical seamanship

- *Yachting – Motor Cruiser (Crew coastal)*

PUX OPEO 04A Operate communications systems
SRO YMC 003A Crew a motor cruiser in coastal waters

- *Yachting – Motor Cruiser (Skipper inshore)*

PUX OPEO 04A Operate communications systems
SRO OPS 005A Apply search and rescue skills
SRO YMC 002A Skipper a motor cruiser inshore
Relevant unit(s) from Maritime Training Package re Coastal Navigation and Practical seamanship

- *Yachting - Sailboards*

SRO YSA 002A Apply enhanced windsurfing skills in moderate conditions
SRO YSA 003A Use a sailboard in stronger winds

Yachting - Small boat
SRO YSB 002A Sail a small boat in moderate conditions using enhanced skills

- *Instruction 1*

BSZ 404A Train small groups
SRO ORE 008A Instruct outdoor recreation activity skills

- *Sport and Recreation*

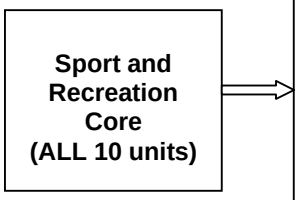
N/A Two (2) units from within the Certificate III in Sport and Recreation

plus

- A minimum of four (4) elective 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 to Figure 12).

Note 1: Training Packages are currently being developed within the Seafood Industry and the Maritime Industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically to Recreational Fishing and Yachting and not to related competencies such as seamanship, coastal navigation, etc, which are cross industry in nature.

Note 2: 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).*



Sport and Recreation Core units

SRX CLS 003A	Coordinate interaction with clients
SRX COM 003A	Collect and provide information to facilitate communication flow
SRX EME 003A	Respond to emergency situations
SRX IND 003A	Apply sport and recreation law
SRX IND 004A	Establish and maintain an effective industry network
SRX ORG 003A	Coordinate work and work priorities in a sport and recreation organisation
SRX RIS 001A	Undertake risk analysis of activities
SRX TEC 003A	Design, develop and produce documents, reports and worksheets using advanced functions
SRX TEM 003A	Work autonomously
SRX TEM 004A	Deal with conflict

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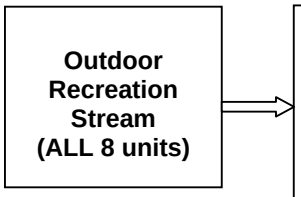
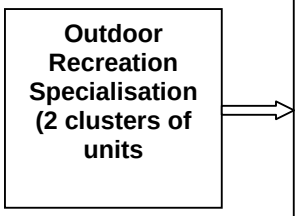


Outdoor Recreation Stream units

PUX EMEO 02A	Manage injuries in emergency incident
SRO OPS 002A	Plan for minimal environmental impact
SRO OPS 003A	Apply weather information
SRO ORE 003A	Prepare to participate in outdoor activities
SRO ORE 004A	Participate in outdoor activities
SRX CAI 004A	Plan a sport and recreation session for clients
SRX CAI 005A	Conduct a sport and recreation session for clients
SRX GRP 001A	Facilitate a group

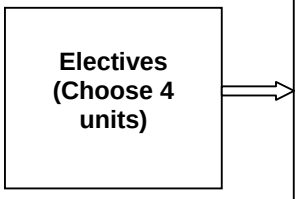
+



Outdoor Recreation Specialisation clusters of units

Abseiling - artificial surface	Abseiling - natural surface	Bushwalking
Canoeing – canoes (Flat water)	Canoeing – kayaks (Flat water)	Canoeing- sea kayaks (Controlled conditions)
Canoeing – canoes (White water Grade 2)	Canoeing – kayaks (White water Grade 2)	Canoeing – sea kayaks (Moderate conditions)
Canyoning	Caving	Challenge Ropes Courses
Climbing - artificial surface	Climbing - natural surface	Cycling - off-road
Cycling - on road	Fishing	Horseriding
Rafting – moving water	Rafting – Grade 3 rapids	SCUBA
Snorkeling	Skiing	Skitouring
Surfing	Yachting - ballasted yachts (Crew coastal)	Yachting - ballasted yachts (Skipper inshore)
Yachting – motor cruiser (Crew coastal)	Yachting – motor cruiser (Skipper inshore)	Yachting - sailboards
Yachting - small boat	Instruction 1	Sport and Recreation

+



Elective units

PUA EMEO 03A	Administer oxygen in an emergency situation
PUA OPEO 04A	Operate Communications systems
SRO ABL 001A	Take an assistant leadership role in adventure-based learning activities
SRO DRV 001A	Drive and recover a 4WD vehicle
SRO FIS 006A	Catch crabs, prawns and squid
SRO INT 001A	Conduct interpretation within an outdoor activity
SRO NAV 002A	Navigate in difficult or trackless areas
SRO OPS 005A	Apply search and rescue skills
SRO OPS 006A	Use and maintain a temporary or overnight site
SRX FAC 001A	Maintain equipment for activities
TDT B3 97	Carry out vehicle maintenance
TDT B4 97	Carry out vehicle inspection
TDT B8 97	Carry out inspection of trailers
TDT C8 97	Drive coaches/buses
THH GHS 01A	Follow workplace hygiene procedures
THT FTG 03A	Develop and maintain the general knowledge required by guides
THT FTG 07A	Research and share general information on Aboriginal and Torres Strait Islander culture
THT FTO 04A	Provide campsite catering
-	**Units from a Certificate II Outdoor Recreation Specialisation cluster**
-	**Units from a Certificate III Outdoor Recreation Specialisation cluster**
-	**Units from the Certificate III qualifications within Training Packages from other industries** (eg, Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

Figure 12: Units of Competency within the Certificate III in Outdoor Recreation

6.5 Certificate IV in Outdoor Recreation

The requirements for a Certificate IV in Outdoor Recreation will comprise achievement of twenty (20) to thirty-four (34) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Outdoor Recreation stream

plus

- **Choose only** *two* **of the following** *clusters* **of units**

- *Abseiling - Artificial surface*

SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 009A Use a broad range of techniques to rig rope pitches

- *Abseiling - Natural surface*

SRO ABS 003A Apply abseiling skills in a broad range of contexts
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 009A Use a broad range of techniques to rig rope pitches
SRO ROP 010A Perform complex vertical rescues

- *Bushwalking*

SRO BWK 003A Demonstrate advanced bushwalking skills in a broad range of areas and conditions
SRO NAV 003A Navigate in remote or trackless areas in extreme environmental conditions
SRO OPS 004A Interpret weather conditions in the field

- *Canoeing – Canoes (White water grade 2)*

SRO CAN 004A Apply complex inland canoeing/kayaking skills on grade 2 water
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Canoeing – Canoes (White water grade 3)*

SRO CAN 006A Apply complex inland canoeing/kayaking skills on grade 3 water
SRO WWR 003A Perform a comprehensive range of white water rescues and recoveries

- *Canoeing – Kayaks (White water grade 2)*

SRO CAN 004A Apply complex inland canoeing/kayaking skills on grade 2 water
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Canoeing – Kayaks (White water grade 3)*

SRO CAN 006A Apply complex inland canoeing/kayaking skills on grade 3 water
SRO WWR 003A Perform a comprehensive range of white water rescues and recoveries

- *Canoeing - Sea kayaks (Moderate conditions)*

SRO CAN 005A Apply complex sea kayaking skills in moderate conditions
SRO NAV 002A Navigate in difficult or trackless areas

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- *Canoeing - Sea kayaks (Difficult conditions)*

SRO CAN 007A Apply complex sea kayaking skills in difficult conditions
SRO OPS 004A Interpret weather conditions in the field
SRO NAV 003A Navigate in remote or trackless areas in extreme environmental conditions; **or**
- Coastal Navigation unit (yet to be developed in Maritime Training Package)

- *Canyoning*

SRO ABS 003A Apply abseiling skills in a broad range of contexts
SRO CYG 003A Apply vertical canyoning skills
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 009A Use a broad range of techniques to rig rope pitches
SRO ROP 010A Perform complex vertical rescues

- *Caving*

SRO ABS 003A Apply abseiling skills in a broad range of contexts
SRO CAV 006A Rig ladders in complex and non-routine situations
SRO CAV 007A Rig a complex pitch using caving specific techniques
SRO CAV 008A Demonstrate vertical caving skills
SRO CAV 009A Rig multi pitches in complex vertical systems using caving specific techniques
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 009A Use a broad range of techniques to rig rope pitches
SRO ROP 010A Perform complex vertical rescues

- *Challenge Ropes Courses*

SRO CRC 003A Supervise the use of a challenge ropes course with low elements
SRO CRC 004A Supervise the use of a challenge ropes course with high elements
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 010A Perform complex vertical rescues

- *Climbing – Artificial surface (Lead climbing single pitch)*

SRO CLM 002A Apply climbing skills in a limited range of situations
SRO CLM 004A Apply lead climbing skills (single pitch)
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts

- *Climbing – Artificial surface (Lead climbing multi pitch)*

SRO CLM 003A Apply climbing skills in a broad range of situations and locations
SRO CLM 005A Apply lead climbing skills (multi pitch)
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts

- *Climbing – Natural surface (Lead climbing single pitch)*

SRO CLM 002A Apply climbing skills in a limited range of situations
SRO CLM 004A Apply lead climbing skills (single pitch)
SRO ROP 002A Use belay systems to safeguard self and others
SRO ROP 006A Perform vertical rescues of self and others
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts

- *Climbing – Natural surface (Lead climbing multi pitch)*

SRO CLM 003A Apply climbing skills in a broad range of situations and locations
SRO CLM 005A Apply lead climbing skills (multi pitch)
SRO ROP 007A Select an extensive range of suitable anchors for roping activities
SRO ROP 008A Establish belay systems for a broad range of contexts
SRO ROP 009A Use a broad range of techniques to rig rope pitches
SRO ROP 010A Perform complex vertical rescues

- *Horseriding*

SRO EQU 009A Select and manage horses for beginner riders
SRO EQU 010A Determine nutritional requirements for recreational or competition horses
SRO EQU 011A Plan conditioning and training programs for recreational or competition horses
SRO EQU 012A Train and condition horses for trail rides
SRO EQU 013A Demonstrate horseriding skills in remote or wilderness areas
SRO EQU 014A Manage horse illness/injuries in remote areas
SRO EQU 015A Lead trail rides in a broad range of situations

- *Rafting (Grade 3 rapids)*

SRO RAF 002A Apply rafting skills on grade 3 rapids
SRO WWR 001A Apply self rescue skills in white water
SRO WWR 002A Perform white water rescues and recoveries

- *Rafting (Grade 4 rapids)*

SRO RAF 003A Apply rafting skills on grade 4 rapids
SRO WWR 003A Perform a comprehensive range of white water rescues and recoveries

- *SCUBA*

SRO SCU 015A Perform diver rescues
A minimum of three (3) units from the options SRO SCU 004A – SRO SCU 014A, SRO NAV 002A

- *Skiing - Cross country skiing*

SRO SKT 006A Demonstrate advanced cross country skiing skills

- *Skiing - Skitouring*

SRO NAV 003A Navigate in remote or trackless areas in extreme environmental conditions
SRO SKT 007A Overnight skitour in difficult terrain using advanced skitouring skills
SRO SKT 008A Apply snowcraft skills for overnight touring

- *Surfing*

SRO SRF 005A Perform advanced level surfing manoeuvres
SRO SRF 006A Perform a comprehensive range of rescues in moderate to difficult surf conditions

- *Yachting - Ballasted Yachts (Coastal Skipper)*

SRO OPS 004A Interpret weather conditions in the field
SRO YAC 005A Skipper a ballasted yacht in exposed coastal waters
\- Relevant unit(s) from Maritime Training Package re Coastal Navigation

- *Yachting - Ballasted Yachts (Ocean Skipper)*

SRO YAC 006A Skipper a ballasted yacht in ocean waters
- Relevant unit(s) from Maritime Training Package re Offshore Navigation

- *Yachting – Motor Cruiser (Coastal Skipper)*

SRO OPS 004A Interpret weather conditions in the field
SRO YMC 004A Skipper a motor cruiser in exposed coastal waters
- Relevant unit(s) from Maritime Training Package re Coastal Navigation

- *Yachting – Motor Cruiser (Ocean Skipper)*

SRO YMC 005A Skipper a motor cruiser in ocean waters
- Relevant unit(s) from Maritime Training Package re Offshore Navigation

- *Yachting - Sailboarding*

SRO YSA 004A Use longboards in difficult conditions; **or**
SRO YSA 005A Use shortboards in difficult conditions

- *Yachting – Small boat*

SRO YSB 003A Sail a small boat in moderate and/or variable conditions

- *Assessment 1*

BSZ 401A Plan assessment
BSZ 402A Conduct assessment
BSZ 403A Review assessment

- *Guiding*

SRO ORE 007A Guide groups in a broad range of outdoor recreation situations and circumstances (in another activity area)

- *Instruction 1*

BSZ 404A Train small groups
SRO ORE 008A Instruct outdoor recreation activity skills

- *Instruction 2*

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

- *Sport and Recreation*

N/A Two (2) units from within the Certificate IV in Sport and Recreation

plus

- A minimum of four (4) elective 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 to Figure 13).

Note 1: Training Packages are currently being developed within the Seafood Industry and the Maritime Industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically to Recreational Fishing and Yachting and not to related

competencies such as seamanship, coastal navigation, etc, which are cross industry in nature.

Note 2: 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).*

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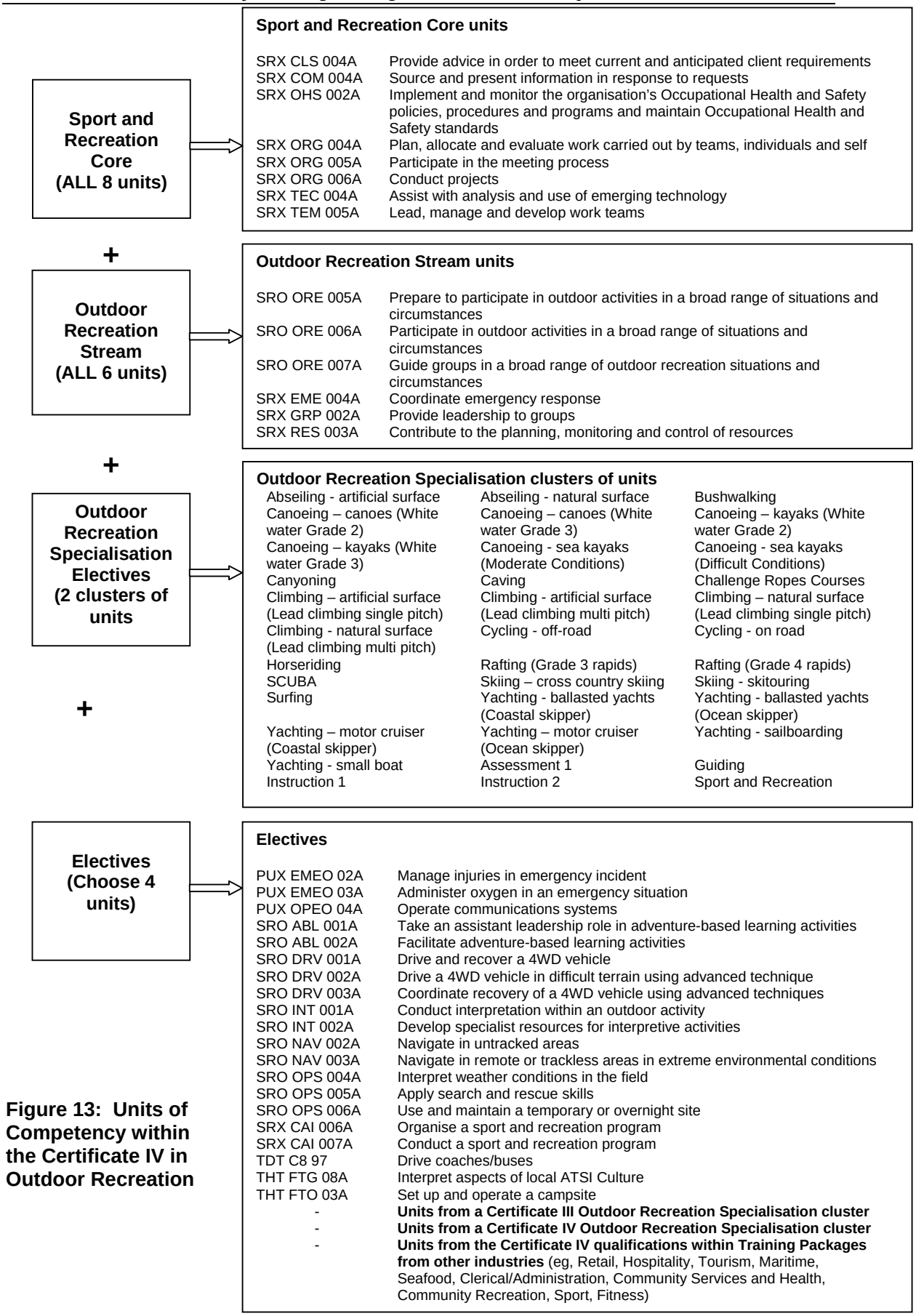

Sport and Recreation Core units

SRX CLS 004A	Provide advice in order to meet current and anticipated client requirements
SRX COM 004A	Source and present information in response to requests
SRX OHS 002A	Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs and maintain Occupational Health and Safety standards
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 TEC 004A	Assist with analysis and use of emerging technology
SRX TEM 005A	Lead, manage and develop work teams

Outdoor Recreation Stream units

SRO ORE 005A	Prepare to participate in outdoor activities in a broad range of situations and circumstances
SRO ORE 006A	Participate in outdoor activities in a broad range of situations and circumstances
SRO ORE 007A	Guide groups in a broad range of outdoor recreation situations and circumstances
SRX EME 004A	Coordinate emergency response
SRX GRP 002A	Provide leadership to groups
SRX RES 003A	Contribute to the planning, monitoring and control of resources

Outdoor Recreation Specialisation clusters of units

Abseiling - artificial surface	Abseiling - natural surface	Bushwalking
Canoeing – canoes (White water Grade 2)	Canoeing – canoes (White water Grade 3)	Canoeing – kayaks (White water Grade 2)
Canoeing – kayaks (White water Grade 3)	Canoeing - sea kayaks (Moderate Conditions)	Canoeing - sea kayaks (Difficult Conditions)
Canyoning	Caving	Challenge Ropes Courses
Climbing – artificial surface (Lead climbing single pitch)	Climbing - artificial surface (Lead climbing multi pitch)	Climbing – natural surface (Lead climbing single pitch)
Climbing - natural surface (Lead climbing multi pitch)	Cycling - off-road	Cycling - on road
Horseriding	Rafting (Grade 3 rapids)	Rafting (Grade 4 rapids)
SCUBA	Skiing – cross country skiing	Skiing - skitouring
Surfing	Yachting - ballasted yachts (Coastal skipper)	Yachting - ballasted yachts (Ocean skipper)
Yachting – motor cruiser (Coastal skipper)	Yachting – motor cruiser (Ocean skipper)	Yachting - sailboarding
Yachting - small boat	Assessment 1	Guiding
Instruction 1	Instruction 2	Sport and Recreation

Electives

PUX EMEO 02A	Manage injuries in emergency incident
PUX EMEO 03A	Administer oxygen in an emergency situation
PUX OPEO 04A	Operate communications systems
SRO ABL 001A	Take an assistant leadership role in adventure-based learning activities
SRO ABL 002A	Facilitate adventure-based learning activities
SRO DRV 001A	Drive and recover a 4WD vehicle
SRO DRV 002A	Drive a 4WD vehicle in difficult terrain using advanced technique
SRO DRV 003A	Coordinate recovery of a 4WD vehicle using advanced techniques
SRO INT 001A	Conduct interpretation within an outdoor activity
SRO INT 002A	Develop specialist resources for interpretive activities
SRO NAV 002A	Navigate in untracked areas
SRO NAV 003A	Navigate in remote or trackless areas in extreme environmental conditions
SRO OPS 004A	Interpret weather conditions in the field
SRO OPS 005A	Apply search and rescue skills
SRO OPS 006A	Use and maintain a temporary or overnight site
SRX CAI 006A	Organise a sport and recreation program
SRX CAI 007A	Conduct a sport and recreation program
TDT C8 97	Drive coaches/buses
THT FTG 08A	Interpret aspects of local ATSI Culture
THT FTO 03A	Set up and operate a campsite
-	**Units from a Certificate III Outdoor Recreation Specialisation cluster**
-	**Units from a Certificate IV Outdoor Recreation Specialisation cluster**
-	**Units from the Certificate IV qualifications within Training Packages from other industries** (eg, Retail, Hospitality, Tourism, Maritime, Seafood, Clerical/Administration, Community Services and Health, Community Recreation, Sport, Fitness)

Figure 13: Units of Competency within the Certificate IV in Outdoor Recreation

6.6 Diploma of Outdoor Recreation

The requirements for a Diploma of Outdoor Recreation will comprise achievement of seventeen (17) to thirty-one (31) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the Outdoor Recreation stream

plus

- **Choose only** *two* **of the following** *clusters* **of units**

- *Abseiling - Natural surface*

SRO ABS 003A	Apply abseiling skills in a broad range of contexts
SRO ROP 007A	Select an extensive range of suitable anchors for roping activities
SRO ROP 008A	Establish belay systems for a broad range of contexts
SRO ROP 009A	Use a broad range of techniques to rig rope pitches
SRO ROP 010A	Perform complex vertical rescues

- *Bushwalking*

SRO BWK 003A	Demonstrate advanced bushwalking skills in a broad range of areas and conditions
SRO NAV 003A	Navigate in remote or trackless areas in extreme environmental conditions
SRO OPS 004A	Interpret weather conditions in the field

- *Canoeing – Canoes (White water grade 3)*

SRO CAN 006A	Apply complex inland canoeing/kayaking skills on grade 3 water
SRO WWR 003A	Perform a comprehensive range of white water rescues and recoveries

- *Canoeing – Kayaks (White water grade 3)*

SRO WWR 003A	Perform a comprehensive range of white water rescues and recoveries
SRO CAN 006A	Apply complex inland canoeing/kayaking skills on grade 3 water

- *Canoeing - Sea kayaks (Difficult conditions)*

SRO CAN 007A	Apply complex sea kayaking skills in difficult conditions
SRO OPS 004A	Interpret weather conditions in the field
SRO NAV 003A	Navigate in remote or trackless areas in extreme environmental conditions; **or**
-	Coastal Navigation unit (yet to be developed in Maritime Training Package)

- *Canyoning*

SRO ABS 003A	Apply abseiling skills in a broad range of contexts
SRO ROP 007A	Select an extensive range of suitable anchors for roping activities
SRO ROP 008A	Establish belay systems for a broad range of contexts
SRO ROP 009A	Use a broad range of techniques to rig rope pitches
SRO ROP 010A	Perform complex vertical rescues

- *Caving*

SRO ABS 003A	Apply abseiling skills in a broad range of contexts
SRO CAV 006A	Rig ladders in complex and non-routine situations
SRO CAV 007A	Rig a complex pitch using caving specific techniques
SRO CAV 008A	Demonstrate vertical caving skills
SRO CAV 009A	Rig multi pitches in complex vertical systems using caving specific techniques
SRO ROP 007A	Select an extensive range of suitable anchors for roping activities
SRO ROP 008A	Establish belay systems for a broad range of contexts
SRO ROP 009A	Use a broad range of techniques to rig rope pitches
SRO ROP 010A	Perform complex vertical rescues

- *Climbing – Natural surface*

SRO CLM 003A	Apply climbing skills in a broad range of situations and locations
SRO CLM 005A	Apply lead climbing skills (multi pitch)
SRO ROP 007A	Select an extensive range of suitable anchors for roping activities
SRO ROP 008A	Establish belay systems for a broad range of contexts
SRO ROP 009A	Use a broad range of techniques to rig rope pitches
SRO ROP 010A	Perform complex vertical rescues

- *Horseriding*

SRO EQU 009A	Select and manage horses for beginner riders
SRO EQU 010A	Determine nutritional requirements for recreational or competition horses
SRO EQU 011A	Plan conditioning and training programs for recreational or competition horses
SRO EQU 012A	Train and condition horses for trail rides
SRO EQU 013A	Demonstrate horseriding skills in remote or wilderness areas
SRO EQU 014A	Manage horse illness/injuries in remote areas
SRO EQU 015A	Lead trail rides in a broad range of situations

- *Rafting (Grade 4 rapids)*

SRO RAF 003A	Apply rafting skills on grade 4 rapids
SRO WWR 003A	Perform a comprehensive range of white water rescues and recoveries

- *Skiing - Skitouring*

SRO NAV 003A	Navigate in remote or trackless areas in extreme environmental conditions
SRO SKT 007A	Overnight skitour in difficult terrain using advanced skitouring skills
SRO SKT 008A	Apply snowcraft skills for overnight touring

- *Yachting - Ballasted Yachts (Ocean Skipper)*

SRO YAC 006A	Skipper a ballasted yacht in ocean waters
-	Relevant unit(s) from Maritime Training Package re Offshore Navigation

- *Yachting – Motor Cruiser (Ocean Skipper)*

SRO YMC 005A	Skipper a motor cruiser in ocean waters
-	Relevant unit(s) from Maritime Training Package re Offshore Navigation

- *Assessment 1*

BSZ 401A	Plan assessment
BSZ 402A	Conduct assessment
BSZ 403A	Review assessment

- *Assessment 2*

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

- *Guiding*

SRO ORE 007A	Guide groups in a broad range of outdoor recreation situations and circumstances (in another activity area)

- *Instruction 1*

BSZ 404A	Train small groups
SRO ORE 008A	Instruct outdoor recreation activity skills

- *Instruction 2*

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

- *Instruction 3*

BSZ 501A	Analyse competency requirements
BSZ 502A	Design and establish the training system
BSZ 508A	Design training courses

- *Sport and Recreation*

N/A	Two (2) units from within the Diploma of Sport and Recreation

plus

- A minimum of four (4) elective 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 to Figure 14).

Note 1: Training Packages are currently being developed within the Seafood Industry and the Maritime Industry. Competencies from within these Training Packages will also apply to those involved in Recreational Fishing or to those involved in the various aspects of Yachting. The units of competency, as defined within the Outdoor Recreation Industry Training Package, relate specifically to Recreational Fishing and Yachting and not to related competencies such as seamanship, coastal navigation, etc, which are cross industry in nature.

Note 2: 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).*

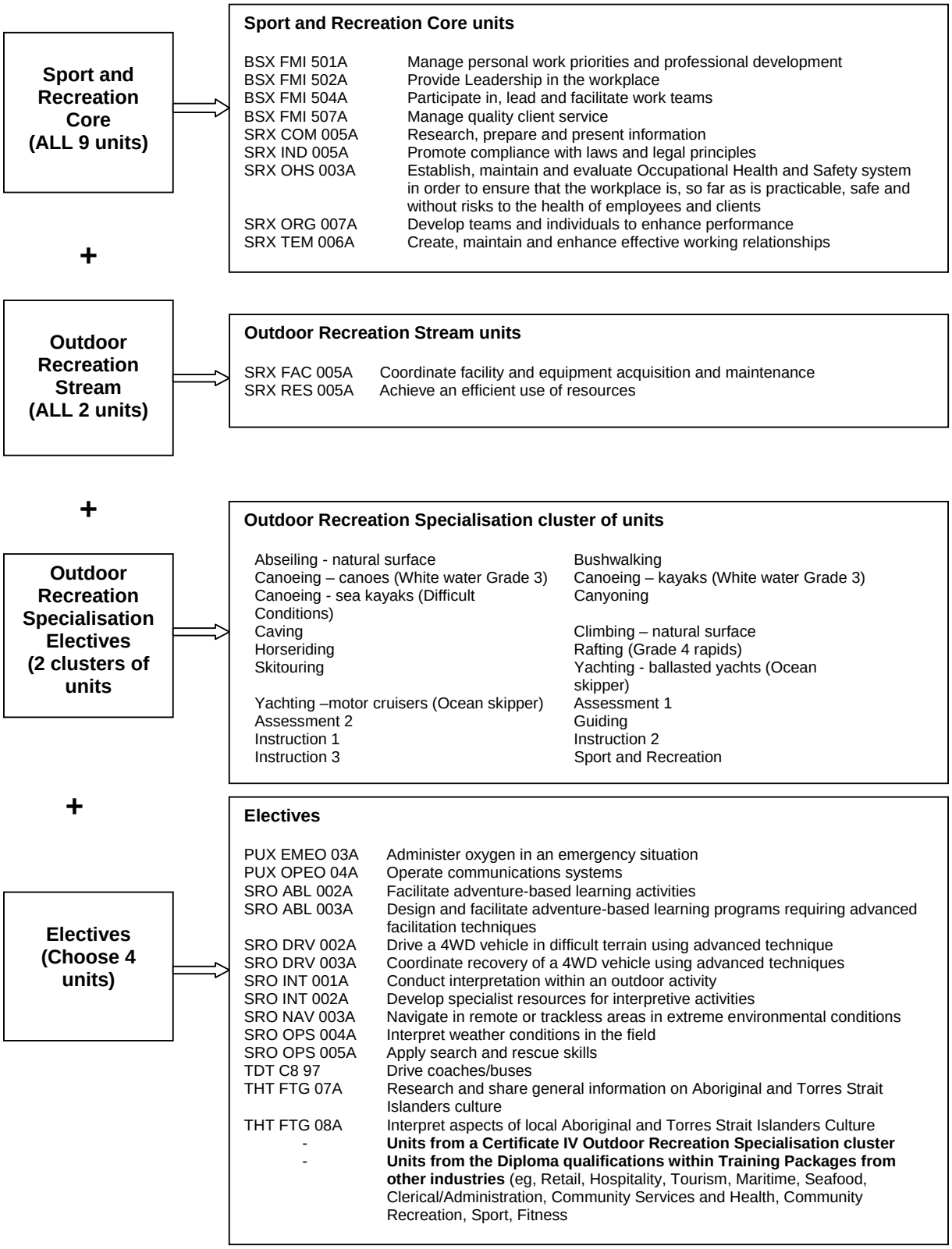

Figure 14: Units of Competency within the Diploma of Outdoor Recreation

7 CUSTOMISATION OF QUALIFICATIONS CONTAINED WITHIN THE OUTDOOR RECREATION 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 outdoor recreation 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 (SRTA) of any and all such customisations.

USE OF UNITS OF COMPETENCY FROM OTHER INDUSTRIES

The Outdoor Recreation 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.

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8 NEW APPRENTICESHIPS

The Outdoor Recreation 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 Outdoor Recreation 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 Outdoor Recreation should be negotiated at the State and Territory level. The diversity of the Outdoor Recreation 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 Outdoor Recreation Industry Training Package to be used to structure a New Apprenticeship. There are ten (10) 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 II in Outdoor Recreation
  4. Certificate III in Sport and Recreation
  5. Certificate III in Outdoor Recreation
  6. Certificate IV in Sport and Recreation
  7. Certificate IV in Outdoor Recreation
  8. Diploma of Sport and Recreation
  9. Diploma of Outdoor Recreation
  10. 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 three (3) qualifications should be offered to Year 11 and 12 students:

  1. Certificate I in Sport and Recreation
  2. Certificate II in Sport and Recreation
  3. Certificate II in Outdoor Recreation

  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 *Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.*
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 Framework 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.

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Integrated Assessment	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.
Key Competencies	Employment related general competencies that are essential for effective participation in the workplace.
Mediation	A process that attempts to reach an outcome satisfactory to all employees/learners.
National Training Framework Committee	The body responsible for endorsing Training Packages.
Packaging	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
Qualification	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.
Range of Variables	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.
Reassessment	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
Records of Assessment	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.
Registered Training Organisation	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.
Reporting of assessment outcomes	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 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 employees/learners.

ASSESSMENT GUIDELINES

FOR THE

NATIONAL SPORT AND RECREATION

INDUSTRY TRAINING PACKAGES

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INTRODUCTION

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.

A Training package comprises two components, endorsed and non-endorsed. The endorsed components of the Training Package are national competency standards, assessment guidelines and qualifications. These are endorsed by the Australian National Training Authority's National Training Framework Committee. The relationships between the three endorsed components may be expressed as:

- Competency Standards specify the level of performance of an employee in the workplace.
- Assessment Guidelines provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place.
- National Qualifications are awarded when an assessee has been assessed as achieving a combination of competency standards at an appropriate level. Where an assessee 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.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials that form the non-endorsed components of the Training Package.

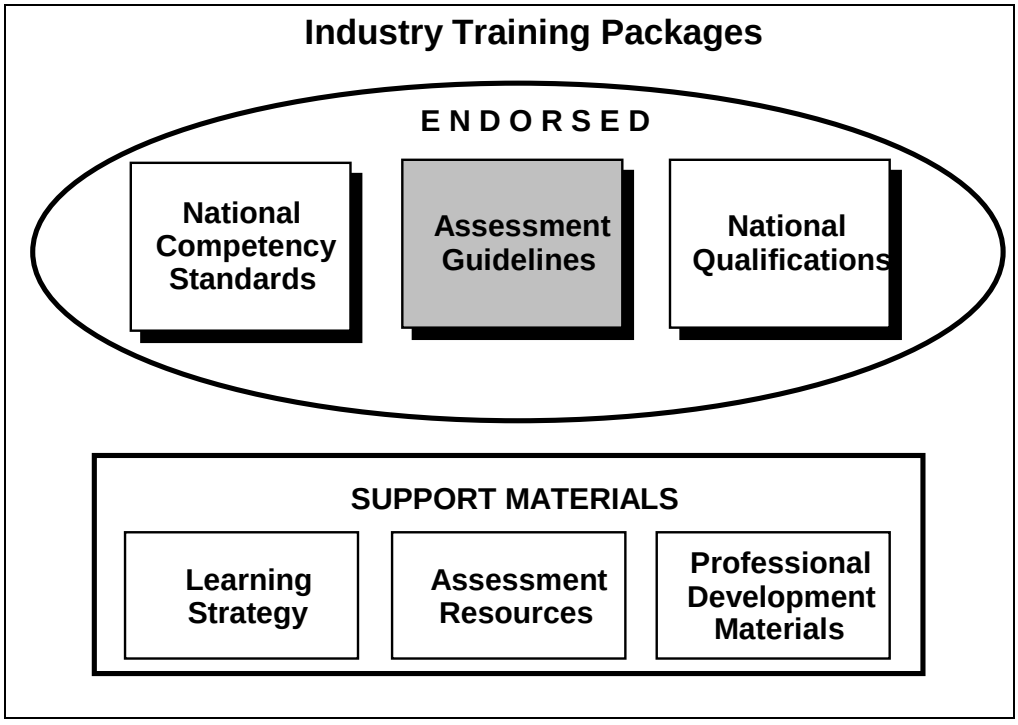

Figure 1. Training Package components

This document sets out the Assessment Guidelines for the Sport and Recreation Industry Training Packages.

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: ▪ 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 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 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.

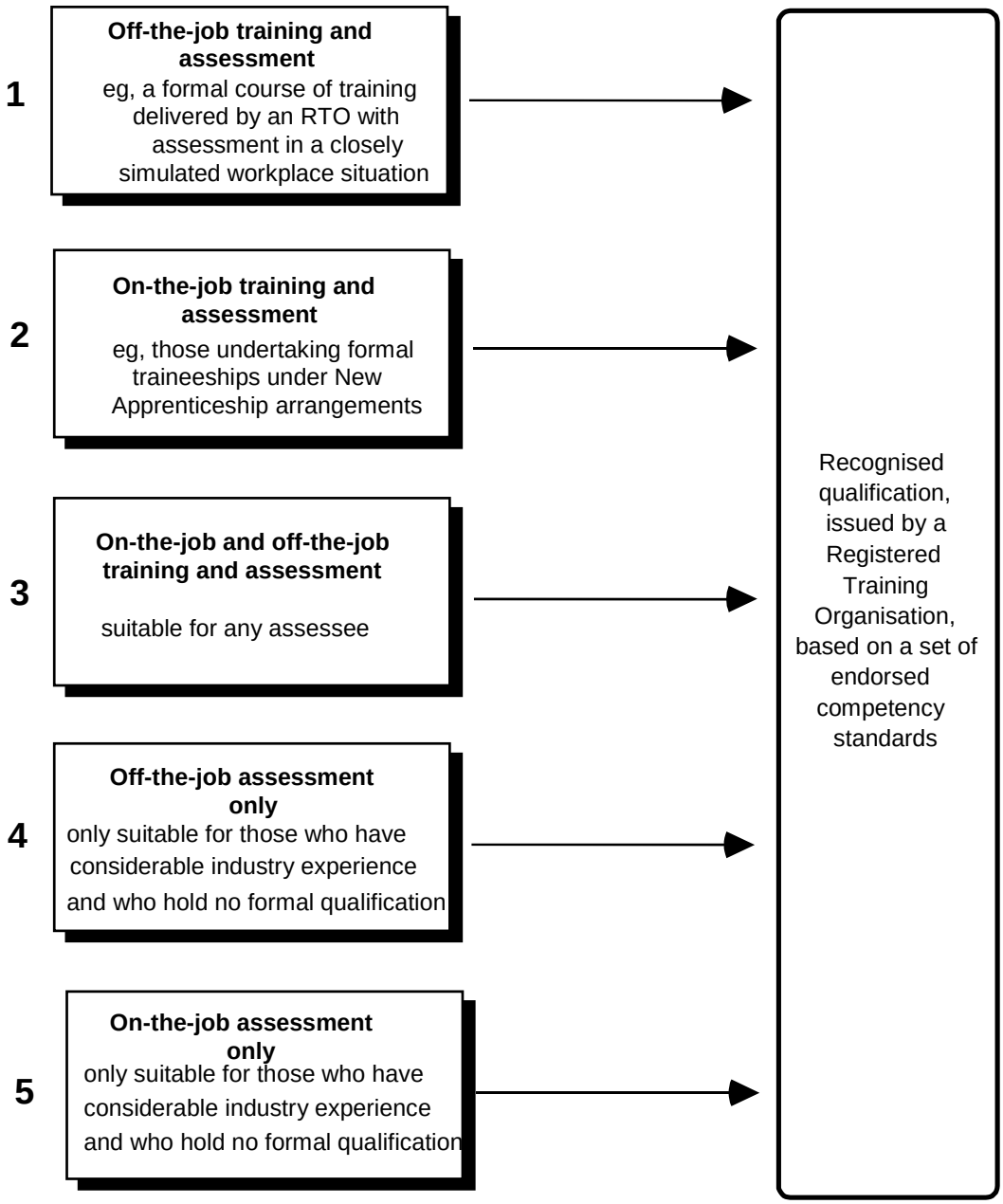

Figure 2. Assessment pathways

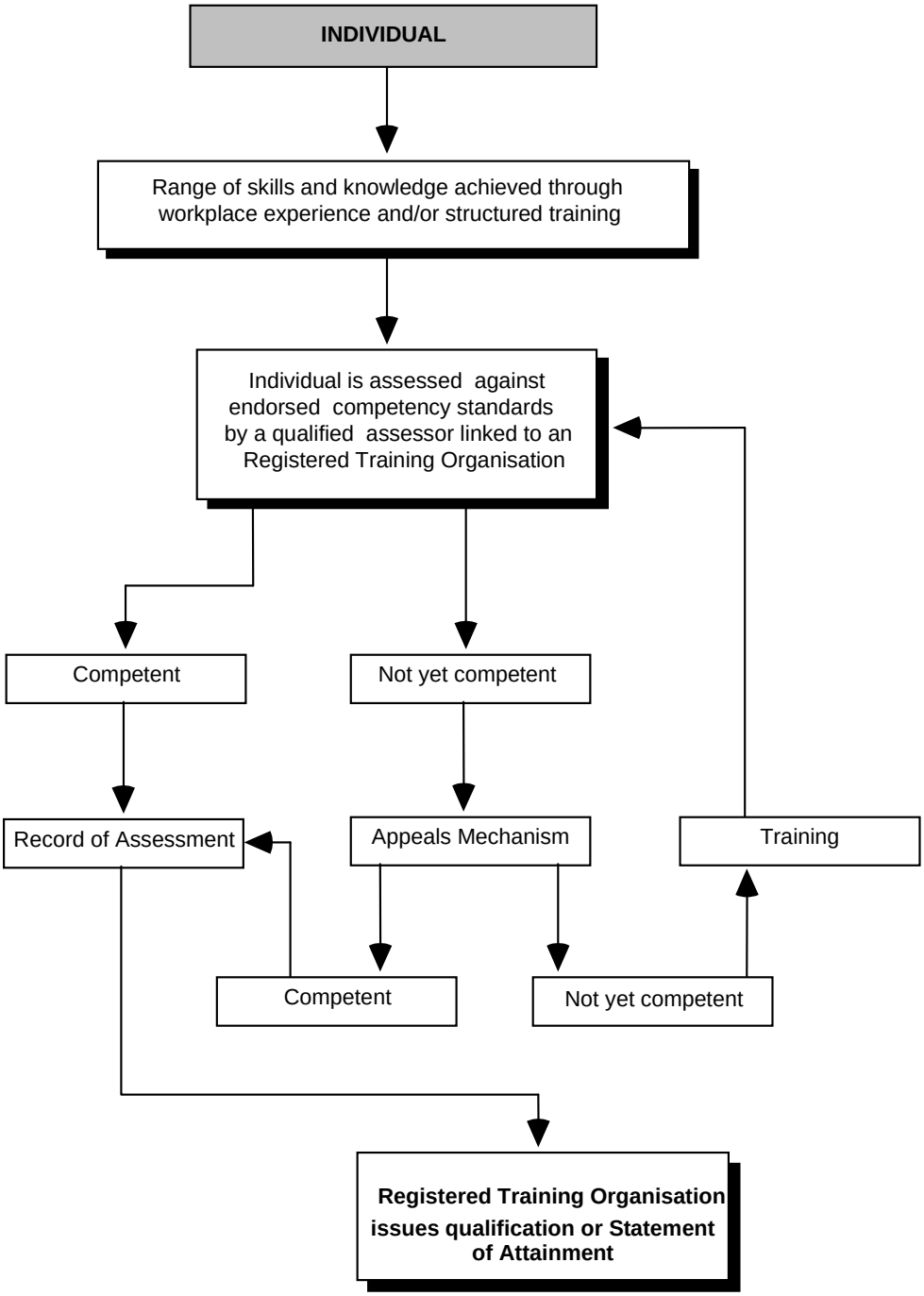

Figure 3. Assessment flowchart

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 Sport 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 Organsiations should 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.

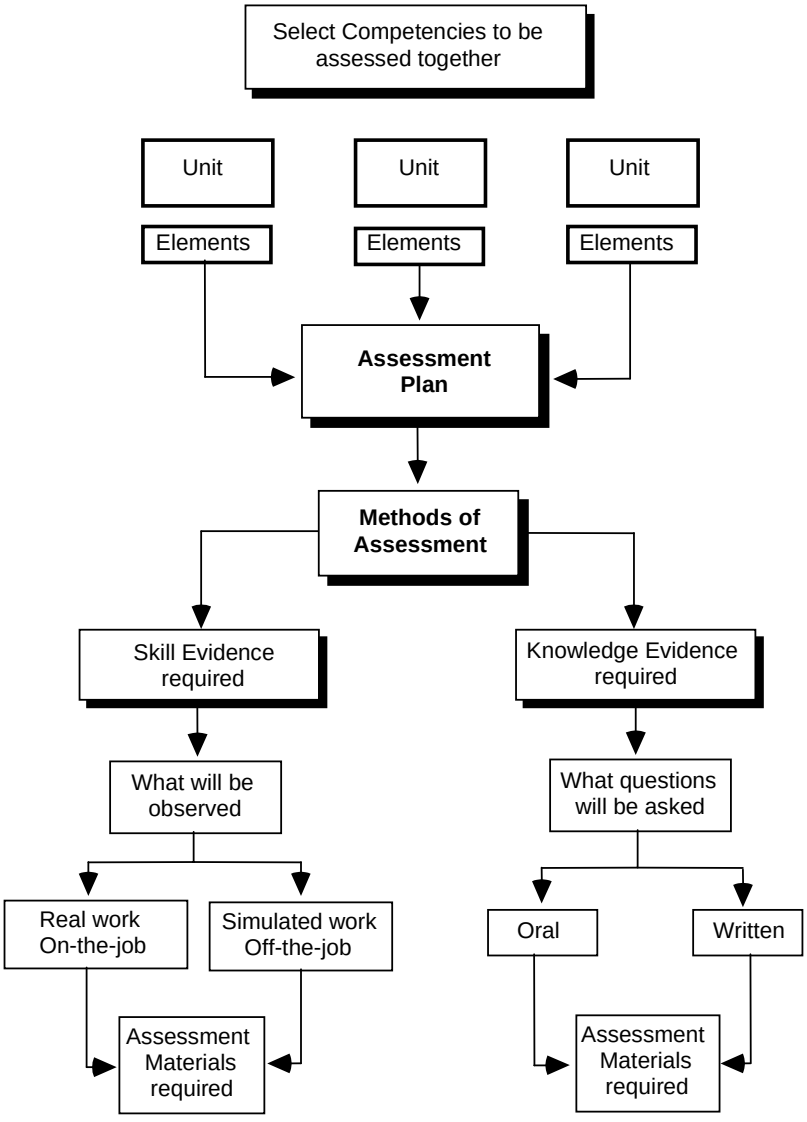

Figure 4. Selecting integrated assessment methods and materials

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.

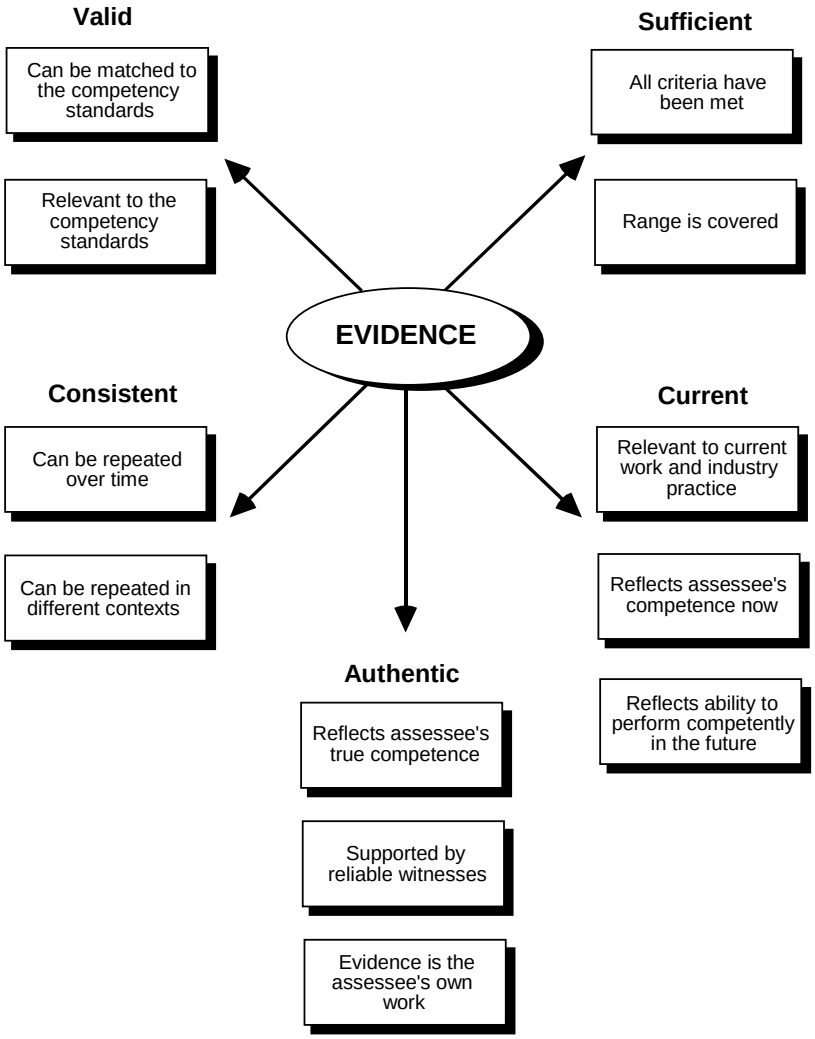

Figure 5. Criteria for the judgement of evidence

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 Assessees 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: • 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: • 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 assessees' 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 assessees' 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	Assessees' 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 assessees.	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 assessees should be fully briefed on the competencies that are being assessed.

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

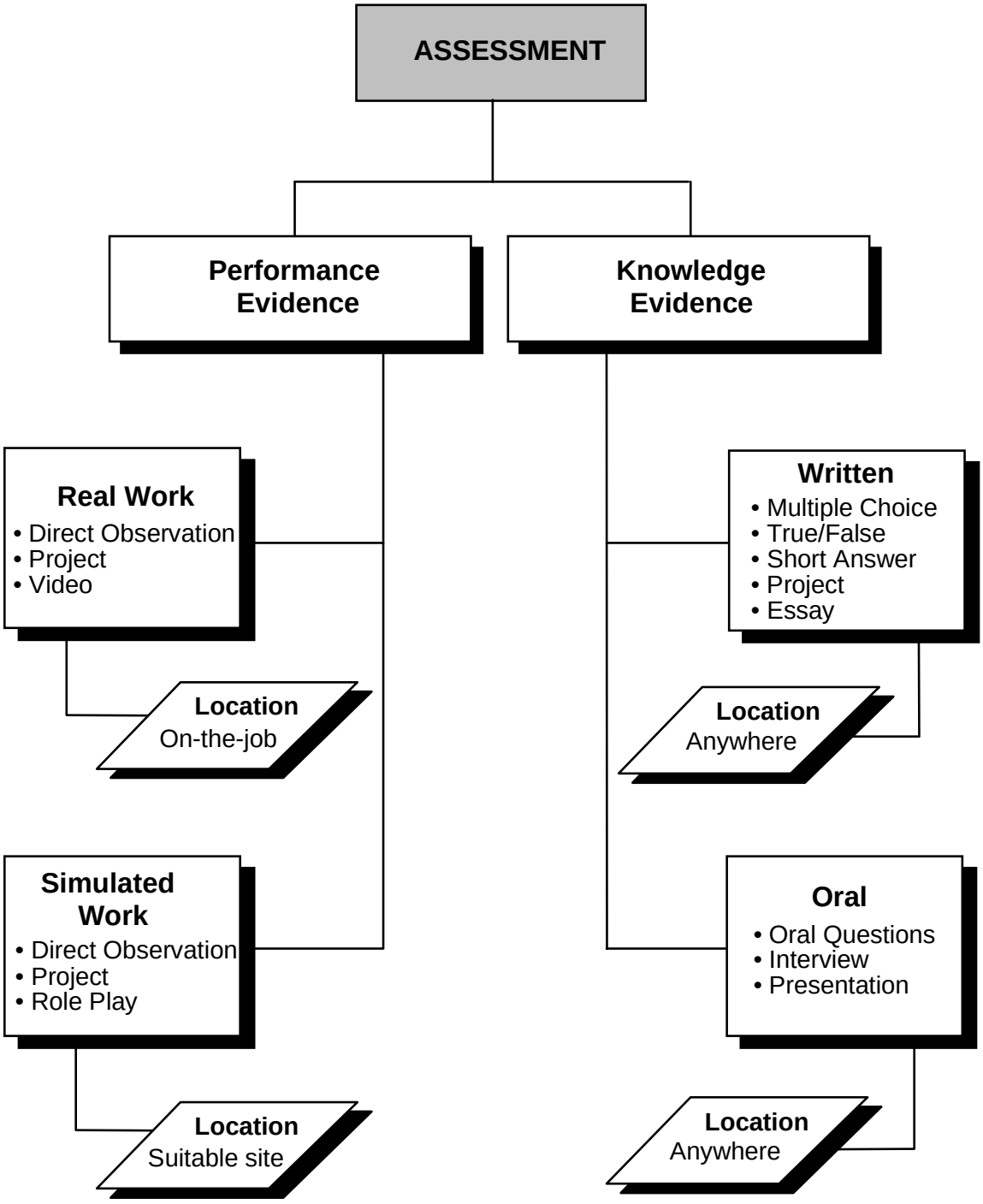

Figure 6. Assessment methods

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.

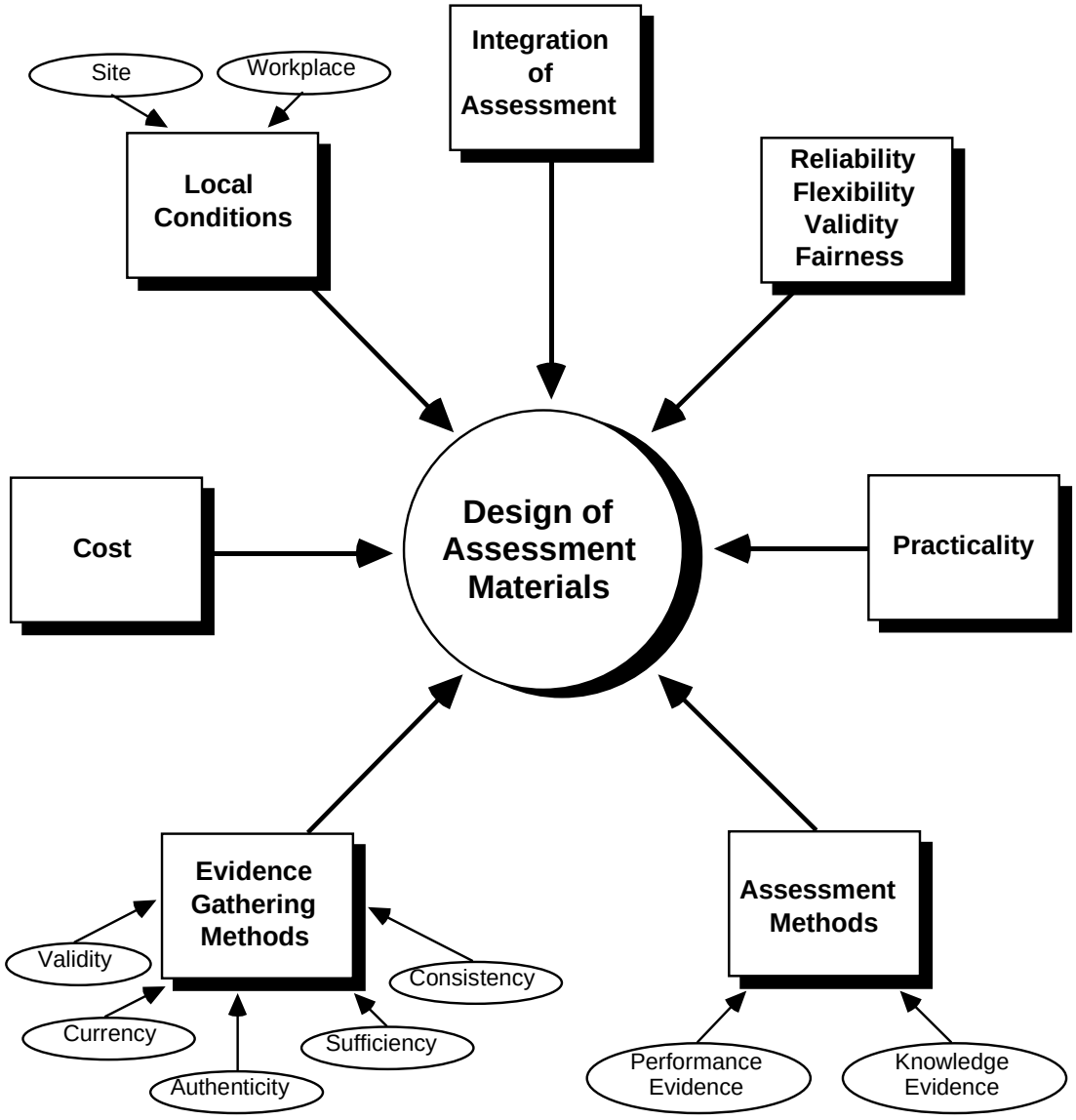

Figure 7. Influences on design of assessment materials

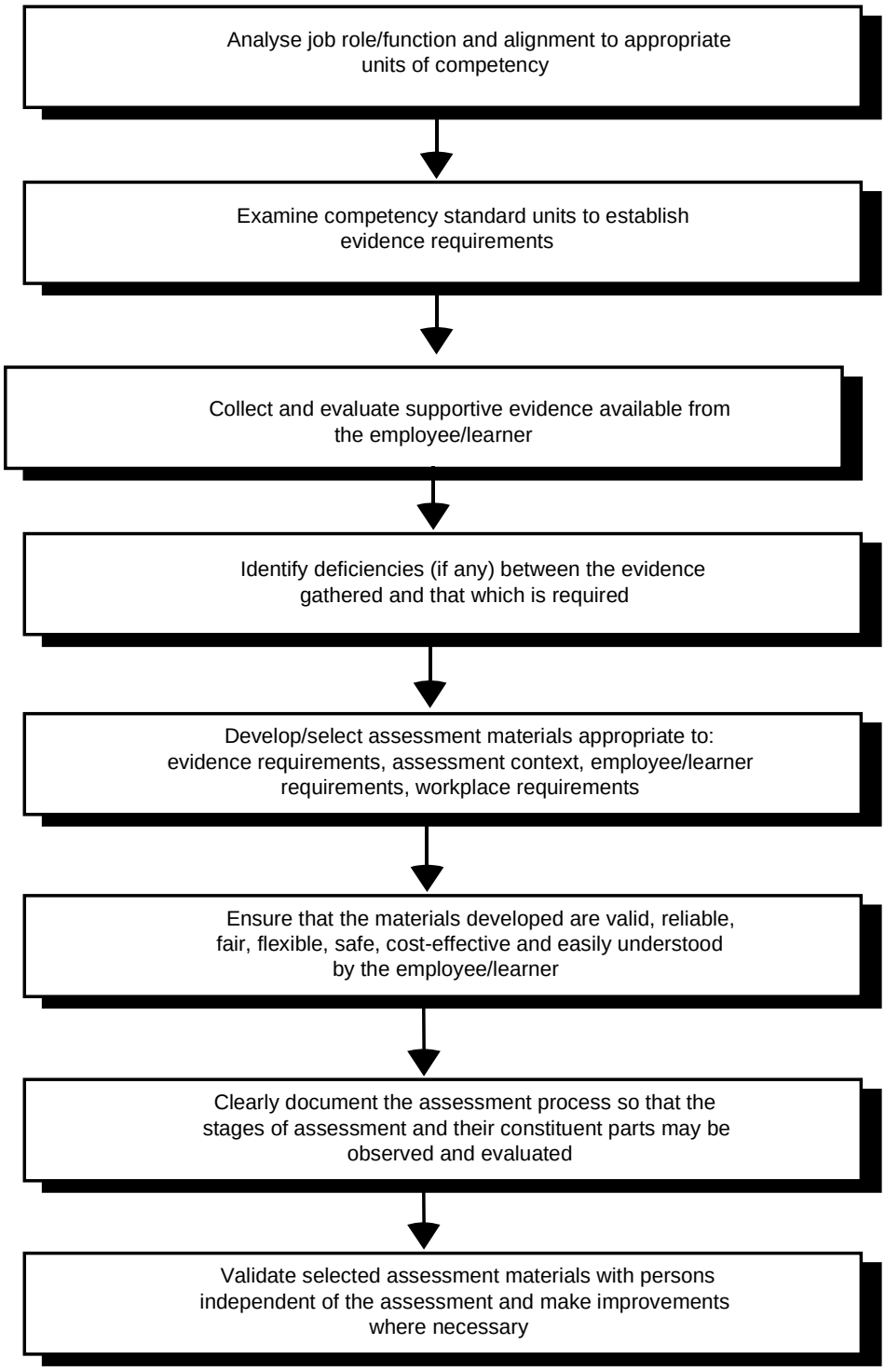

Figure 8. Designing assessment materials

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.

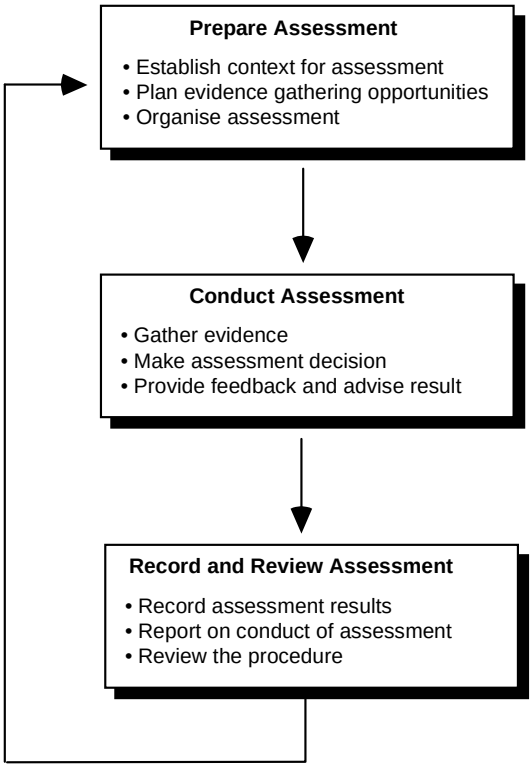

Figure 9. The assessment process

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.

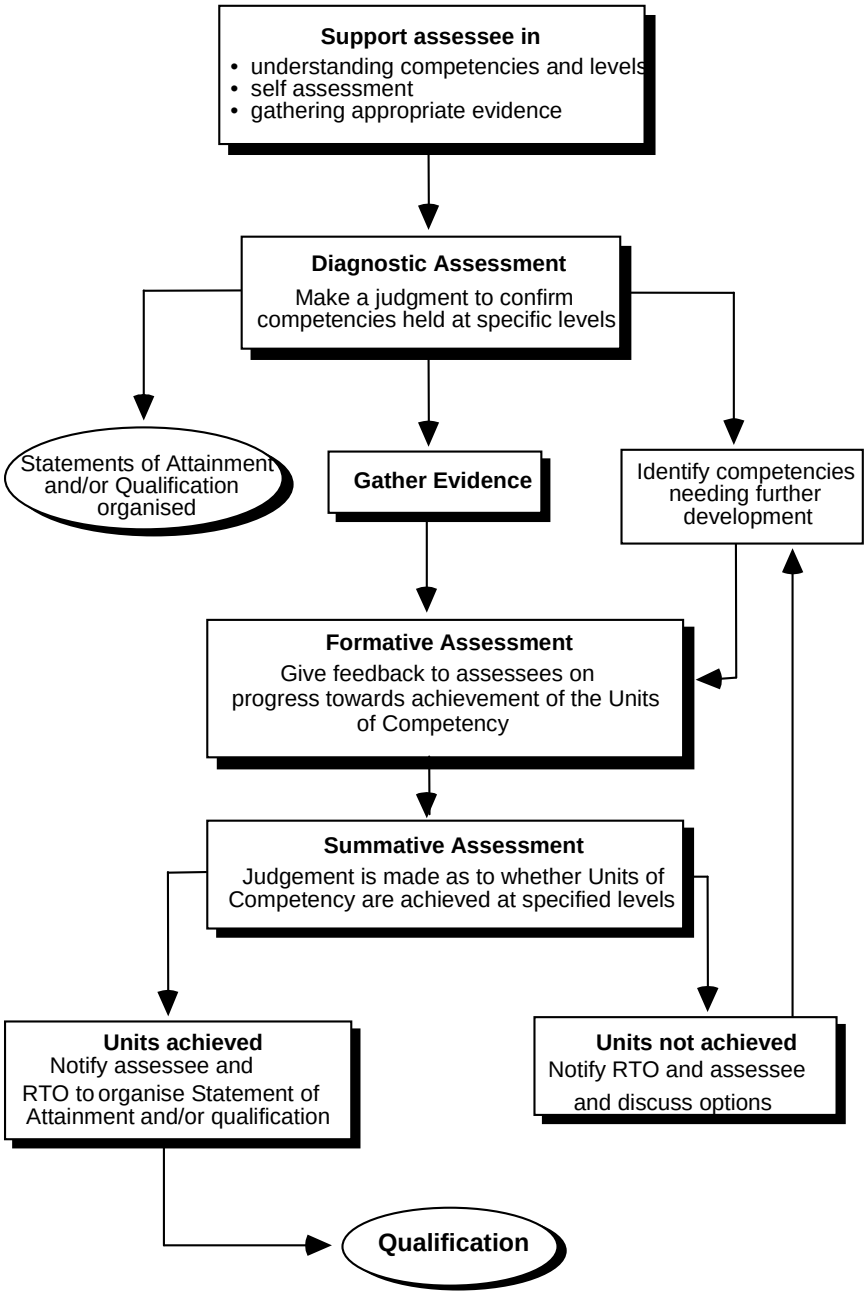

Figure 10. The assessor's role

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.

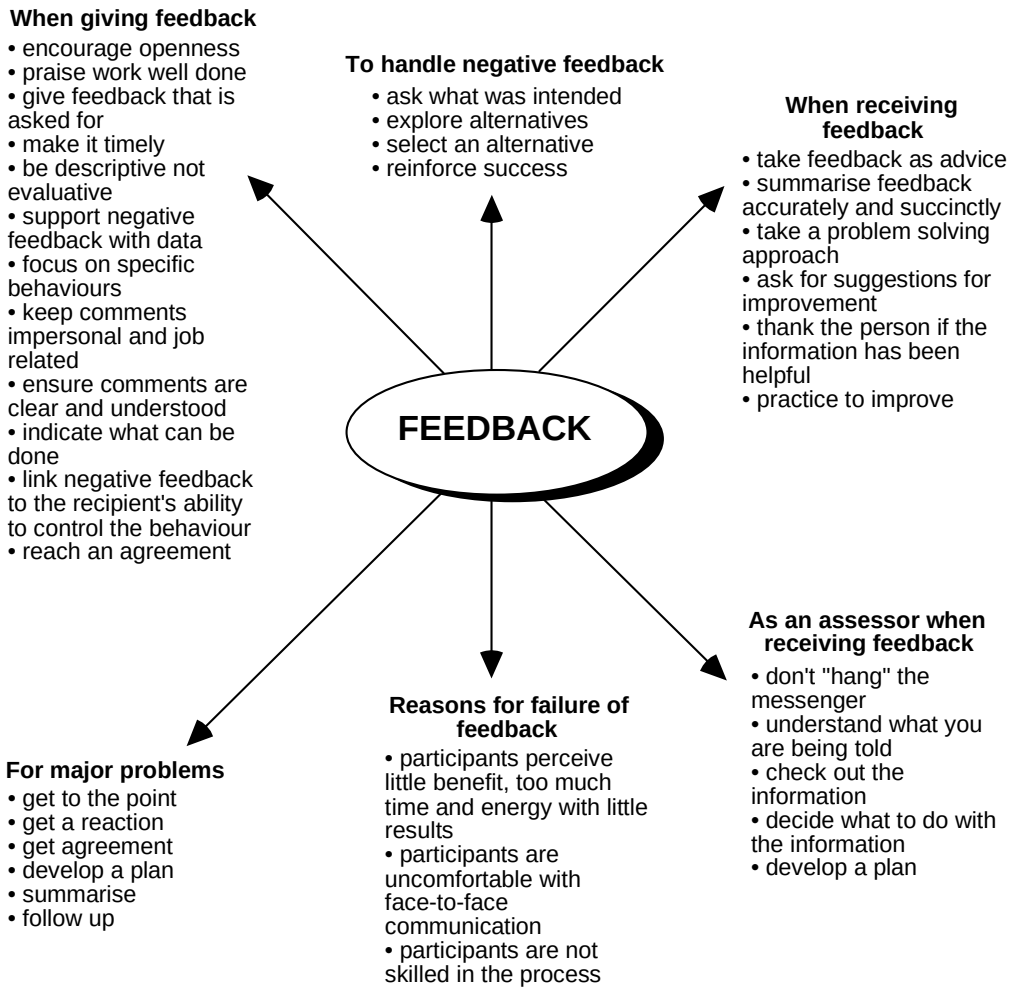

Figure 11. Current thinking about feedback

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

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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 *Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.*
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 Framework 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.

Integrated Assessment	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.
Key Competencies	Employment related general competencies that are essential for effective participation in the workplace.
Mediation	A process that attempts to reach an outcome satisfactory to all assessees.
National Training Framework Committee	The body responsible for endorsing Training Packages.
Packaging	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
Qualification	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.
Range of Variables	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.
Reassessment	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
Records of Assessment	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.
Registered Training Organisation	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.
Reporting of assessment outcomes	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 assessees.

COMPETENCY STANDARDS

FOR THE

NATIONAL OUTDOOR RECREATION

INDUSTRY TRAINING PACKAGE
SRO99

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INTRODUCTION

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.

A Training package comprises two components, endorsed and non-endorsed. The endorsed components of the Training Package are national competency standards, assessment guidelines and qualifications. These are endorsed by the Australian National Training Authority's National Training Framework Committee. The relationships between the three endorsed components may be expressed as:

- Competency Standards specify the level of performance of an employee in the workplace.
- Assessment Guidelines provide a framework in which accurate, reliable and valid assessment of the applicable competency standards may take place.
- National Qualifications are awarded when an assessee has been assessed as achieving a combination of competency standards at an appropriate level. Where an assessee 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.

The endorsed components of the Training Package are complemented by the development of optional learning strategies, assessment tools and professional development materials that form the non-endorsed components of the Training Package.

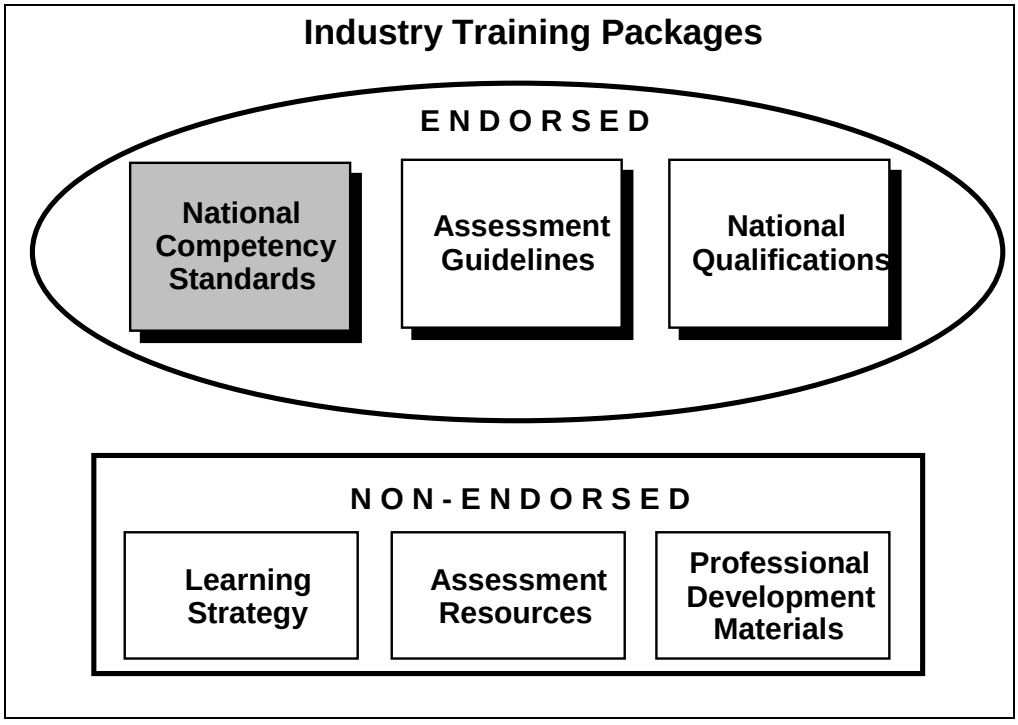

Figure 1. Training Package components

This document sets out the Competency Standards for the Sport and Recreation Industry Training Packages.

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.

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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 (ANTA), 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.

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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.

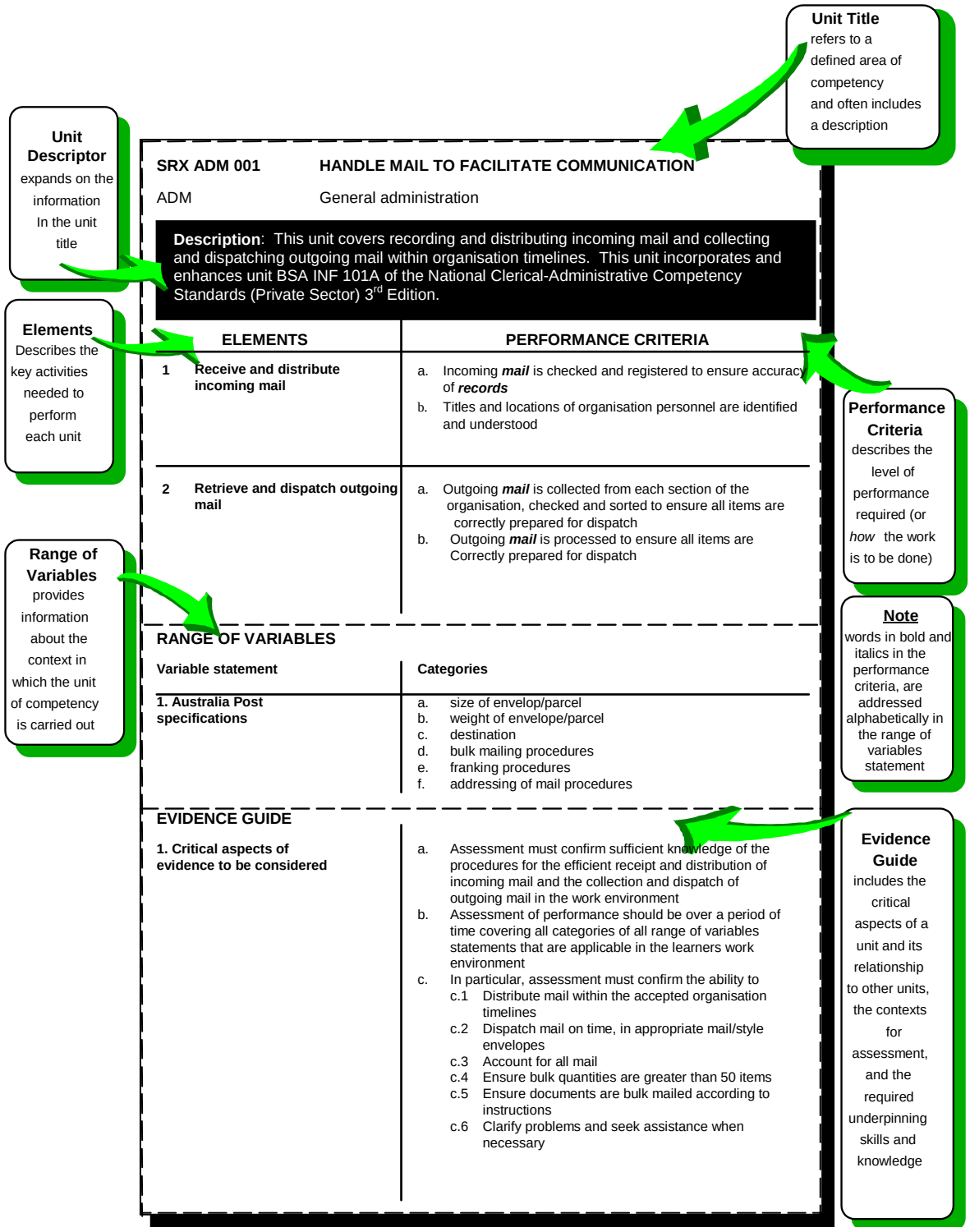

Figure 2. Format of competency standards

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 comeptency 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.

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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.

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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:

- outdoor recreation activities; and
- sport activities

have been developed by an external consultant. 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.

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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.

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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, SRO, SRC, SRF 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;
- 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
SRO	Sport and recreation – outdoor recreation activities
SRS	Sport and recreation – sport activities
SRC	
SRF	
CS	
BSX	Business services – generic
BSZ	Business services – workplace training and assessment
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;
- 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
EMEO	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
ABL	Adventure based learning
ABS	Abseiling
AG	Agriculture (Rural)
BWK	Bushwalking
CAN	Canoeing
CAV	Caving
CLM	Climbing
CRC	Challenge ropes course
CYC	Cycling
CYG	Canyoning
DRV	Driving
EQU	Equestrian activities (including recreational horseriding, horse trail riding and/or sports)
FIS	Fishing
FTG	Field/on-site operations – guiding (Tourism)
FTO	Field/on-site operations – tour operations (Tourism)
GHS	General hygiene, health, safety and security (Hospitality)

Field Code	Description
INT	Interpretation
NAV	Navigation
OPEO	Operations (Public safety)
OPS	Field operations
ORE	Outdoor recreation - generic
RAF	Rafting
ROP	Roping – generic
SCU	SCUBA
SKT	Skiing
SRF	Surfing
WWR	White water rescue
YAC	Ballasted yacht
YMC	Motor cruisers
YSA	Sailboards
YSB	Small boat

Table 5. Field codes for the outdoor recreation 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;
- 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;
- 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 EMEO 01A	Provide emergency care
PUX EMEO 02A	Manage injuries in emergency incidents
PUX EMEO 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

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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

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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 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 in 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 OUTDOOR RECREATION UNITS OF COMPETENCY

Adventure based learning (ABL)

Code	Title
SRO ABL 001A	Take an assistant leadership role in the facilitation of adventure-based learning activities
SRO ABL 002A	Facilitate adventure-based learning activities
SRO ABL 003A	Design and facilitate adventure-based programs requiring advanced facilitation techniques

Abseiling (ABS)

Code	Title
SRO ABS 001A	Demonstrate abseiling skills
SRO ABS 002A	Apply abseiling skills in a range of single pitch contexts
SRO ABS 003A	Apply abseiling skills in a broad range of contexts

Bushwalking (BWK)

Code	Title
SRO BWK 001A	Demonstrate bushwalking skills in tracked or easy untracked areas
SRO BWK 002A	Demonstrate bushwalking skills in difficult or trackless areas
SRO BWK 003A	Demonstrate advanced bushwalking skills in a broad range of areas and conditions

Canoeing (CAN)

Code	Title
SRO CAN 001A	Demonstrate simple canoeing, kayaking or sea kayaking skills
SRO CAN 002A	Demonstrate simple canoeing, kayaking or sea kayaking skills to a high standard of technical correctness
SRO CAN 003A	Perform deep water rescues
SRO CAN 004A	Apply complex inland canoeing/kayaking skills on grade 2 water
SRO CAN 005A	Apply complex sea kayaking skills in moderate conditions
SRO CAN 006A	Apply complex inland canoeing/kayaking skills on grade 3 water
SRO CAN 007A	Apply complex sea kayaking skills in difficult conditions

Caving (CAV)

Code	Title
SRO CAV 001A	Move efficiently and safely through a cave with minimal impact
SRO CAV 002A	Demonstrate laddering skills
SRO CAV 003A	Rig a ladder pitch
SRO CAV 004A	Apply laddering skills in a range of situations
SRO CAV 005A	Use caving specific Single Rope Techniques
SRO CAV 006A	Rig ladders in complex and non-routine situations
SRO CAV 007A	Rig a complex pitch using caving specific techniques
SRO CAV 008A	Demonstrate vertical caving skills
SRO CAV 009A	Rig multi pitches in complex vertical systems using caving specific techniques

Climbing (CLM)

Code	Title
SRO CLM 001A	Demonstrate climbing skills
SRO CLM 002A	Apply climbing skills in a limited range of situations
SRO CLM 003A	Apply climbing skills in a broad range of situations and locations
SRO CLM 004A	Apply lead climbing skills (single pitch)
SRO CLM 005A	Apply lead climbing skills (multi pitch)

Challenge ropes course (CRC)

Code	Title
SRO CRC 001A	Conduct activities on a challenge ropes course with low elements
SRO CRC 002A	Conduct activities on a challenge ropes course with high elements
SRO CRC 003A	Supervise the use of a challenge ropes course with low elements
SRO CRC 004A	Supervise the use of a challenge ropes course with high elements

Cycling (CYC)

Code	Title
SRO CYC 001A	Demonstrate basic cycling skills
SRO CYC 002A	Apply On-Road Cycle Touring skills
SRO CYC 003A	Apply Off-Road cycling skills

Canyoning (CYG)

Code	Title
SRO CYG 001A	Demonstrate horizontal canyoning skills
SRO CYG 002A	Apply vertical canyoning skills
SRO CYG 003A	Apply advanced vertical canyoning skills

Driving (DRV)

Code	Title
SRO DRV 001A	Drive and recover a 4WD vehicle
SRO DRV 002A	Drive a 4WD vehicle in difficult terrain using advanced technique
SRO DRV 003A	Co-ordinate recovery of a 4WD vehicle using advanced techniques
TDT B3 97	Carry out vehicle maintenance
TDT B4 97	Carry out vehicle inspection
TDT B8 97	Carry out inspection of trailers
TDT C8 97	Drive coaches/buses

Equestrian activities (including recreational horseriding, horse trail riding and/or sports) (EQU)

Code	Title
RUA AG1703HB A	Prepare and transport horses
SRO EQU 001A	Care for horses
SRO EQU 002A	Handle horses safely 1
SRO EQU 003A	Demonstrate basic horseriding skills
SRO EQU 004A	Ride horses in training to assist with their education
SRO EQU 005A	Handle horses safely 2
SRO EQU 006A	Apply first aid for horses
SRO EQU 007A	Maintain health and safety of horses
SRO EQU 008A	Demonstrate horseriding skills in tracked areas
SRO EQU 009A	Select and manage horses for beginner riders
SRO EQU 010A	Determine nutritional requirements for recreational or competition horses
SRO EQU 011A	Plan conditioning and training programs for recreational or competition horses
SRO EQU 012A	Train and condition horses for trail rides
SRO EQU 013A	Demonstrate horseriding skills in remote or wilderness areas
SRO EQU 014A	Manage horse illness/injuries in remote areas
SRO EQU 015A	Lead trail rides in a broad range of situations

Fishing (FIS)

Code	Title
SRO FIS 001A	Use basic skills to catch and handle fish
SRO FIS 002A	Comply with fisheries management regulations and conservation strategies
SRO FIS 003A	Select, catch and use bait
SRO FIS 004A	Select, rig and use terminal tackle
SRO FIS 005A	Select, use and maintain fishing tackle outfits
SRO FIS 006A	Catch crabs prawns and squid
SRO FIS 007A	Select, rig and work lures
SRO FIS 008A	Use knowledge of fish habitats, behaviour and life cycles to locate fish
SRO FIS 009A	Instruct casting techniques to clients

Interpretation (INT)

Code	Title
SRO INT 001A	Conduct interpretation within an outdoor activity
SRO INT 002A	Develop specialist resources for interpretive activities
THT FTG 03A	Develop and maintain the general knowledge required by guides
THT FTG 07A	Research and share general information on Aboriginal and Torres Strait Islander Culture
THT FTG 08A	Interpret aspects of local Aboriginal and Torres Strait Islander Culture

Navigation (NAV)

Code	Title
SRO NAV 001A	Navigate in tracked or easy untracked areas
SRO NAV 002A	Navigate in difficult or trackless areas
SRO NAV 003A	Navigate in remote or trackless areas in extreme environmental conditions
TDT H1 97	Interpret road maps and navigate routes
TDT H2 97	Plan and navigate routes

Field operations (OPS)

Code	Title
PUX OPEO 04A	Operate Communications systems
SRO OPS 001A	Implement minimal environmental impact practices
SRO OPS 002A	Plan for minimal environmental impact
SRO OPS 003A	Apply weather information
SRO OPS 004A	Interpret weather conditions in the field
SRO OPS 005A	Apply search and rescue skills
SRO OPS 006A	Use and maintain a temporary or overnight site
THH GHS 01A	Follow workplace hygiene procedures
THT FTO 03A	Set up and operate a campsite
THT FTO 04A	Provide campsite catering

Outdoor recreation – generic (ORE)

Code	Title
SRO ORE 001A	Prepare to participate in a supervised outdoor activity requiring basic skills
SRO ORE 002A	Participate in a supervised outdoor activity requiring basic skills
SRO ORE 003A	Prepare to participate in outdoor activities
SRO ORE 004A	Participate in outdoor activities
SRO ORE 005A	Prepare to participate in outdoor activities in a broad range of situations and circumstances
SRO ORE 006A	Participate in outdoor activities in a broad range of situations and circumstances
SRO ORE 007A	Guide groups in a broad range of outdoor recreation situations and circumstances
SRO ORE 008A	Instruct outdoor recreation activity skills

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Rafting (RAF)

Code	Title
SRO RAF 001A	Apply rafting skills on moving water
SRO RAF 002A	Apply rafting skills on grade 3 rapids
SRO RAF 003A	Apply rafting skills on grade 4 rapids

Roping - generic (ROP)

Code	Title
SRO ROP 001A	Safeguard a person using a single rope belay system
SRO ROP 002A	Use belay systems to safeguard self and others
SRO ROP 003A	Select suitable natural and/or fixed anchors for roping activities
SRO ROP 004A	Establish belay systems using natural and/or fixed anchors for roping activities
SRO ROP 005A	Rig a rope pitch
SRO ROP 006A	Perform vertical rescues of self and others
SRO ROP 007A	Select an extensive range of suitable anchors for roping activities
SRO ROP 008A	Establish belay systems for a broad range of contexts
SRO ROP 009A	Use a broad range of techniques to rig rope pitches
SRO ROP 010A	Perform complex vertical rescues

SCUBA (SCU)

Code	Title
SRO SCU 001A	Snorkel dive
SRO SCU 002A	Scuba dive in open water to a maximum depth of 18 metres
SRO SCU 003A	Complete specialty open water dives
SRO SCU 004A	Complete night dives
SRO SCU 005A	Complete an underwater video
SRO SCU 006A	Take still photographs underwater
SRO SCU 007A	Complete dry suit dives
SRO SCU 008A	Complete computer aided dives
SRO SCU 009A	Complete wreck dives
SRO SCU 010A	Complete dives off boats
SRO SCU 011A	Complete deep dives to between 18 and 40 metres
SRO SCU 012A	Complete drift dives on scuba
SRO SCU 013A	Dive at altitude greater than 300 metres
SRO SCU 014A	Complete underwater search and recovery dives
SRO SCU 015A	Perform diver rescues

Skiing (SKT)

Code	Title
SRO SKT 001A	Demonstrate basic cross country skiing skills
SRO SKT 002A	Skitour in a patrolled environment to a basic standard
SRO SKT 003A	Demonstrate intermediate cross country skiing skills
SRO SKT 004A	Day skitour away from a patrolled area
SRO SKT 005A	Apply snowcraft skills for day touring
SRO SKT 006A	Demonstrate advanced cross country skiing skills
SRO SKT 007A	Overnight skitour in difficult terrain using advanced skitouring skills
SRO SKT 008A	Apply snowcraft skill for overnight touring

Surfing (SRF)

Code	Title
SRO SRF 001A	Apply surf survival and self rescue skills
SRO SRF 002A	Perform basic surfing manoeuvres in controlled conditions
SRO SRF 003A	Perform intermediate level surfing manoeuvres
SRO SRF 004A	Perform a simple rescue in moderate surf conditions
SRO SRF 005A	Perform advanced level surfing manoeuvres
SRO SRF 006A	Perform a comprehensive range of rescues in moderate to difficult surf conditions

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White water rescue (WWR)

Code	Title
SRO WWR 001A	Apply self rescue skills in white water
SRO WWR 002A	Perform white water rescues and recoveries
SRO WWR 003A	Perform a comprehensive range of white water rescues and recoveries

Ballasted yacht (YAC)

Code	Title
SRO YAC 001A	Comply with maritime rules and regulations
SRO YAC 002A	Crew a ballasted yacht inshore
SRO YAC 003A	Skipper a ballasted yacht inshore
SRO YAC 004A	Crew a ballasted yacht in exposed coastal waters
SRO YAC 005A	Skipper a ballasted yacht in exposed coastal waters
SRO YAC 006A	Skipper a ballasted yacht in ocean waters

Motor cruisers (YMC)

Code	Title
SRO YMC 001A	Crew a motor cruiser inshore
SRO YMC 002A	Skipper a motor cruiser inshore
SRO YMC 003A	Crew a motor cruiser in exposed coastal waters
SRO YMC 004A	Skipper a motor cruiser in exposed coastal waters
SRO YMC 005A	Skipper a motor cruiser in ocean waters

Sailboards (YSA)

Code	Title
SRO YSA 001A	Use a sailboard in controlled conditions demonstrating basic skills
SRO YSA 002A	Apply enhanced windsurfing skills in moderate conditions
SRO YSA 003A	Use a sailboard in stronger winds
SRO YSA 004A	Use longboards in difficult conditions
SRO YSA 005A	Use shortboards in difficult conditions

Small boat (YSB)

Code	Title
SRO YSB 001A	Use basic skills to sail a small boat in controlled conditions
SRO YSB 002A	Sail a small boat in light to moderate conditions using enhanced skills
SRO YSB 003A	Sail a small boat in moderate and/or variable conditions

Table 7. Summary of the outdoor recreation 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 *Unit of competency: Conduct assessment in accordance with an established assessment procedure* and the *Extension unit of competency: Plan and review assessment.*
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 Framework 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.

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Integrated Assessment	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.
Key Competencies	Employment related general competencies that are essential for effective participation in the workplace.
Mediation	A process that attempts to reach an outcome satisfactory to all assessees.
National Training Framework Committee	The body responsible for endorsing Training Packages.
Packaging	The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
Qualification	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.
Range of Variables	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.
Reassessment	An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment.
Records of Assessment	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.
Registered Training Organisation	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.
Reporting of assessment outcomes	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.

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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 assessees.

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