

**NATIONAL
SPORTS INDUSTRY TRAINING
PACKAGE SRS99**

**Competency Standards Preamble
Assessment Guidelines
Qualifications Framework**

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Published by:

Australian Training Products Ltd
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First Published August 1999

STOCKCODE: 3010001STD

Printed for Australian Training Products Ltd by Document Printing Australia, MELBOURNE
AUSTRALIA

Version 1.01
April 2001

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

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FOREWORD

It gives me great pleasure on behalf of the Board of Directors of Sport and Recreation Training Australia to write this short foreword for the second 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 Sport 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 twelve specific Sport qualifications, represents thousands of hours of input from hundreds of professionals, volunteers and participants involved in Sport.

This Training Package establishes a career path in the Sport 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 SPORT
INDUSTRY TRAINING PACKAGE
SRS99**

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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 sets of 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.

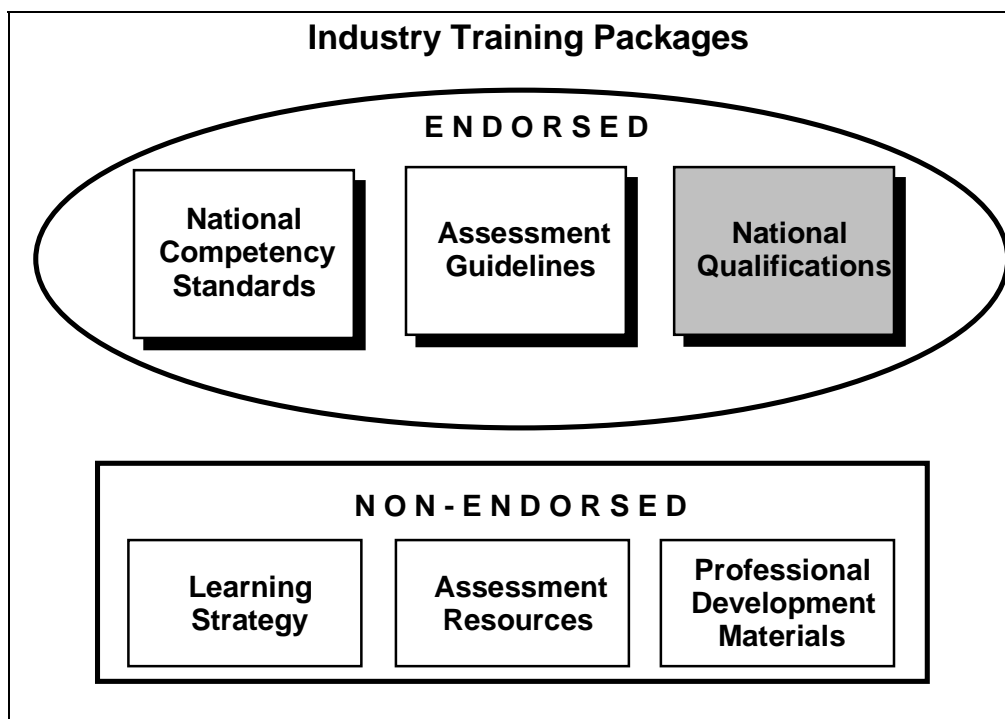


Figure 1. Training Package components

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

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

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

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

1 PACKAGING

1.1 PURPOSE

The process of packaging Units of Competency is integral to the determination and configuration of qualifications established within Training Packages. Packaging is critical in achieving the flexibility required by organisations 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 Sport.

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 include:

- Assessor and Workplace Trainer
- Clerical/Administrative
- Hospitality
- Public Safety
- Retail
- Road Transport and Distribution
- Rural Industries (eg, Horticulture, Agriculture)
- Tourism

They have been included in these standards either:

- directly and by 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 Sport Industry Qualifications Framework, allows for the diversity of options required by those working within the Sport industry. This includes the ability to acquire or achieve:

- high performance sport specific competencies in either Rugby Union, Rugby League, Soccer or Netball as well as specialist career oriented participation competencies at two different levels;
- sport specific officiating competencies in one of a range of sports at different levels;
- sport specific coaching competencies in one of a range of sports at different levels;
- sport development competencies as well as sport specific coaching and/or officiating competencies at different levels;
- sport and recreation administration and/or management competencies at different levels;
- sports trainer competencies at two different skill levels;
- massage therapy at two different skill levels;
- **PLUS, in relation to all of the above**, acquire elective and/or specialist competencies 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 sport specific competencies to enhance the career options and vocational outcomes.

1.3.3. Functional areas

Within the sport industry, the vocational outcomes are primarily those of a career-oriented participant, official, coach, development officer, administrator and/or manager and sports trainer as described in Table 1 below.

| Role/function | Work description |
|------------------------------|---|
| Career-oriented participant | <ul style="list-style-type: none"> • A person with the sport-specific competencies to compete primarily as a professional athlete, either independently or under supervision (ie, match payments form the primary source of their income); and/or • A person with the sport-specific competencies to compete as an athlete at a level that may enable them to establish a career through which combinations of match-payments, prize money, grants and/or endorsements form the primary source of their income. |
| Official | A person who possesses a range of relevant officiating and sport-specific competencies and who facilitates the outcome of sporting events through the interpretation and application of the rules and regulations of a specific sport. |
| Coach | <p>A person who possesses a range of relevant coaching and sport-specific competencies and who facilitates the development of athletes in order to improve performance of the individual or team. This requires the coach to:</p> <ul style="list-style-type: none"> • plan, conduct and evaluate training; • evaluate and analyze the sport specific performance of individual athletes and/or teams; • design individualised training programs; and • apply a variety of teaching methods and instructional styles. |
| Development Officer | A person who possesses a range of relevant coaching, officiating, sport-specific and administrative competencies and who can facilitate a range of desired outcomes in a variety of settings. It is essential for this person to acquire sport-specific knowledge dependent upon the requirements of the employer and the employment setting. In particular, it would be important for this person to have sport specific expertise in relation to coaching and officiating, even though these tasks may not be their primary function. |
| Administrator and/or Manager | A person who possesses a range of administrative and/or management competencies and is capable of assisting a sport or recreation organisation to operate efficiently and effectively. This person would not necessarily require sport- or activity-specific knowledge or skills. |
| Trainer | <p>A person who possesses a range of trainer competencies and who can:</p> <ul style="list-style-type: none"> • assist athletes prepare for competition and/or training through warm-ups, rub-downs, taping and strapping; • Monitor risk situations during training and/or competition; • Manage sports emergencies; and • Assist athletes recover from competition and/or training |

| | |
|--|---|
| | by assisting with or providing information regarding: stretching, rub-downs, diet, fluid replacement, ice therapy and/or recovery training. |
|--|---|

Table 1. Occupational roles/functions within the sport industry

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 Units of Competency have been incorporated into the Sport Industry Training Package from other industries they are not necessarily positioned at the same Australian Qualifications Framework levels as they were in the parent industry Training Package. This has occurred because it is the context in which the unit is applied, and not the individual unit that is aligned to an Australian Qualifications Framework level. Similarly, some Units of Competency within the Sport Industry Training Package have been included in qualifications at more than one Australian Qualifications Framework level.

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

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

Table 2. The Australian Qualifications Framework descriptors

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

3 TITLING

- Each qualification title indicates the level in relation to the Australian Qualifications Framework. That is:

Certificate I
Certificate II
Certificate III
Certificate IV
Diploma, or
Advanced Diploma

- Each qualification within the Sport 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 *Sport*.
- Qualifications reflecting a specific functional area/s carry the functional area/s title in brackets, eg, *Certificate II in Sport (Coaching)*.
- The requirement to achieve each qualification is the completion of the Units of Competency identified.
- No prerequisite qualifications are specified however individual pre-requisite Units of Competency may be specified within the Interdependent Assessment of Units component within the Evidence Guides of Units of Competency.

4 INTERPRETATION OF QUALIFICATION TITLES UNDER THE SPORT INDUSTRY TRAINING PACKAGE

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

The qualification titles correspond with those listed on the National Training Information Service (NTIS). In total there are twenty (20) possible qualification titles that can be developed from within the Sport Industry Qualification Framework.

For a comprehensive list of the Units of Competency contained within the Sport and Recreation and, Sport 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 Sport Qualifications Framework and are outlined below:

- Certificate I in Sport and Recreation
- Certificate II in Sport and Recreation
- Certificate III in Sport and Recreation
- Certificate IV in Sport and Recreation
- Diploma of Sport and Recreation
- Advanced Diploma of Sport and Recreation

4.1.2. Sport qualifications

A total of fourteen (14) Sport qualification titles have been included within the Sport Qualifications Framework and are outlined below:

- Certificate II in Sport (Career-oriented participation)
- Certificate II in Sport (Officiating)
- Certificate III in Sport (Career-oriented participation)
- Certificate III in Sport (Officiating)
- Certificate III in Sport (Coaching)
- Certificate III in Sport (Trainer)
- Certificate III in Sport (Massage therapy)
- Certificate IV in Sport (Officiating)
- Certificate IV in Sport (Coaching)
- Certificate IV in Sport (Development)
- Certificate IV in Sport (Trainer)
- Diploma of Sport (Coaching)
- Diploma of Sport (Development)
- Diploma of Sport (Massage therapy)

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).

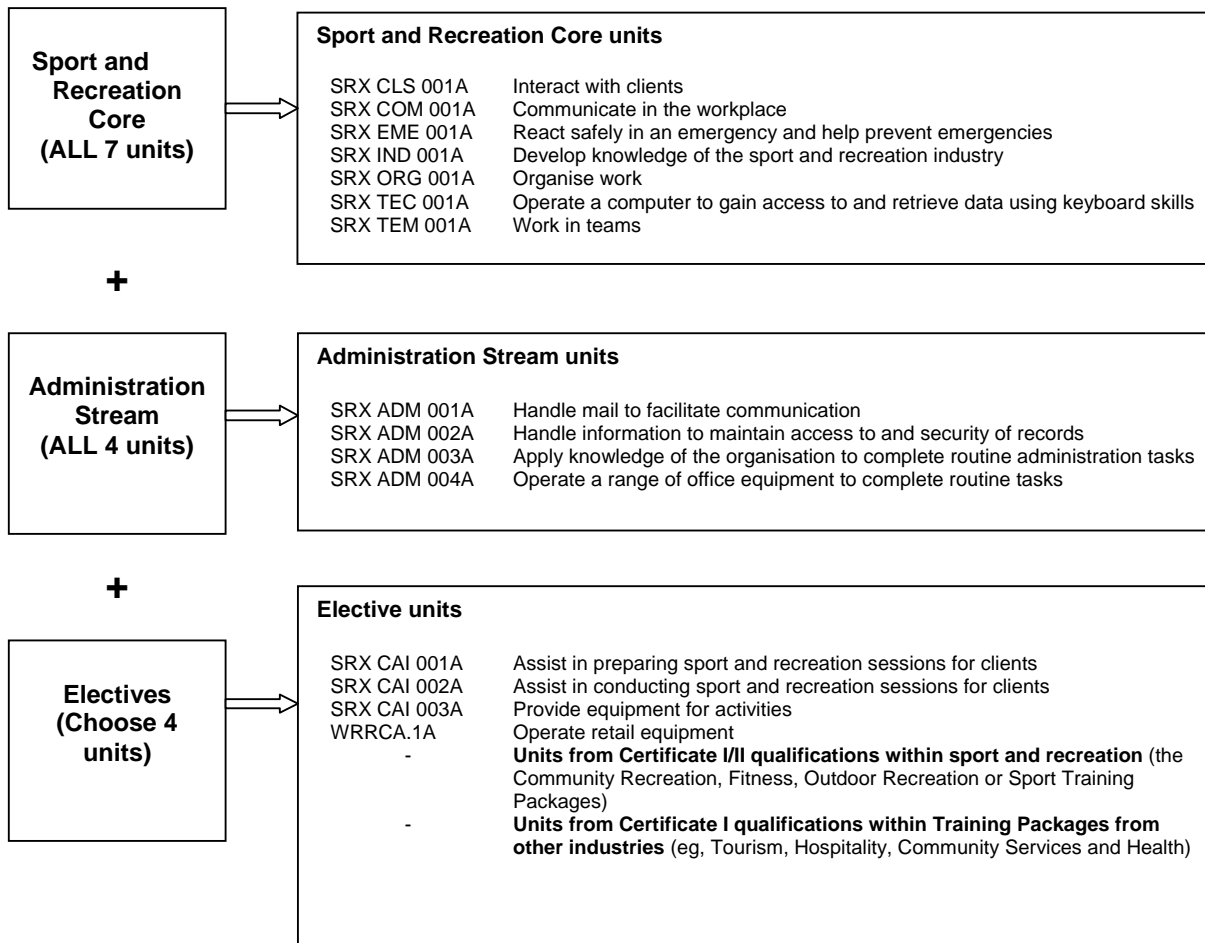


Figure 2. Units of competency within the Certificate I in Sport and Recreation

5.2 Certificate II in Sport and Recreation

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

- Sport and Recreation Core Units of Competency

plus

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

plus

- A minimum of five (5) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 3).

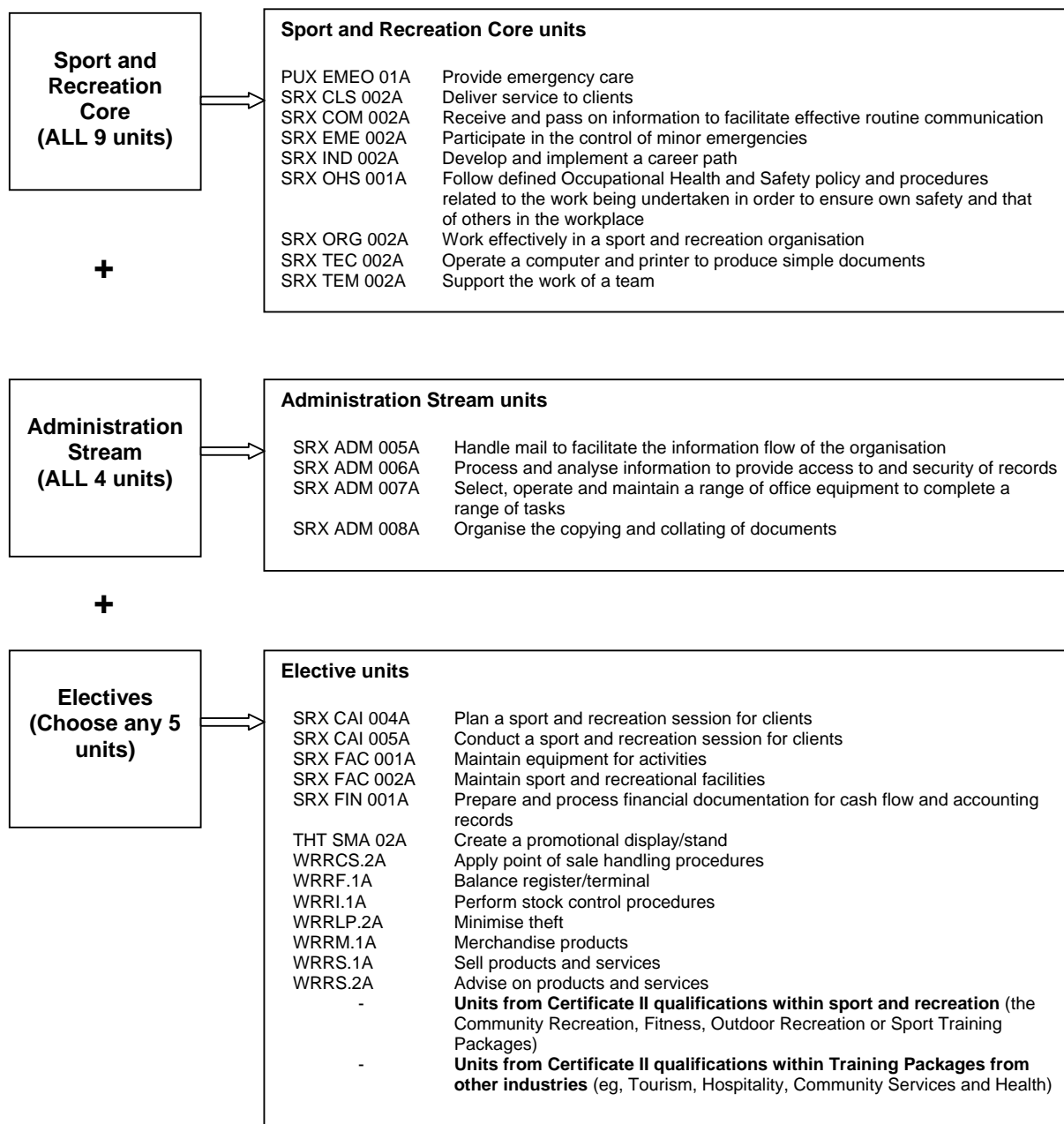


Figure 3. Units of competency within the Certificate II in Sport and Recreation

5.3 Certificate III in Sport and Recreation

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

- Sport and Recreation Core Units of Competency

plus

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

plus

- A minimum of five (5) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 4).

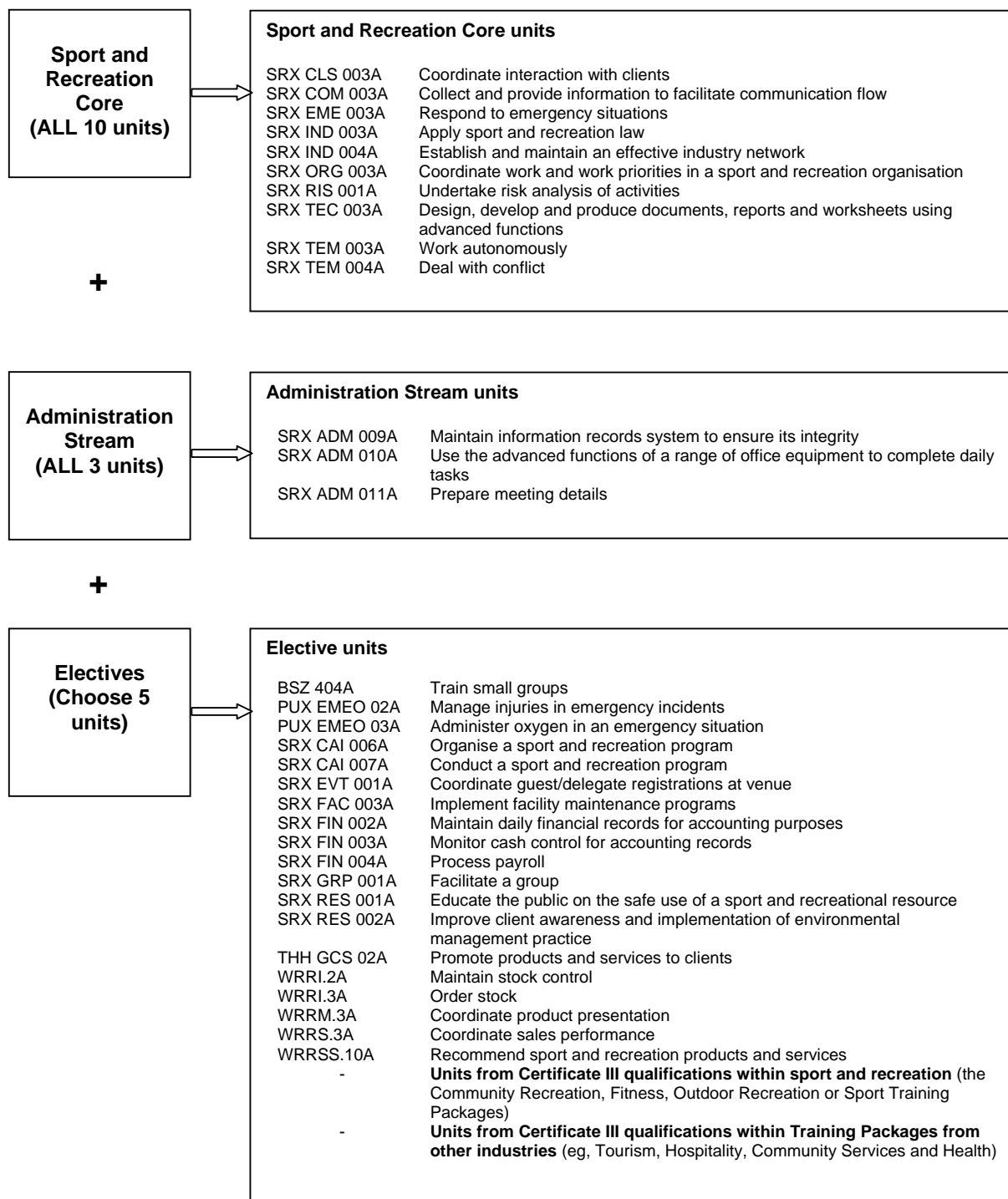


Figure 4: Units of competency within the Certificate III in Sport and Recreation

5.4 Certificate IV in Sport and Recreation

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

- Sport and Recreation Core Units of Competency

plus

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

plus

- A minimum of eight (8) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 5).

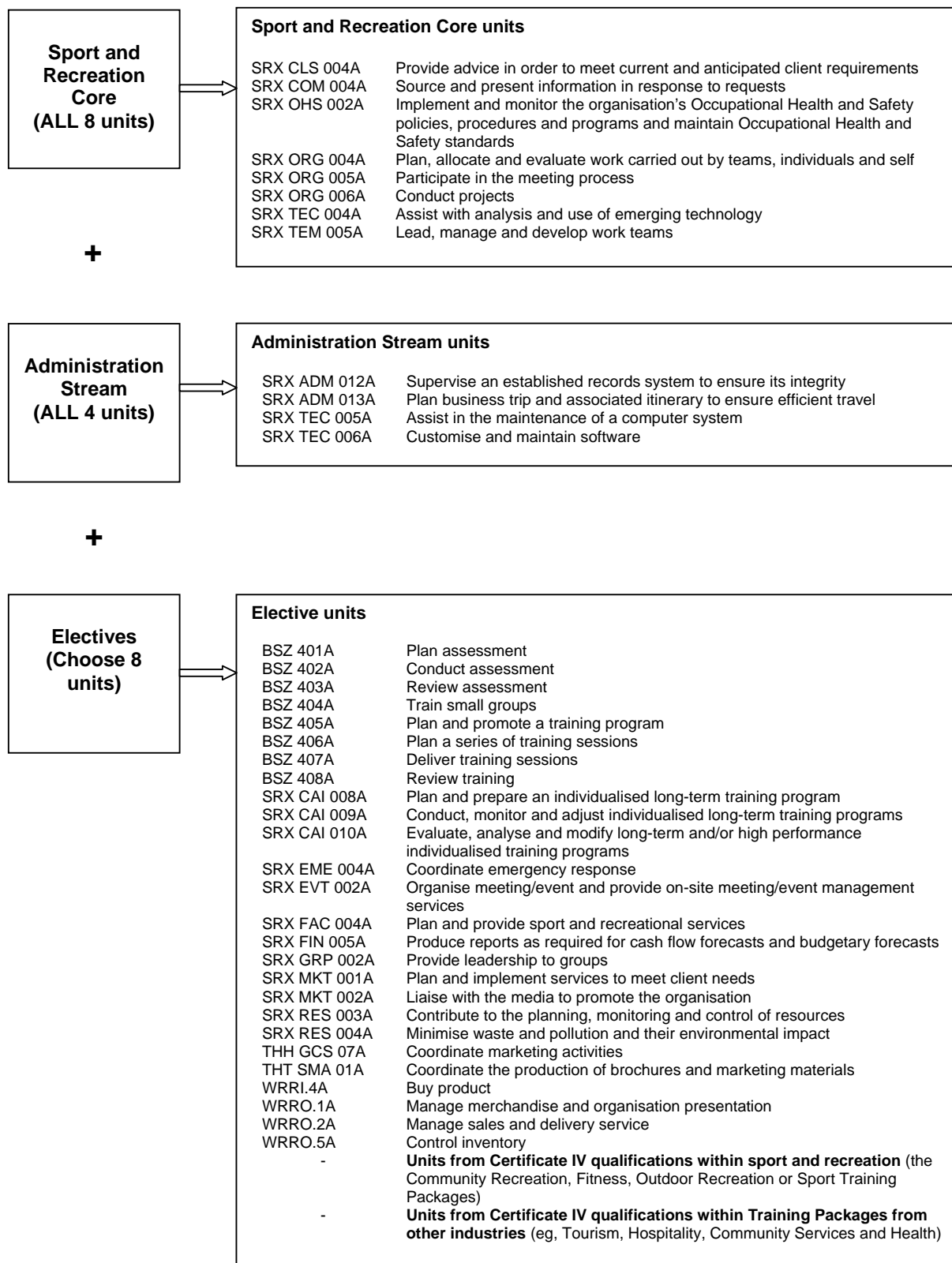


Figure 5: Units of competency within the Certificate IV in Sport and Recreation

5.5 Diploma of Sport and Recreation

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

- Sport and Recreation Core Units of Competency

plus

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

plus

- A minimum of ten (10) Units of Competency from any Training Package within the Sport and Recreation Industry (Community Recreation, Fitness, Outdoor Recreation, Sport) or from any other endorsed Training Package from any other industry. Any units selected must be relevant to the occupational outcome sought and should be appropriate to the Australian Qualifications Framework level (refer Figure 6).

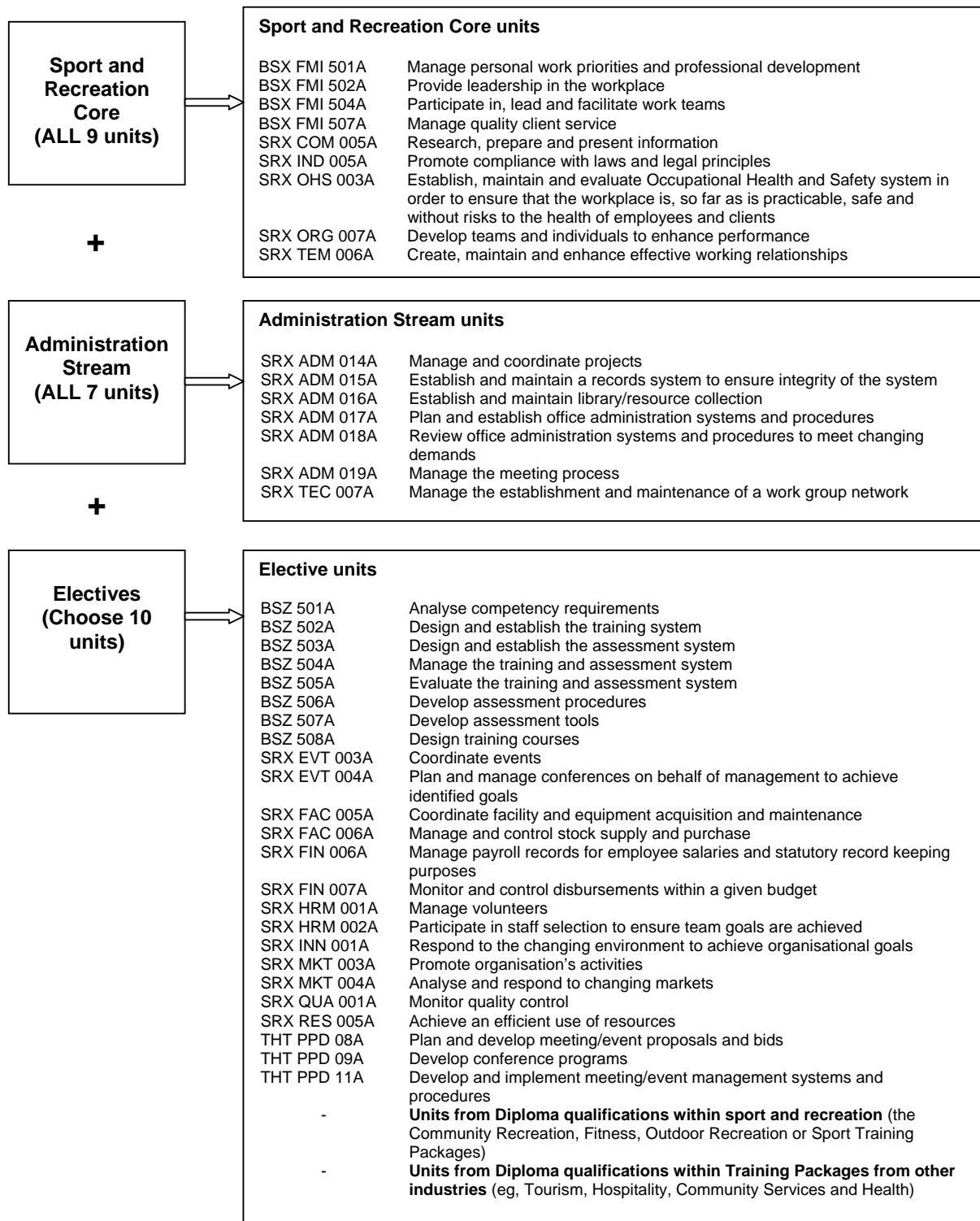


Figure 6: Units of competency within the Diploma of Sport and Recreation

5.6 Advanced Diploma of Sport and Recreation

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

- Sport and Recreation Core Units of Competency

plus

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

plus

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

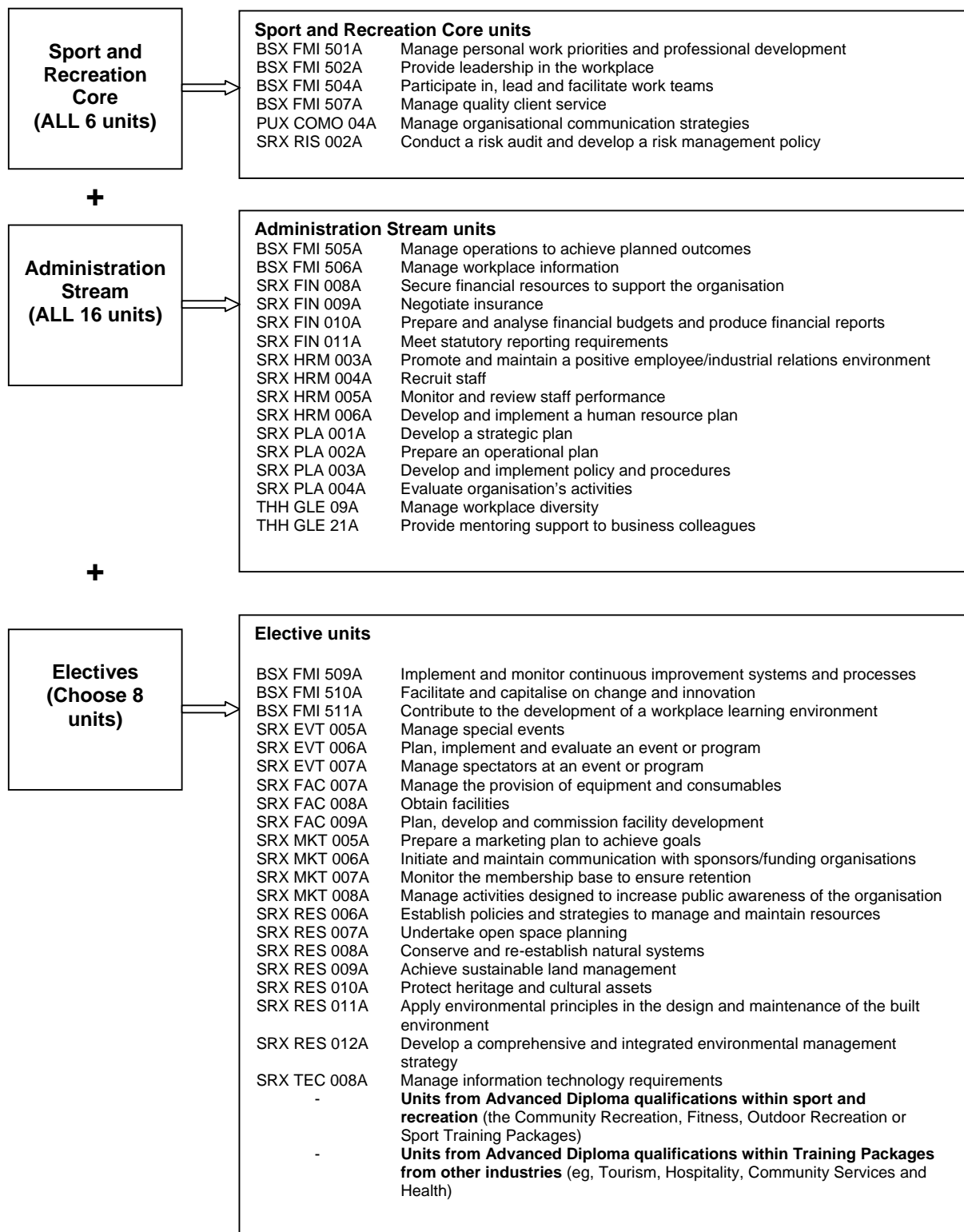


Figure 7: Units of competency within the Advanced Diploma of Sport and Recreation

6 QUALIFICATIONS AND PATHWAYS: SPORT QUALIFICATIONS

6.1 REQUIREMENTS FOR A QUALIFICATION

The requirements for a Qualification in Sport are detailed on subsequent pages but are represented diagrammatically in Figure 8.

At each qualification level:

- the Sport and Recreation Core consists of designated Units of Competency;
- the Sport Stream consists of designated Units of Competency;
- the Sport 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 Sport stream packages. In these cases, competency must be assessed in the context of the specific Sport activity area. Therefore, in situations where packages 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 Sport Industry Training Package, should consult with industry organisations and employers to ensure that the packages of units achieve:

- outcomes that comply with any relevant State/Territory or National licensing requirements; and
- relevant State/Territory/National industry accreditation, if required, by authorities, such as:
 - Australian Coaching Council: National Coaching Accreditation Scheme and National Officiating Program
 - Australian Society of Sport Administrators.

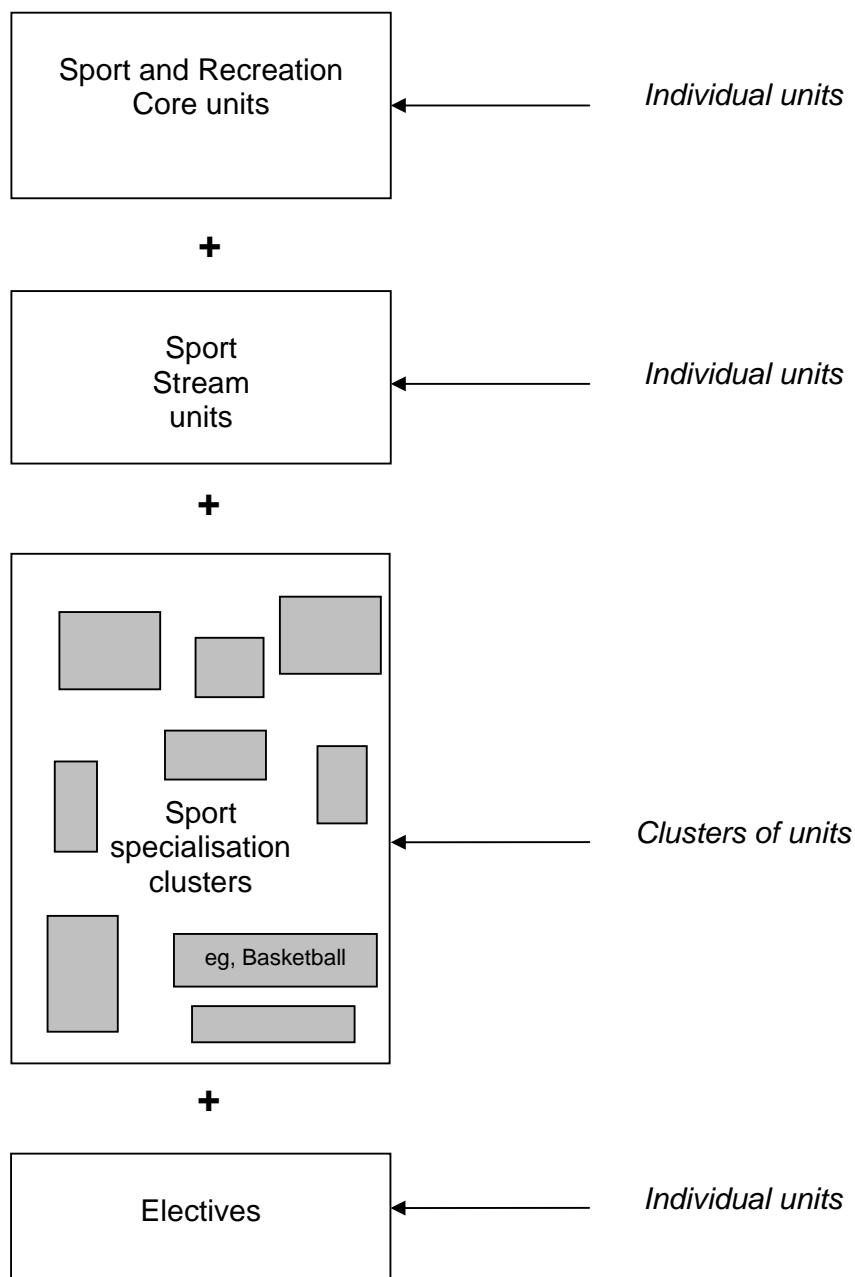


Figure 8: Requirements for a sport industry qualification

6.2 APPLICATION OF THE AUSTRALIAN QUALIFICATIONS FRAMEWORK TO SPORT

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

6.2.2 Certificate II in Sport

The Certificate II in Sport is designed to reflect the role of entry level employees working in the Sport 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 Sport Industry for those who have this level of competency include working under supervision with the conduct of activities on programs and other associated tasks, acting according to clearly defined Standard Operating Procedures, rules and regulations and the organisation's documented guidelines.

6.2.3 Certificate III in Sport

The Certificate III in Sport 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 or participants). Participation in teams including group or team co-ordination may be involved.

Likely functions within the Sport Industry for those who have this level of competency include working with athletes (eg coach), working within clearly defined contexts (eg, team manager) 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 competency may work autonomously in clearly defined tasks or as an assistant with a more experienced person in potentially non-routine or more complex activities and programs.

6.2.4 Certificate IV in Sport

The Certificate IV in Sport 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 and/or clients.

Likely functions within the Sport 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 plan, conduct and evaluate activities of self and others. Persons with this level of competency have the ability to deal with unpredictable and non-routine situations.

6.2.5 Diploma of Sport

The Diploma of Sport 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 Sport Industry for those who have this level of competency include those working as Operations Managers, Program Managers, Coach Advisers 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.

6.3 Certificate II in Sport (Career-oriented participation)

The requirements for a Certificate II in Sport (Career-oriented participation) will comprise achievement of twenty-eight (28) 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 Career-oriented participation

plus

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

- *Netball*

- | | |
|--------------|---|
| SRS NET 008A | Develop the intermediate skills of netball |
| SRS NET 009A | Perform the intermediate tactics and strategies of netball in a competitive situation |
| SRS NET 010A | Participate in conditioning for netball |

- *Rugby League*

- | | |
|--------------|--|
| SRS RLG 006A | Develop intermediate skills of rugby league |
| SRS RLG 007A | Perform the intermediate tactics and strategies of rugby league in a competitive situation |
| SRS RLG 008A | Participate in conditioning for rugby league |

- *Rugby Union*

- | | |
|--------------|---|
| SRS RUN 008A | Develop intermediate skills of rugby union |
| SRS RUN 009A | Perform the intermediate tactics and strategies of rugby union in a competitive situation |
| SRS RUN 010A | Participate in conditioning for rugby union at an intermediate level |

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 9).

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

Note 2: Learners/participants wishing to undertake this qualification should be established participants in the respective sport in which they are seeking a qualification.

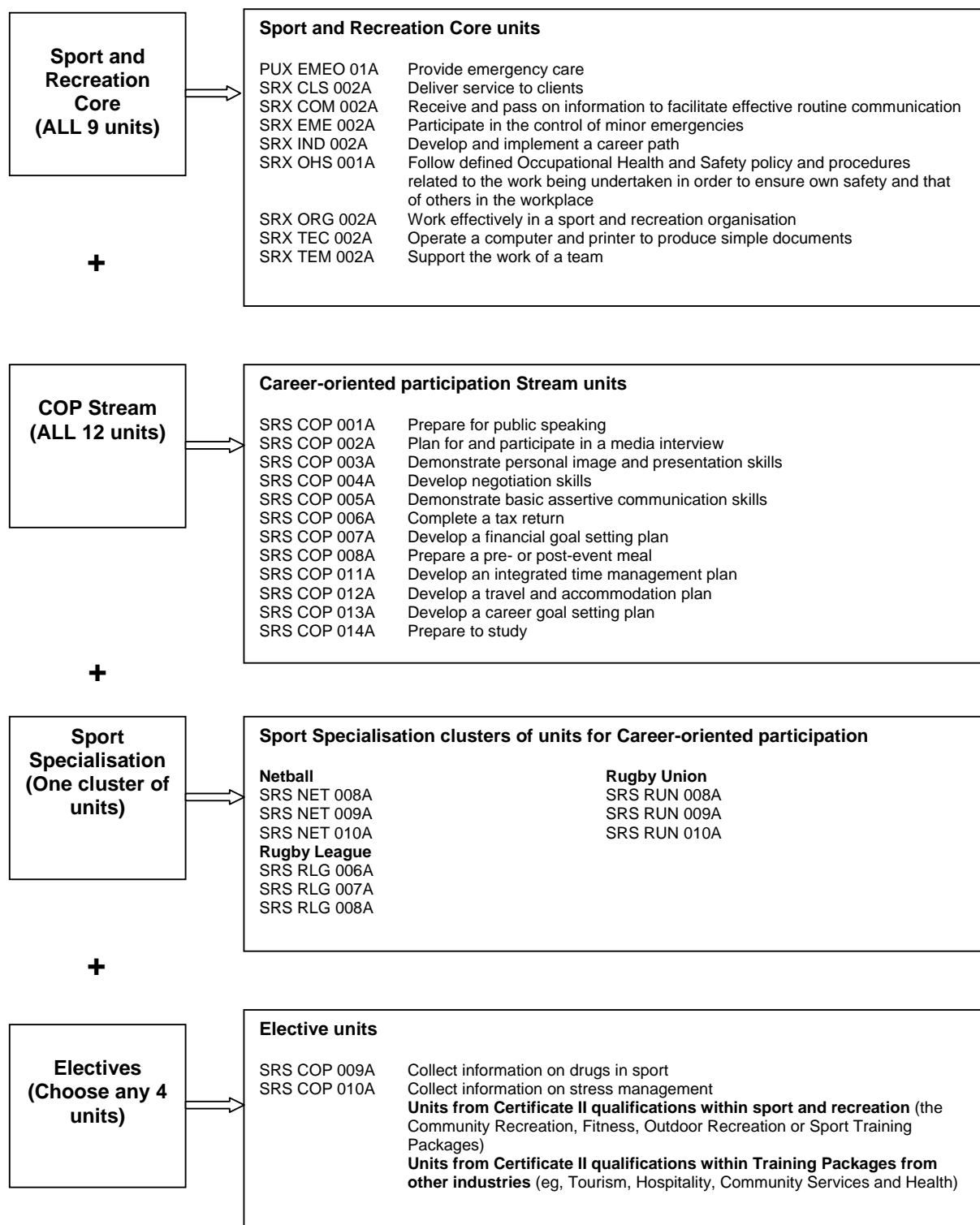


Figure 9: Units of competency within the Certificate II in Sport (Career-oriented participation)

6.4 Certificate II in Sport (Officiating)

The requirements for a Certificate II in Sport (Officiating) will comprise achievement of twenty-five (25) to 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 Officiating

plus

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

- *Australian football officiating*

- | | |
|--------------|---|
| SRS AFT 001A | Interpret and apply the fundamental rules of Australian football at a junior or beginner level |
| SRS AFT 002A | Use basic communication strategies to umpire Australian football at a junior or beginner level |
| SRS AFT 003A | Provide reports and receive feedback relevant to Australian football at a junior or beginner level |
| SRS AFT 004A | Demonstrate fundamental positioning skills relevant to umpire Australian football at a junior or beginner level |

- *Basketball officiating*

- | | |
|--------------|---|
| SRS BSK 001A | Interpret and apply the fundamental rules of basketball at a junior or beginner level |
| SRS BSK 002A | Use fundamental communication strategies to officiate Basketball at a junior or beginner level |
| SRS BSK 003A | Provide reports and receive feedback relevant to officiating basketball at junior or beginner level |
| SRS BSK 004A | Demonstrate fundamental positioning skills relevant to officiating basketball at a junior or beginner level |

- *Netball officiating*

- | | |
|--------------|---|
| SRS NET 001A | Interpret and apply the fundamental rules of netball at the beginner level |
| SRS NET 002A | Use basic communication strategies to umpire netball at the beginner level |
| SRS NET 003A | Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level |

- *Rugby union officiating*

- | | |
|--------------|--|
| SRS RUN 001A | Interpret and apply the fundamental rules of rugby union at a junior or beginner level |
| SRS RUN 002A | Use basic communication strategies to referee rugby union at a junior or beginner level |
| SRS RUN 003A | Provide reports and receive feedback relevant to refereeing rugby union at a junior or beginner level |
| SRS RUN 004A | Demonstrate fundamental positioning skills relevant to referee rugby union at a junior or beginner level |

➤ *Surf life saving officiating*

- SRS SLS 001A Interpret and apply the fundamental rules of surf life saving at a beginner level
- SRS SLS 002A Use fundamental communication strategies to officiate surf life saving at a beginner level
- SRS SLS 003A Assist in the prevention of emergencies in surf life saving competitions
- SRS SLS 004A Demonstrate fundamental positioning skills relevant to officiate surf life saving at a beginner level

➤ *Soccer officiating*

- SRS SOC 001A Interpret and apply the fundamental laws of soccer at a junior or beginner level
- SRS SOC 002A Use basic communication strategies to referee soccer at a junior or beginner level
- SRS SOC 003A Provide reports and receive feedback relevant to referee soccer at junior or beginner level
- SRS SOC 004A Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level

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 10).

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

Note 2: Learners/officials wishing to undertake this qualification should be established officials and/or participants in the respective sport in which they are seeking a qualification.

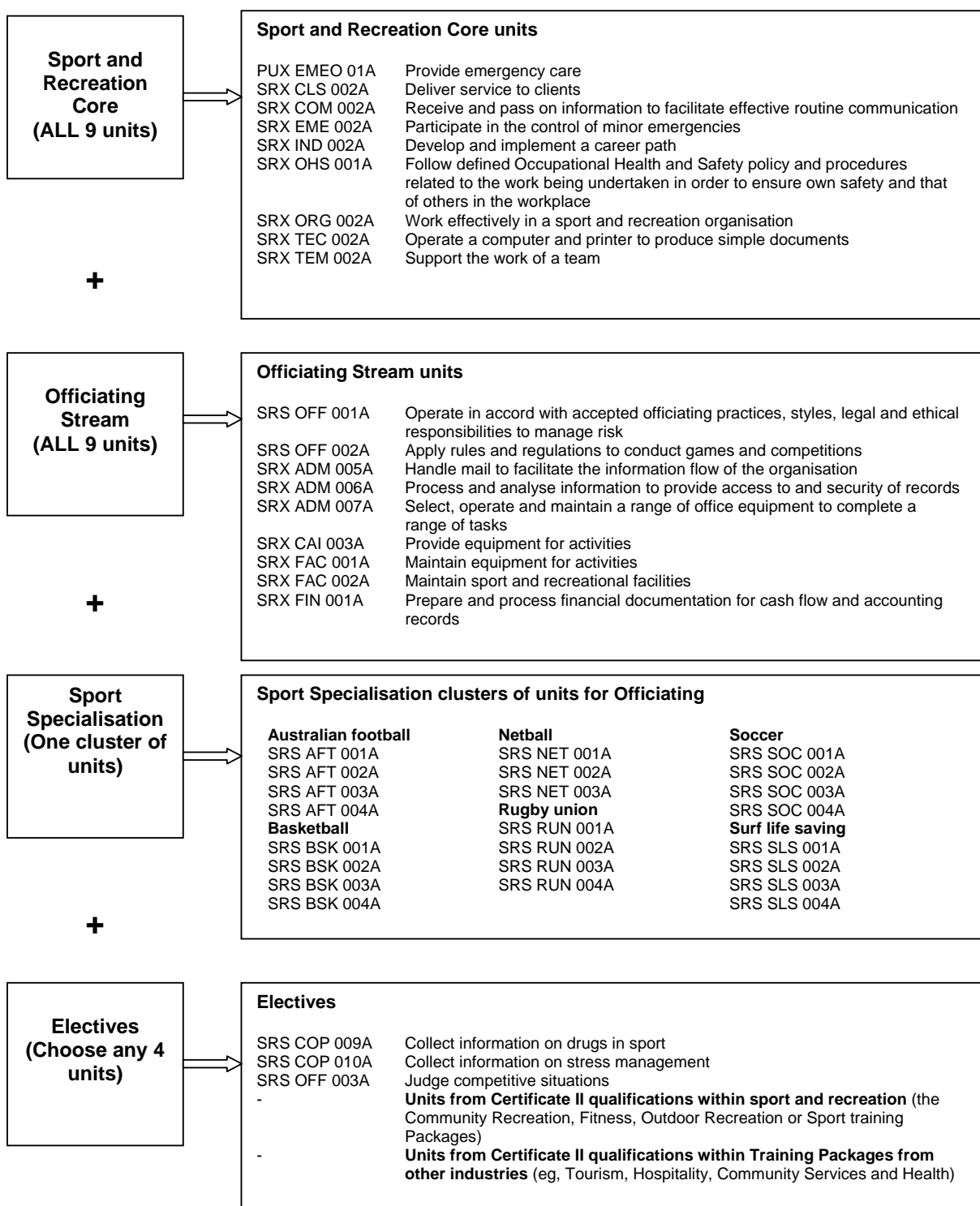


Figure 10: Units of Competency within the Certificate II in Sport (Officiating)

6.5 Certificate III in Sport (Career-oriented participation)

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

- Sport and Recreation Core Units of Competency

plus

- The specified Stream Units of Competency from the functional area of Career-oriented participation

plus

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

- *Netball*

SRS NET 011A Develop the advanced skills of netball

SRS NET 012A Perform the advanced tactics and strategies of netball in a competitive situation

- *Rugby league*

SRS RLG 009A Develop advanced skills of rugby league football

SRS RLG 010A Perform the advanced tactics and strategies of rugby league football in a competitive situation

- *Rugby union*

SRS RUN 011A Develop advanced skills of rugby union

SRS RUN 012A Perform the advanced tactics and strategies of rugby union in a competitive situation

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).

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

Note 2: Learners/participants wishing to undertake this qualification should be established participants in the respective sport in which they are seeking a qualification.

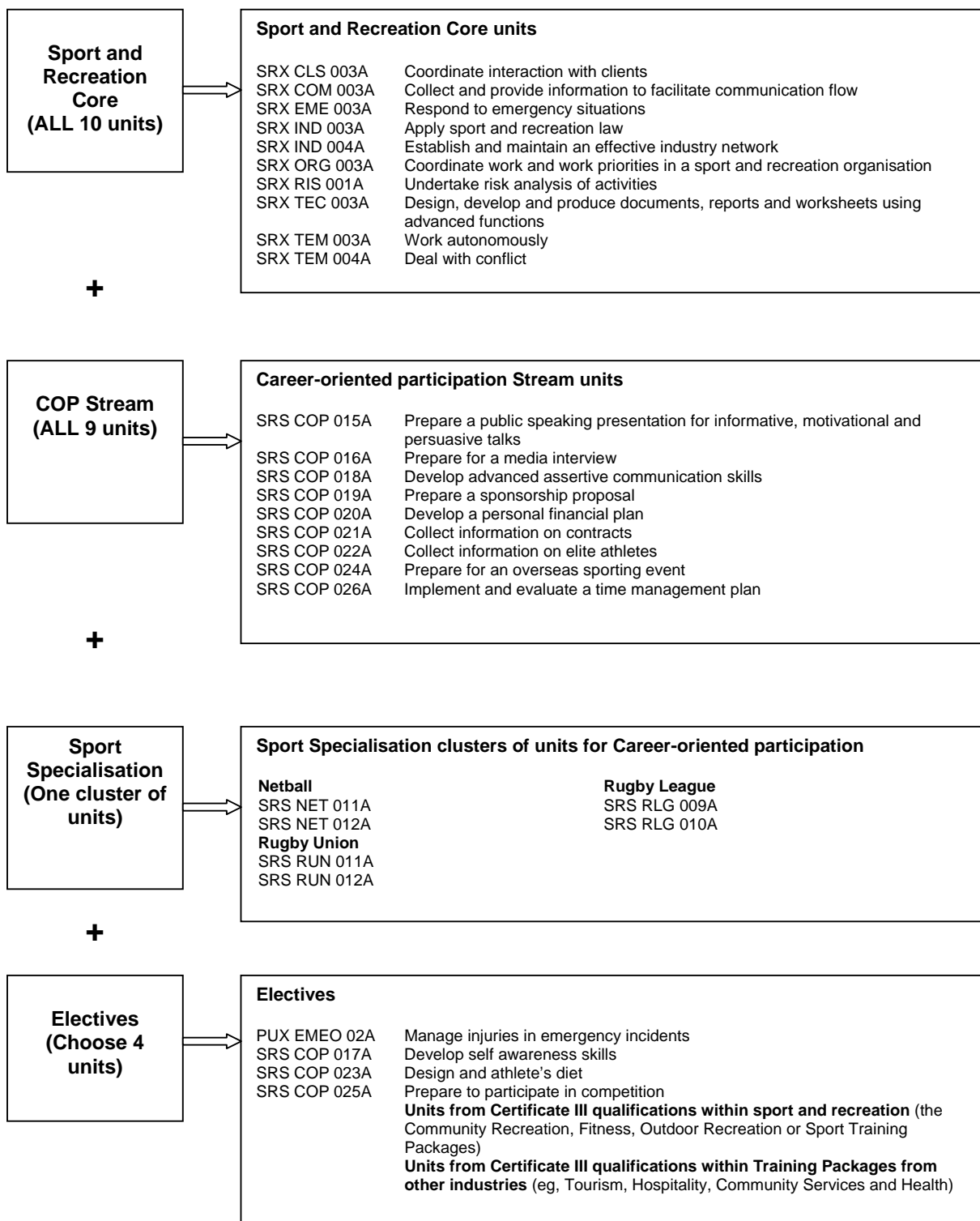


Figure 11: Units of Competency within the Certificate III in Sport (Career-oriented participation)

6.6 Certificate III in Sport (Officiating)

The requirements for a Certificate III in Sport (Officiating) will comprise achievement of twenty-five (25) to 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 Officiating

plus

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

- *Australian football officiating*

SRS AFT 005A Interpret and apply the rules of Australian football at a local or district level

SRS AFT 006A Use communication strategies to officiate Australian football at a local or district level

SRS AFT 007A Demonstrate positioning skills relevant to officiate Australian Football at a local or district level

- *Basketball officiating*

SRS BSK 005A Interpret and apply the rules of basketball at an intermediate level

SRS BSK 006A Use communication strategies to officiate basketball at an intermediate level

SRS BSK 007A Demonstrate positioning skills relevant to officiate basketball at an intermediate level

- *Rugby league officiating*

SRS RLG 001A Interpret and apply the rules of rugby league in a competition game at a local or district level

SRS RLG 002A Use communication strategies to officiate rugby league at a local or district level

SRS RLG 003A Demonstrate positioning skills relevant to referee rugby league at a local or district level

- *Rugby union officiating*

SRS RUN 005A Interpret and apply the rules of rugby union at a local or district level

SRS RUN 006A Use communication strategies to officiate rugby union at a local or district level

SRS RUN 007A Demonstrate two referee positioning skills relevant to officiate rugby union at a local or district level

- *Surf life saving officiating*

SRS SLS 005A Interpret and apply the rules of surf life saving at an intermediate level

SRS SLS 006A Manage the format and results of surf life saving competitions at an intermediate level

SRS SLS 007A Use communication strategies to officiate surf life saving at an intermediate level

SRS SLS 008A Demonstrate positioning skills relevant to officiate surf life saving at an intermediate level

➤ *Soccer officiating*

- SRS SOC 005A Interpret and apply the laws of soccer at a local or district level
SRS SOC 006A Use communication strategies to officiate soccer at a local or district level
SRS SOC 007A Demonstrate positioning skills relevant to referee soccer at a local or district level

➤ *Squash officiating*

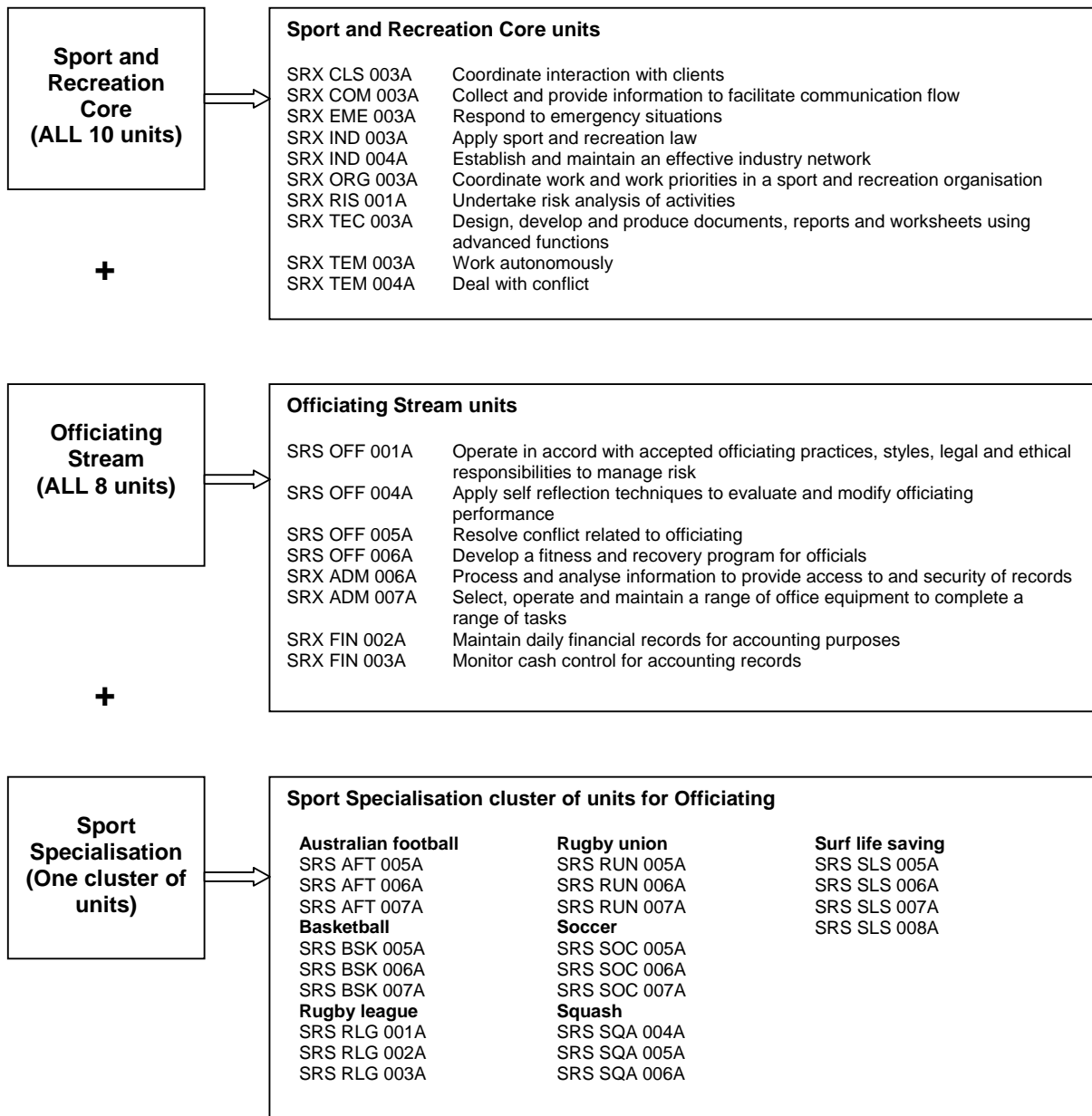
- SRS SQA 004A Use communication strategies to officiate squash at an intermediate level
SRS SQA 005A Interpret and apply the rules of squash at an intermediate level
SRS SQA 006A Manage the format and results of squash competitions

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: 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*).

Note 2: Learners/officials wishing to undertake this qualification should be established officials and/or participants in the respective sport in which they are seeking a qualification.



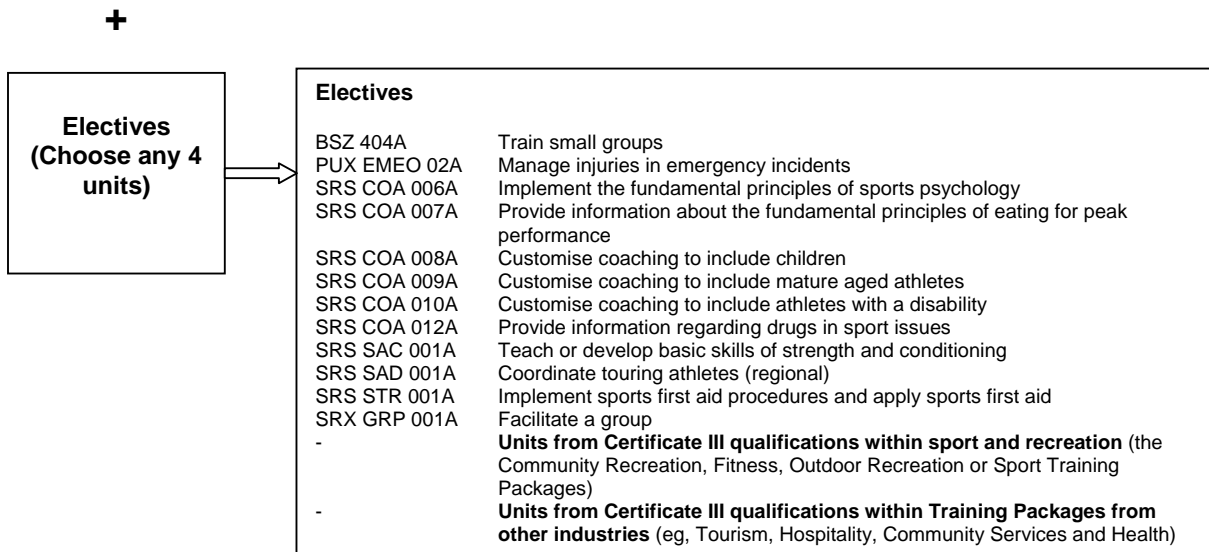


Figure 12: Units of Competency within the Certificate III in Sport (Officiating)

6.7 Certificate III in Sport (Coaching)

The requirements for a Certificate III in Sport (Coaching) will comprise achievement of twenty-nine (29) to thirty-six (36) 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 Coaching

plus

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

- *Basketball*

SRS BSK 011A Teach or develop intermediate skills of basketball

- *Equestrian*

SRS EQU 002A Teach or develop the fundamental skills of riding

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 007A Maintain health and safety of horses

SRO EQU 008A Demonstrate horse riding skills in tracked areas

SRO EQU 010A Determine nutritional requirements for recreational or competition horses

SRO EQU 011A Plan conditioning and training programs for recreational or competition horses

- *Gymnastics kindergym leader*

SRS GYM 001A Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment

- *Gymnastics coach*

SRS GYM 002A Teach and/or develop the fundamental skills of gymnastics

- *Strength and conditioning*

SRS SAC 001A Teach or develop basic skills of strength and conditioning

SRS SAC 002A Teach or develop intermediate skills of strength and conditioning

- *Sailing*

SRS SAI 001A Develop and/or implement the basic tactics and strategies of sailing

SRS SAI 002A Interpret and apply the rules of sailing at a basic level

- *Squash*

SRS SQA 009A Teach or develop intermediate skills of squash

SRS SQA 010A Apply the intermediate tactics and strategies of squash in a competitive situation

- *Swimming*

SRS SWI 001A Apply the principles of movement in water

SRS SWI 002A Operate in accord with accepted aquatics industry health and safety practices

SRS SWI 003A Operate in accord with the legal responsibilities and risk management principles of the aquatics industry

SRS SWI 004A Collect information on the philosophy and structure of the Australian swimming and aquatics industry

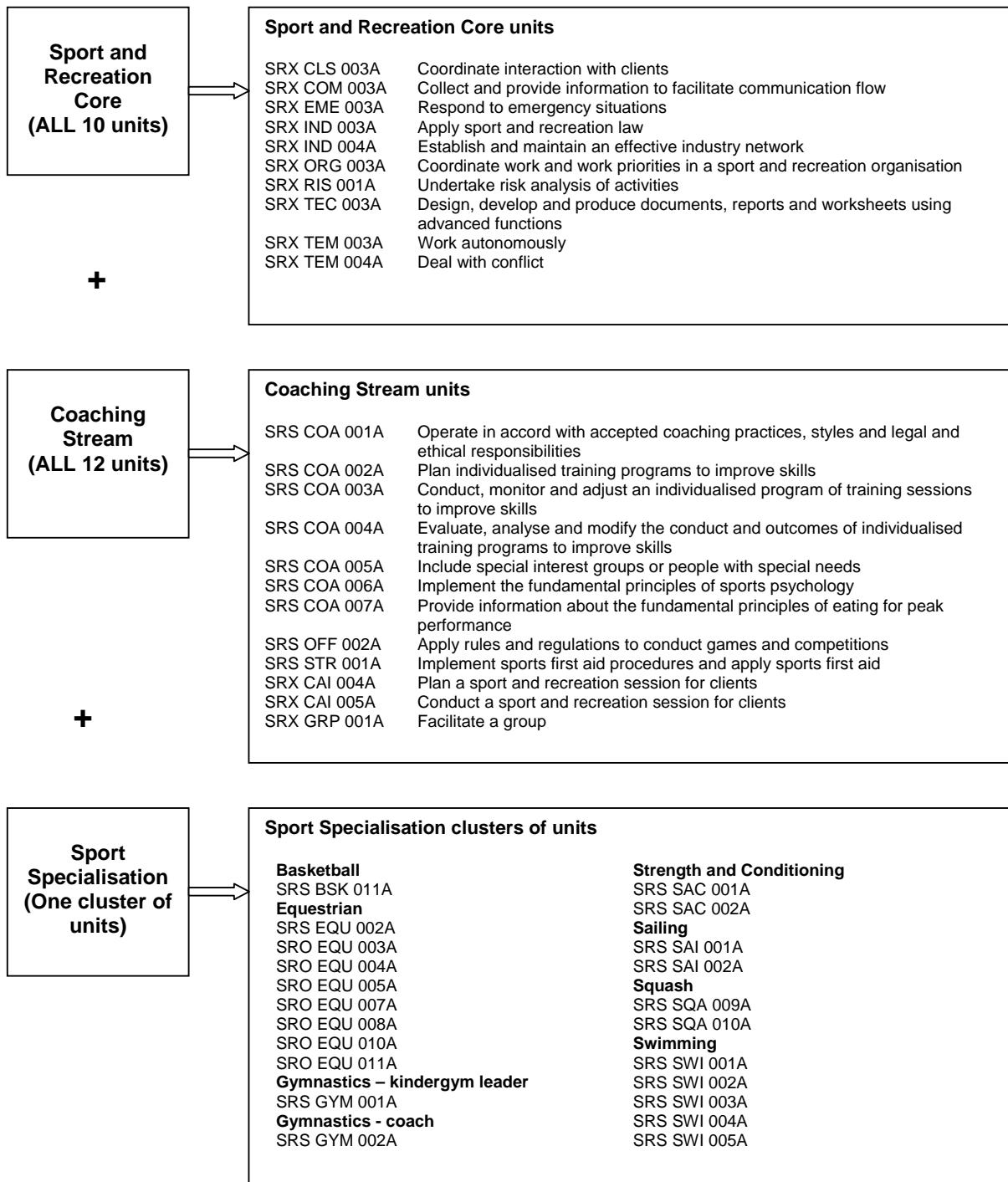
SRS SWI 005A Teach or develop the competitive strokes of swimming

plus

- A minimum of six (6) 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: 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*).

Note 2: Learners/coaches wishing to undertake this qualification should be established coaches and/or participants in the respective sport in which they are seeking a qualification.



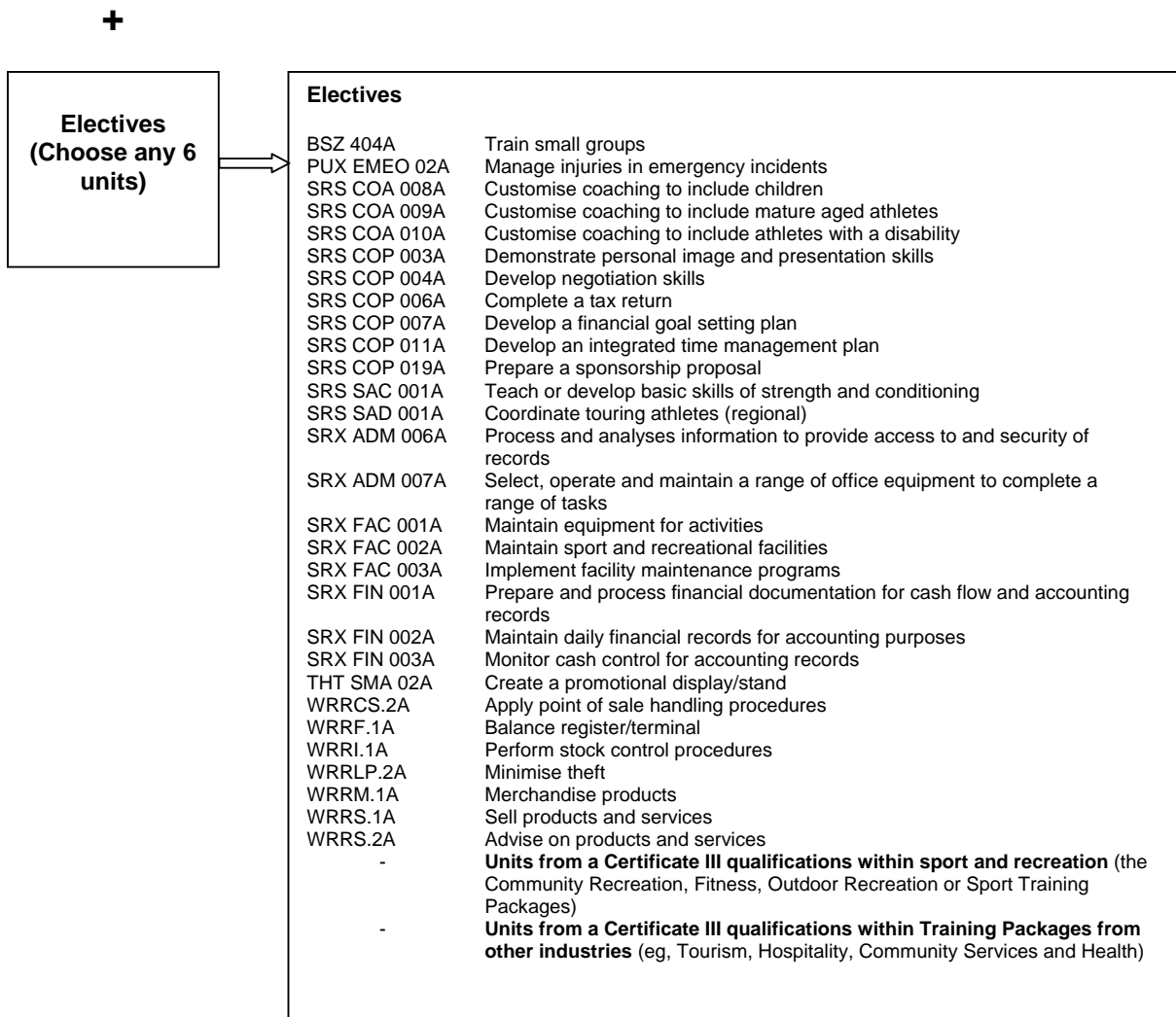


Figure 13: Units of Competency within the Certificate III in Sport (Coaching)

6.8 Certificate III in Sport (Trainer)

The requirements for a Certificate III in Sport (Trainer) will comprise achievement of thirty-one (31) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

- Sport Support Services Stream Units

plus

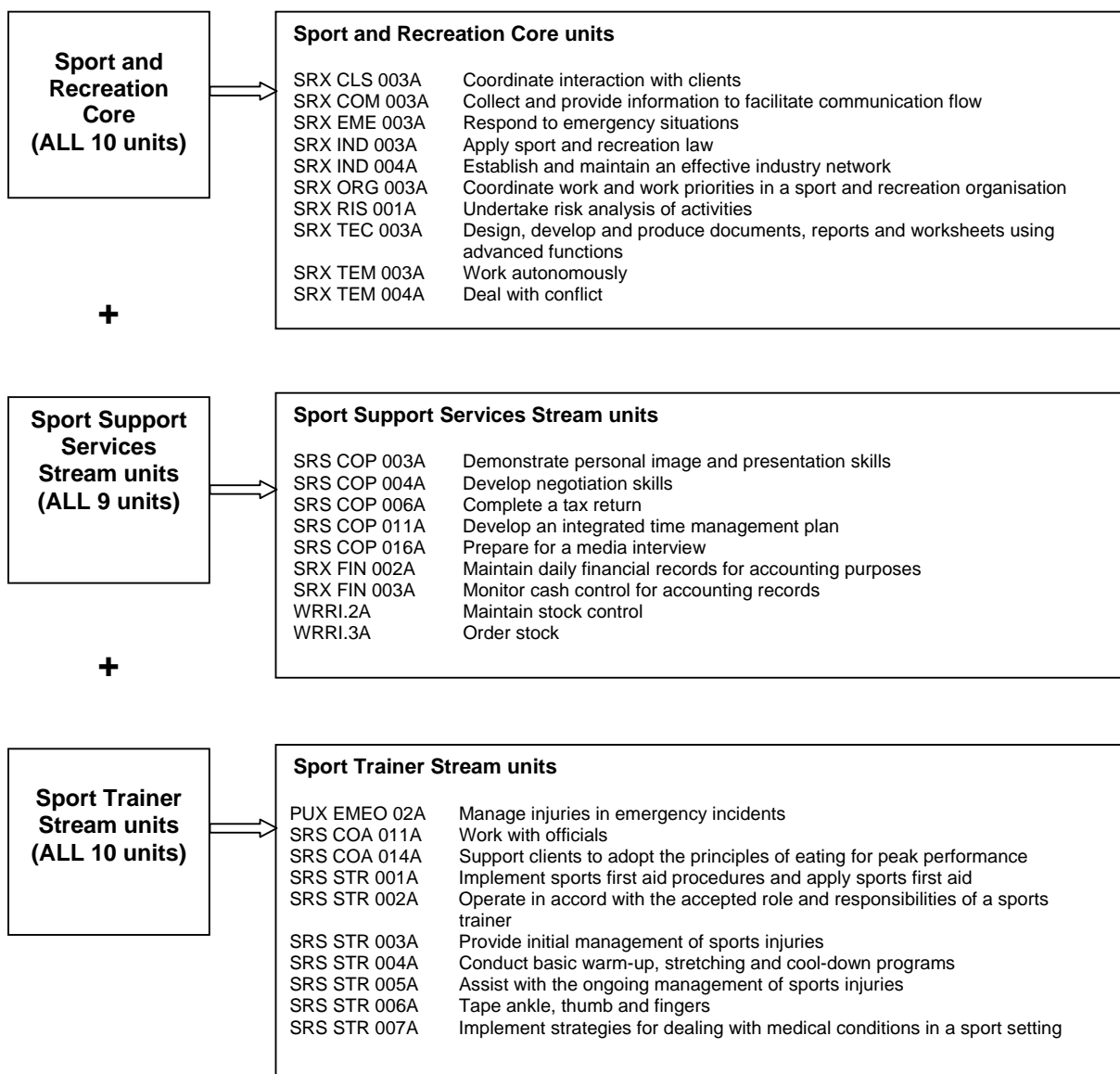
- Sports Trainer Stream Units

plus

- A minimum of two (2) 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: 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*).

Note 2: Learners/trainers wishing to undertake this qualification should be established trainers and/or participants in the respective sport in which they are seeking a qualification.



+

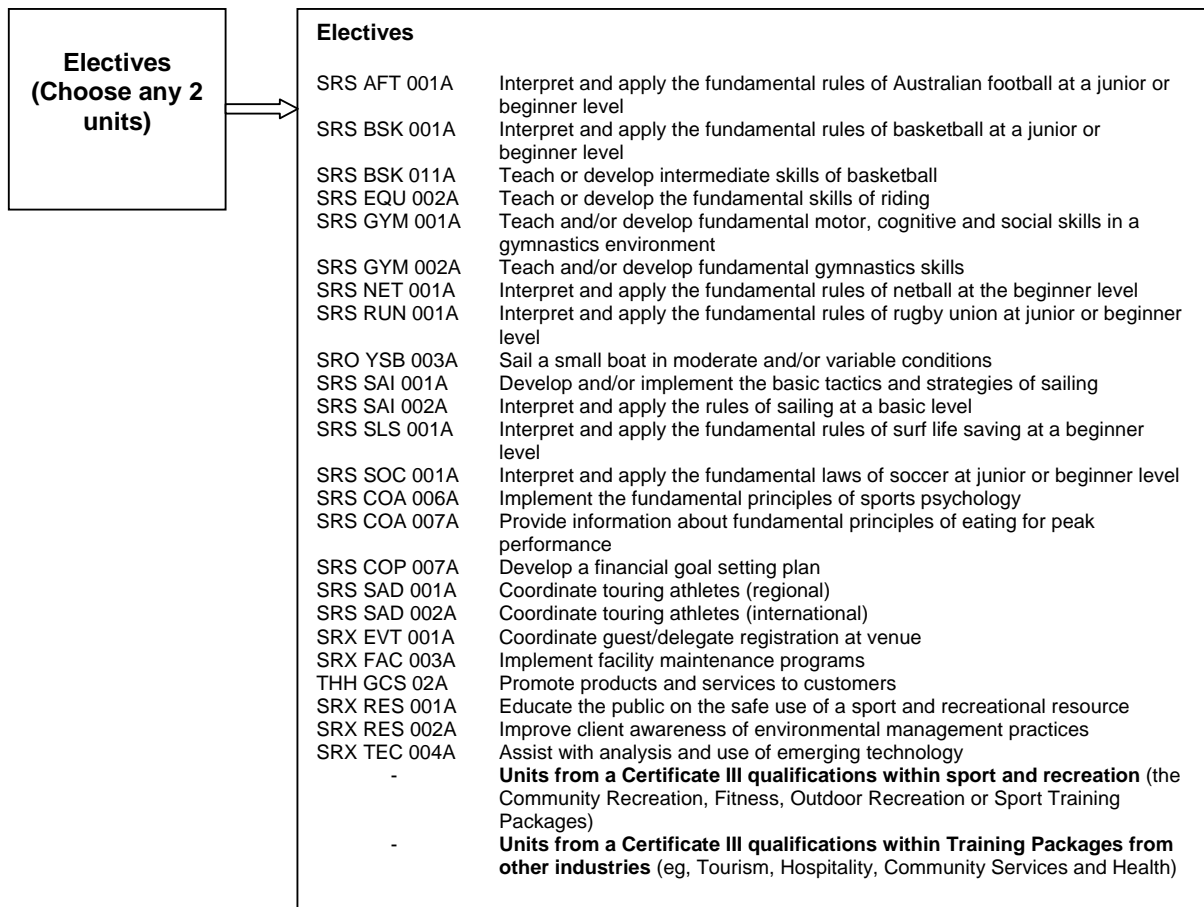


Figure 14: Units of Competency within the Certificate III in Sport (Trainer)

6.9 Certificate III in Sport (Massage therapy)

The requirements for a Certificate III in Sport (Massage therapy) will comprise achievement of twenty-nine (29) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

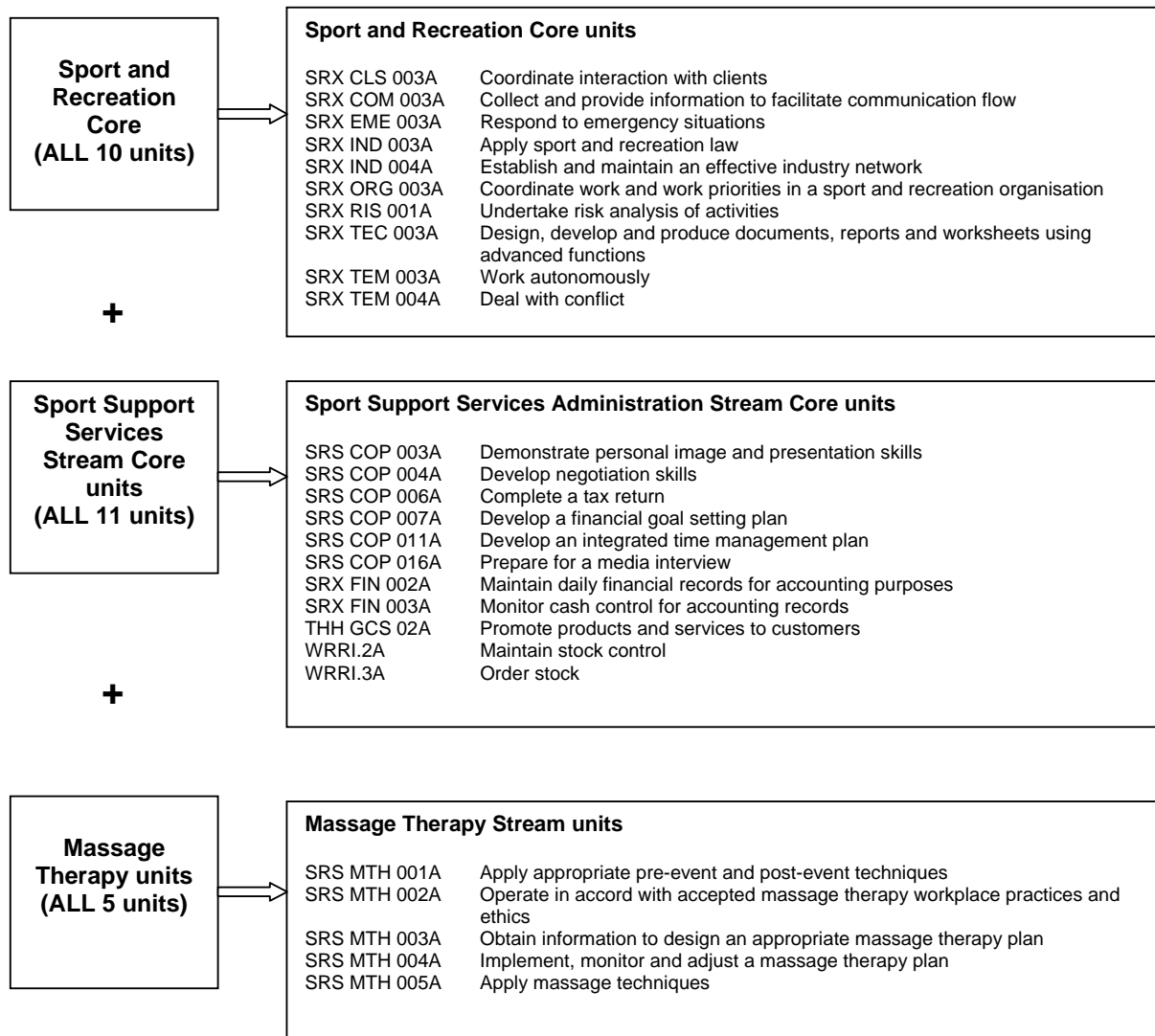
- Sport Support Services Stream Units

plus

- Massage Therapy Stream Units

plus

- A minimum of three (3) 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 15).



+

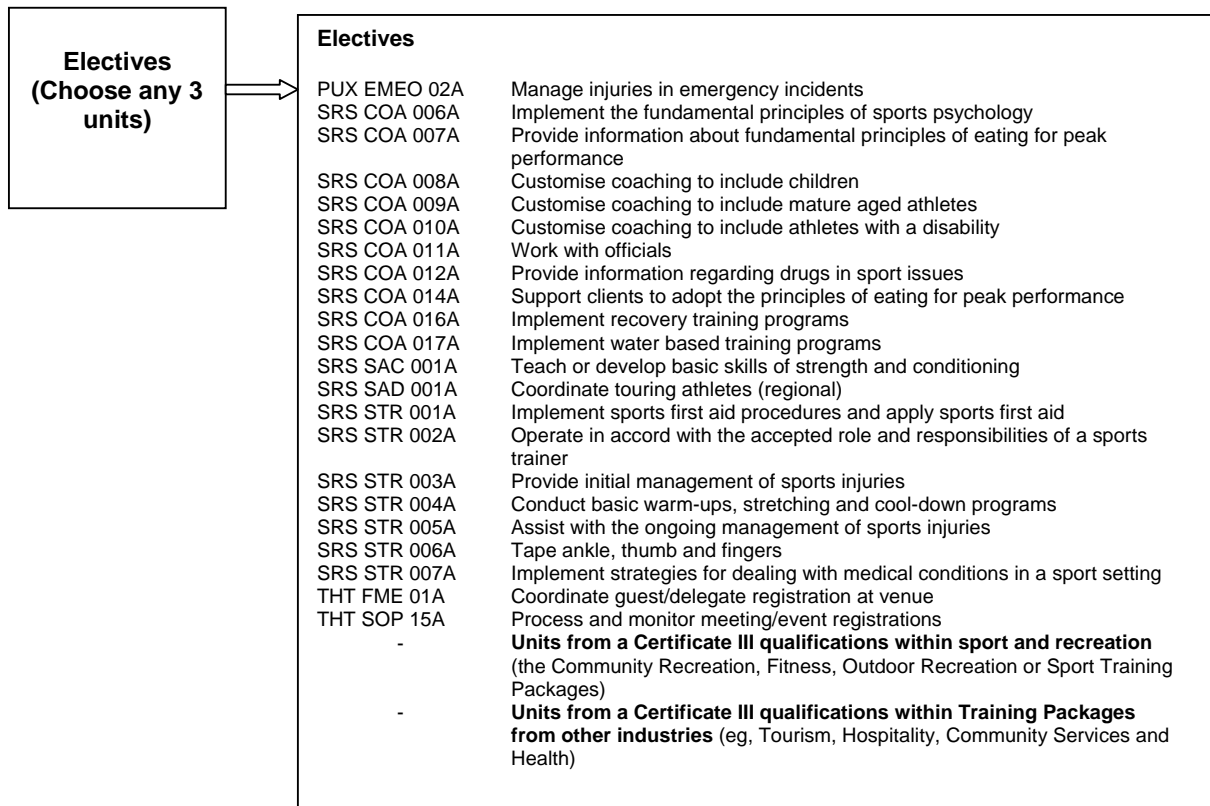


Figure 15: Units of Competency within the Certificate III in Sport (Massage therapy)

6.10 Certificate IV in Sport (Officiating)

The requirements for a Certificate IV in Sport (Officiating) will comprise achievement twenty-one (21) to twenty-two (22) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

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

plus

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

- *Australian football officiating*

- SRS AFT 008A Interpret and apply the rules of Australian football at an advanced level
- SRS AFT 009A Use communication strategies to officiate Australian football at an advanced level
- SRS AFT 010A Demonstrate positioning skills relevant to officiate Australian football at an advanced level

- *Basketball officiating*

- SRS BSK 008A Interpret and apply the rules of basketball at an advanced level
- SRS BSK 009A Use communication strategies to officiate basketball at an advanced level
- SRS BSK 010A Demonstrate positioning skills relevant to officiate basketball at an advanced level

- *Surf life saving officiating*

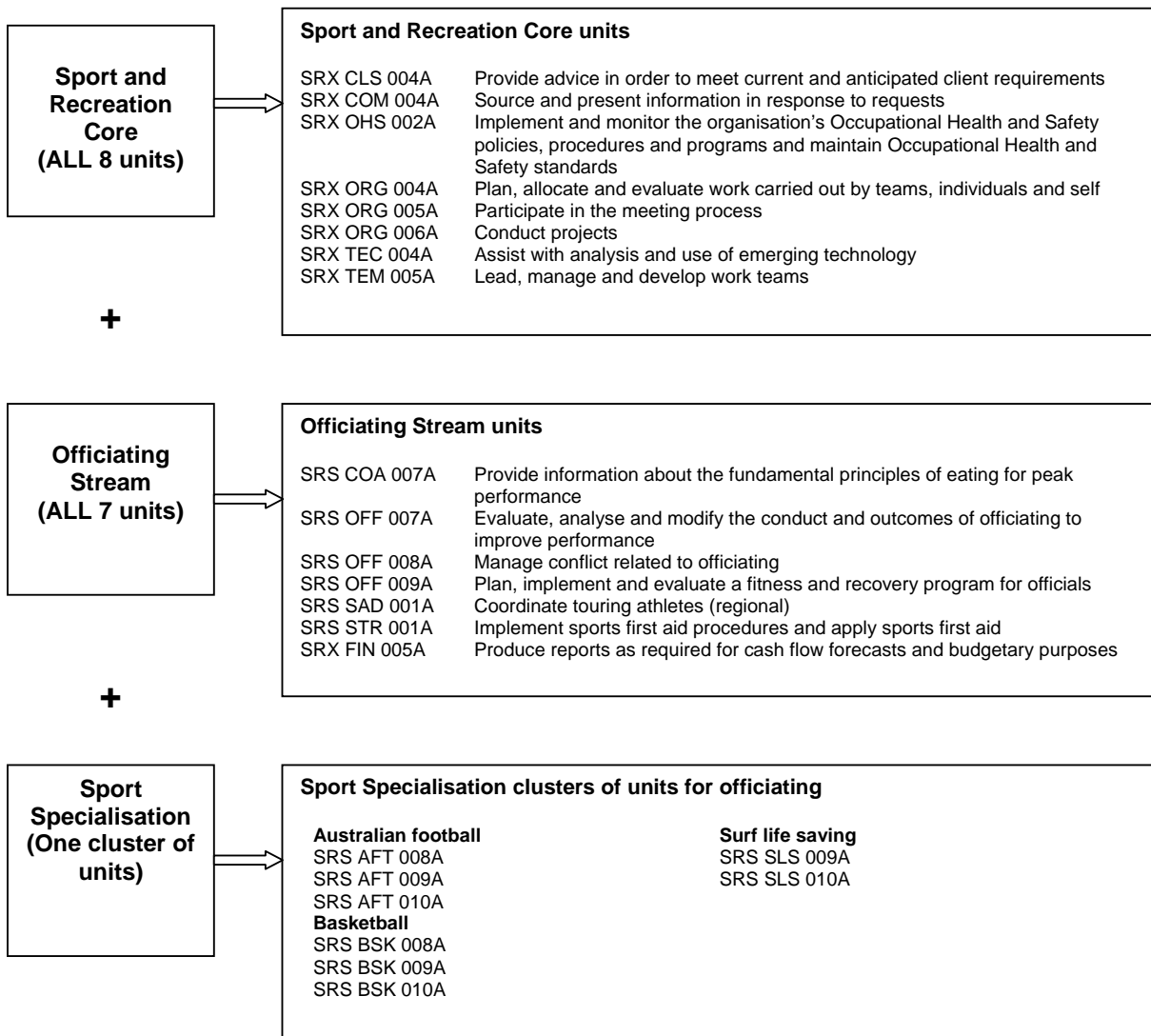
- SRS SLS 009A Interpret and apply the rules of surf life saving at an advanced level
- SRS SLS 010A Use communication strategies to officiate surf life saving at an advanced level

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 16).

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

Note 2: Learners/officials wishing to undertake this qualification should be established officials and/or participants in the respective sport in which they are seeking a qualification.



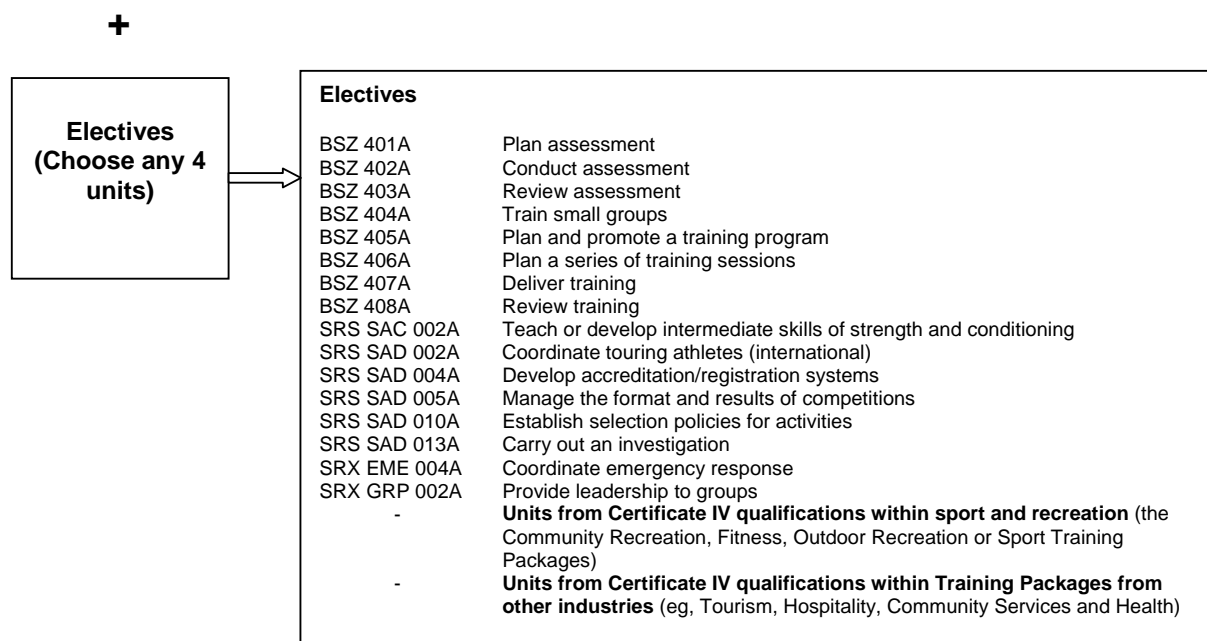


Figure 16: Units of Competency within the Certificate IV in Sport (Officiating)

6.11 Certificate IV in Sport (Coaching)

The requirements for a Certificate IV in Sport (Coaching) will comprise achievement thirty (30) to thirty-two (32) 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 Coaching

plus

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

- *Australian football*

SRS AFT 011A Teach or develop the intermediate skills of Australian football

SRS AFT 012A Apply the intermediate tactics and strategies of Australian football in a competitive situation

- *Equestrian general coach*

SRS EQU 003A Teach or develop intermediate skills of riding

- *Equestrian dressage coach*

SRS EQU 004A Teach or develop the advanced skills of dressage

- *Equestrian showjumping coach*

SRS EQU 005A Teach or develop the advanced skills of show jumping

- *Equestrian eventing coach*

SRS EQU 006A Teach or develop the advanced skills of eventing

- *Netball*

SRS NET 005A Teach and develop the intermediate skills of netball

SRS NET 006A Apply the intermediate tactics and strategies of netball in a competitive situation

SRS NET 007A Develop conditioning programs for netball

- *Rugby league*

SRS RLG 004A Teach or develop the intermediate skills of rugby league

SRS RLG 005A Teach or develop the intermediate tactics and strategies of rugby league

- *Sailing*

SRS SAI 003A Develop and/or implement the advanced tactics and strategies of sailing

SRS SAI 004A Interpret and apply the rules of sailing at an advanced level

- *Swimming*

SRS SWI 006A Plan and prepare a program for a competitive swimmer

- *Tennis*

SRS TEN 001A Teach or develop advanced skills of tennis

SRS TEN 002A Apply the advanced tactics and strategies of tennis in a competitive situation

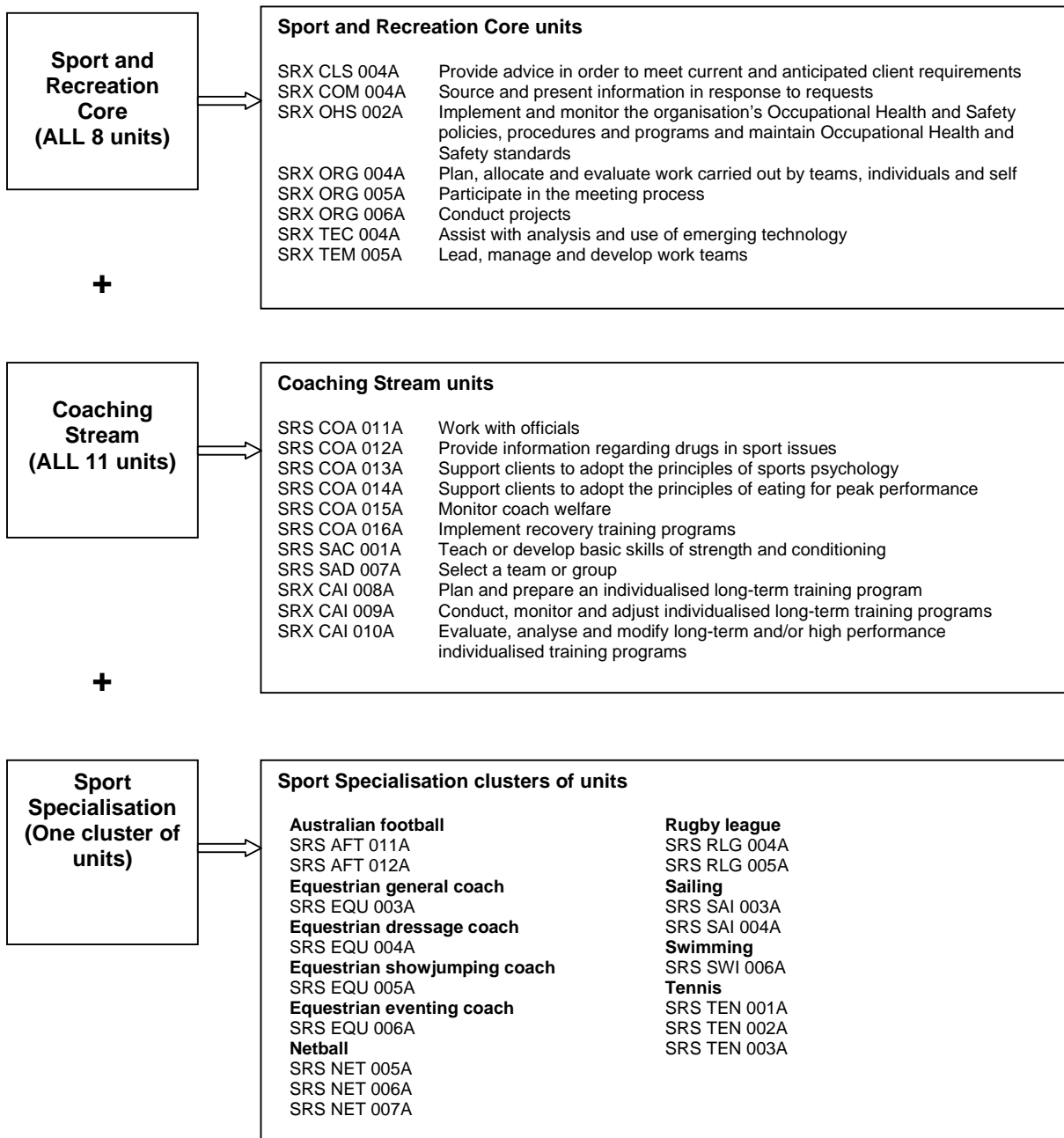
SRS TEN 003A Organise a tennis tournament

plus

- A minimum of ten (10) 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 17).

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

Note 2: Learners/coaches wishing to undertake this qualification should be established coaches and/or participants in the respective sport in which they are seeking a qualification.



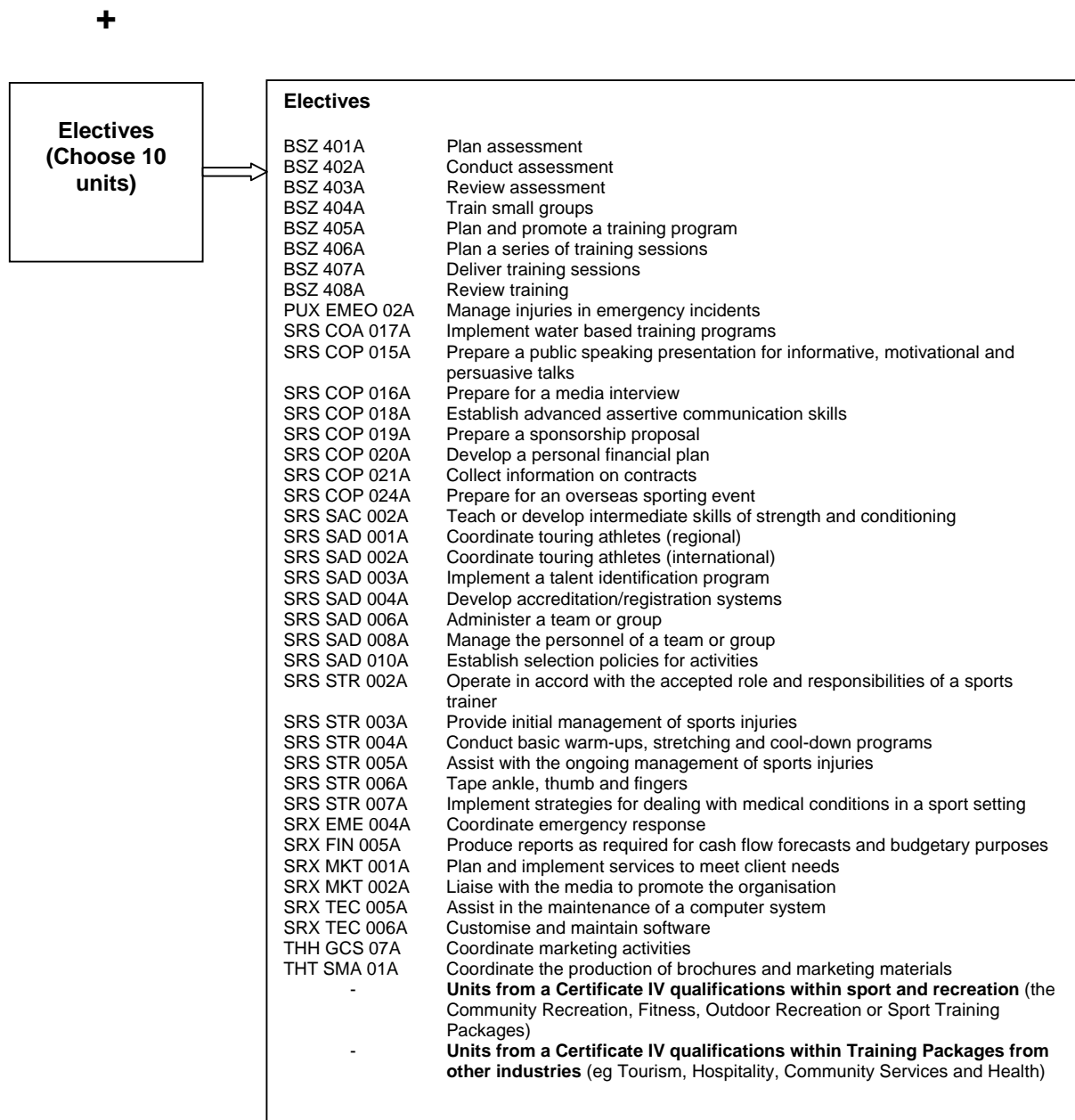


Figure 17: Units of Competency within the Certificate IV in Sport (Coaching)

6.12 Certificate IV in Sport (Development)

The requirements for a Certificate IV in Sport (Development) will comprise achievement of thirty-seven (37) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

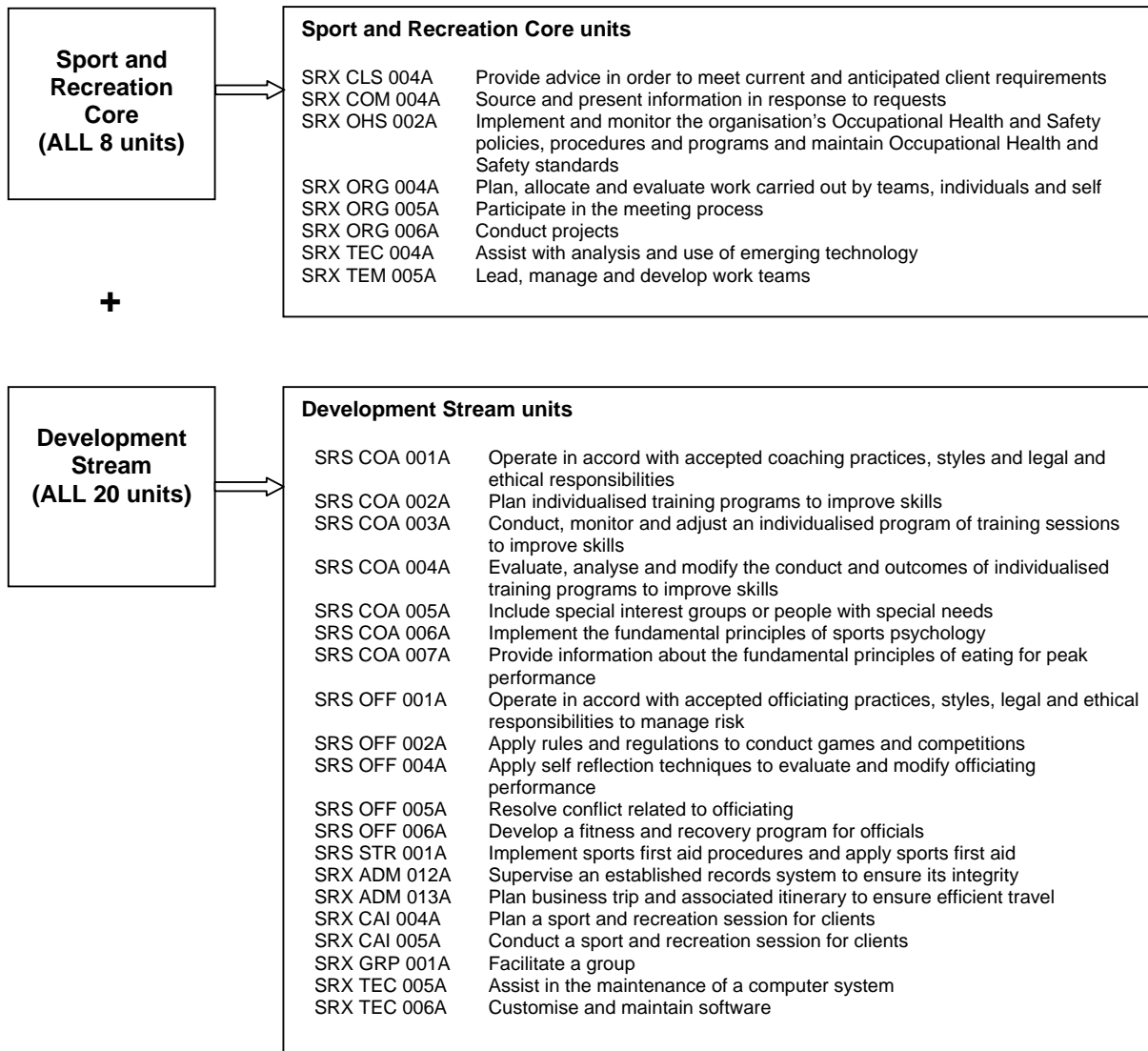
- The specified Stream Units of Competency from the functional area of Development

plus

- A minimum of nine (9) 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 18).

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

Note 2: Learners/coaches/officials wishing to undertake this qualification should be established coaches and/or officials and/or participants in the respective sport in which they are seeking a qualification.



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| Electives (Choose any 9 units) |  | <p>Electives</p> <p>BSZ 401A Plan assessment</p> <p>BSZ 402A Conduct assessment</p> <p>BSZ 403A Review assessment</p> <p>BSZ 404A Train small groups</p> <p>BSZ 405A Plan and promote a training program</p> <p>BSZ 406A Plan a series of training sessions</p> <p>BSZ 407A Deliver training sessions</p> <p>BSZ 408A Review training</p> <p>SRO EQU 007A Maintain health and safety of horses</p> <p>SRO EQU 008A Demonstrate horse riding skills in tracked areas</p> <p>SRO EQU 010A Determine nutritional requirements for recreational or competition horses</p> <p>SRO EQU 011A Plan conditioning and training programs for recreational or competition horses</p> <p>SRO YSB 003A Sail a small boat in moderate and/or variable conditions</p> <p>SRS AFT 005A Interpret and apply the rules of Australian football at local or district level</p> <p>SRS AFT 006A Use communication strategies to umpire Australian football at local or district level</p> <p>SRS AFT 007A Demonstrate positioning skills relevant to officiate Australian football at a local or district level</p> <p>SRS BSK 005A Interpret and apply the rules of basketball at an intermediate level</p> <p>SRS BSK 006A Use communication strategies to officiate basketball at an intermediate level</p> <p>SRS BSK 007A Demonstrate positioning skills relevant to officiating basketball at an intermediate level</p> <p>SRS BSK 011A Teach or develop intermediate skills of basketball</p> <p>SRS COA 008A Customise coaching to include children</p> <p>SRS COA 009A Customise coaching to include mature aged athletes</p> <p>SRS COP 003A Demonstrate personal image and presentation skills</p> <p>SRS COP 004A Develop negotiation skills</p> <p>SRS COP 006A Complete a tax return</p> <p>SRS COP 007A Develop a financial goal setting plan</p> <p>SRS EQU 002A Teach or develop the fundamental skills of riding</p> <p>SRS EQU 003A Teach or develop the intermediate skills of riding</p> <p>SRS EQU 004A Teach or develop the advanced skills of dressage</p> <p>SRS EQU 005A Teach or develop the advanced skills of show jumping</p> <p>SRS GYM 001A Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment</p> <p>SRS GYM 002A Teach and/or develop the fundamental skills of gymnastics</p> <p>SRS NET 004A Teach and develop the fundamental skills of netball</p> <p>SRS RLG 001A Interpret and apply the rules of rugby league in a competition game at a local or district level</p> <p>SRS RLG 002A Use communication strategies to officiate rugby league at a local or district level</p> <p>SRS RLG 003A Demonstrate positioning skills relevant to referee rugby league at a local or district level</p> <p>SRS RUN 005A Interpret and apply the rules of rugby union at a local or district level</p> <p>SRS RUN 006A Use communication strategies to officiate rugby union at a local or district level</p> <p>SRS RUN 007A Demonstrate two referee positioning skills relevant to officiate rugby union at a local or district level</p> <p>SRS SAC 001A Teach or develop basic skills of strength and conditioning</p> <p>SRS SAC 002A Teach or develop intermediate skills of strength and conditioning</p> <p>SRS SAD 001A Coordinate touring athletes (regional)</p> <p>SRS SAD 004A Develop accreditation/registration systems</p> <p>SRS SAD 007A Select a team or group</p> <p>SRS SAD 008A Manage the personnel of a team or group</p> <p>SRS SAD 013A Carry out an investigation</p> <p>SRS SAI 001A Develop and/or implement the basic tactics and strategies of sailing</p> <p>SRS SAI 002A Interpret and apply the rules of sailing at a basic level</p> <p>SRS SLS 005A Interpret and apply the rules of surf life saving at an intermediate level</p> <p>SRS SLS 006A Manage the format and results of surf life saving competitions at an intermediate level</p> <p>SRS SLS 007A Use communication strategies to officiate surf life saving at an intermediate level</p> <p>SRS SLS 008A Demonstrate positioning skills relevant to officiate surf life saving at an intermediate level</p> <p>SRS SOC 005A Interpret and apply the fundamental laws of soccer at a local or district level</p> <p>SRS SOC 006A Use communication strategies to officiate soccer at a local or district level</p> <p>SRS SOC 007A Demonstrate positioning skills relevant to referee soccer at a local or district level</p> |
|---|---|--|

| Electives continued | |
|----------------------------|--|
| SRS SQA 004A | Use communication strategies to officiate squash at an intermediate level |
| SRS SQA 005A | Interpret and apply the rules of squash at an intermediate level |
| SRS SQA 006A | Manage the format and results of squash competitions |
| SRS SQA 009A | Teach or develop intermediate skills of squash |
| SRS SQA 010A | Apply the intermediate tactics and strategies of squash in a competitive situation |
| SRS SWI 001A | Apply the principles of movement in water |
| SRS SWI 002A | Operate in accord with accepted aquatics industry health and safety practices |
| SRS SWI 003A | Operate in accord with the legal responsibilities and risk management principles of the aquatics industry |
| SRS SWI 004A | Collect information on the philosophy and structure of the Australian swimming and aquatics industry |
| SRS SWI 005A | Teach or develop the competitive strokes of swimming |
| SRX FAC 004A | Plan and provide sport and recreational services |
| SRX FIN 002A | Maintain daily financial records for accounting purposes |
| SRX FIN 003A | Monitor cash control for accounting records |
| SRX FIN 005A | Produce reports as required for cash flow forecasts and budgetary purposes |
| SRX MKT 001A | Plan and implement services to meet client needs |
| SRX MKT 002A | Liaise with the media to promote the organisation |
| SRX RES 003A | Contribute to the planning, monitoring and control of resources |
| SRX RES 004A | Minimise waste and pollution and their environmental impact |
| THH GCS 07A | Coordinate marketing activities |
| THT SMA 01A | Coordinate the production of brochures and marketing materials |
| WRRI.4A | Buy product |
| WRRO.1A | Manage merchandise and organisation presentation |
| WRRO.2A | Manage sales and delivery service |
| WRRO.5A | Control inventory |
| - | Units from a Certificate IV qualifications within sport and recreation (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages) |
| - | Units from a Certificate IV qualifications within Training Packages from other industries (eg, Tourism, Hospitality, Community Services and Health) |

Figure 18: Units of Competency within the Certificate IV in Sport (Development)

6.13 Certificate IV in Sport (Trainer)

The requirements for a Certificate IV in Sport (Trainer) will comprise achievement of twenty-eight (28) 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 Sport Support Services

plus

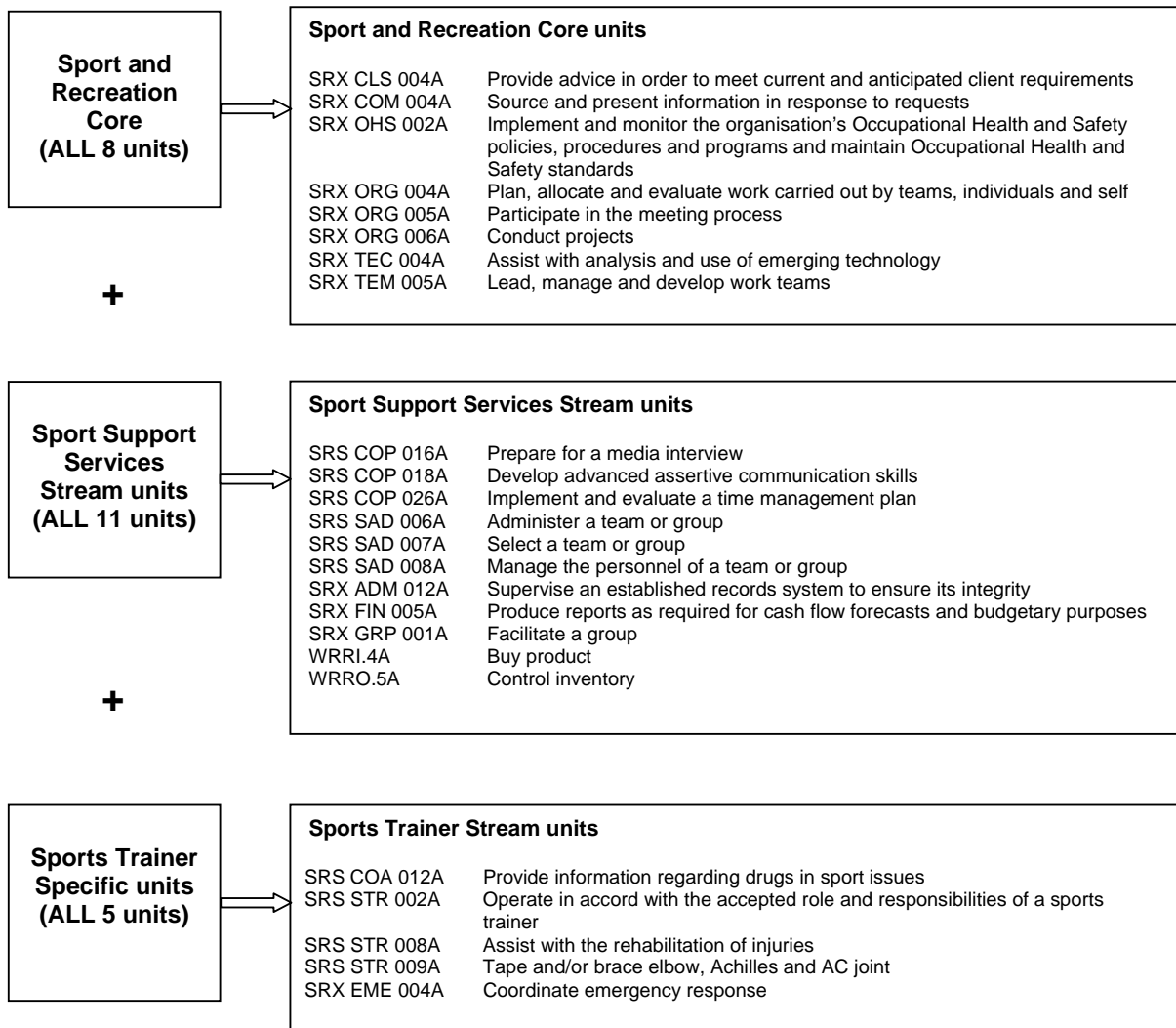
- The specified Stream Units of Competency from the functional area of Sports Trainer

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 19).

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

Note 2: Learners/trainers wishing to undertake this qualification should be established trainers and/or participants in the respective sport in which they are seeking a qualification.



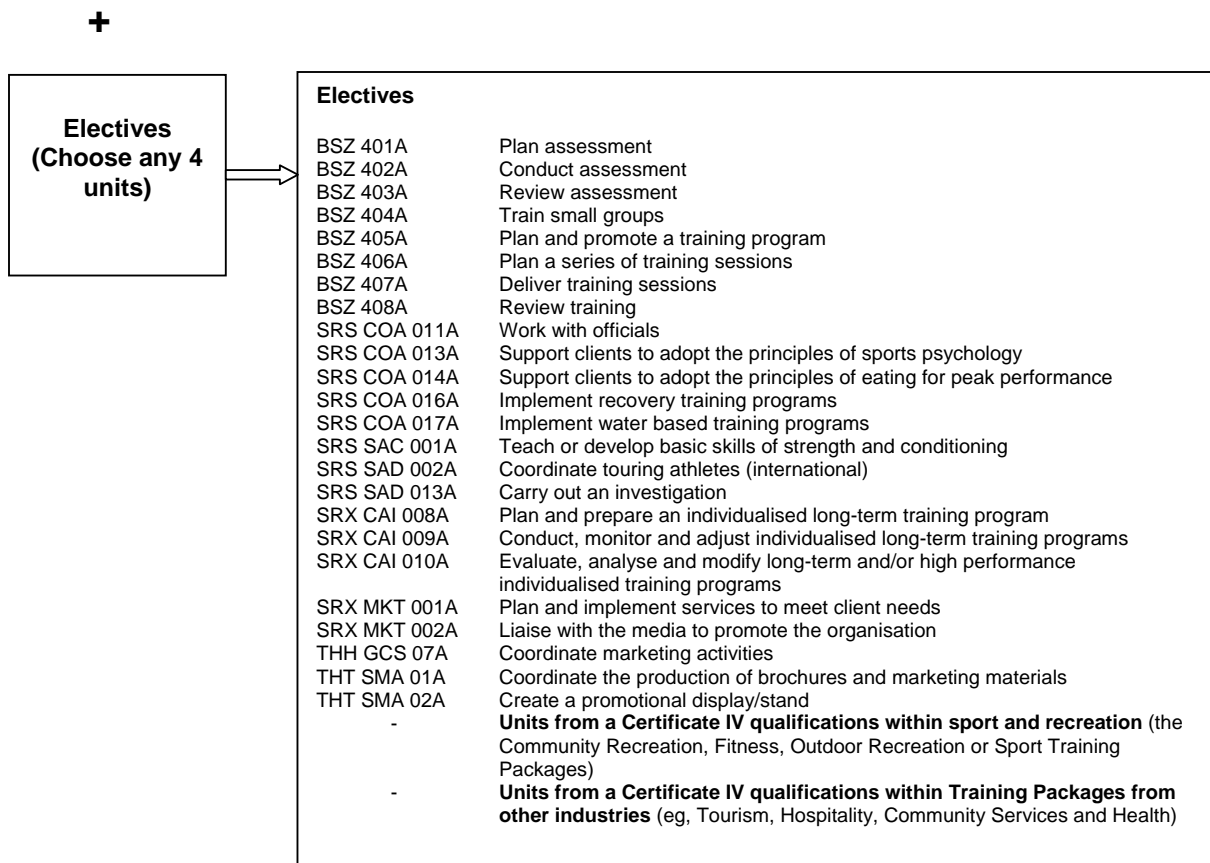


Figure 19: Units of Competency within the Certificate IV in Sport (Trainer)

6.14 Diploma of Sport (Coaching)

The requirements for a Diploma of Sport (Coaching) will comprise achievement of thirty-five (35) 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 Coaching

plus

- The following *cluster* of units.

- *Golf professional*

SRS GOL 001A Teach and/or develop advanced skills of golf

SRS GOL 002A Apply the advanced tactics and strategies of golf in a competitive situation

SRS GOL 003A Undertake advanced appraisal and alteration of equipment in golf

SRS GOL 004A Perform the advanced skills, tactics and strategies of professional golf in a competitive situation

SRS GOL 005A Manage the format and results of golf competitions and tournaments

SRS GOL 006A Develop and manage junior development programs in golf

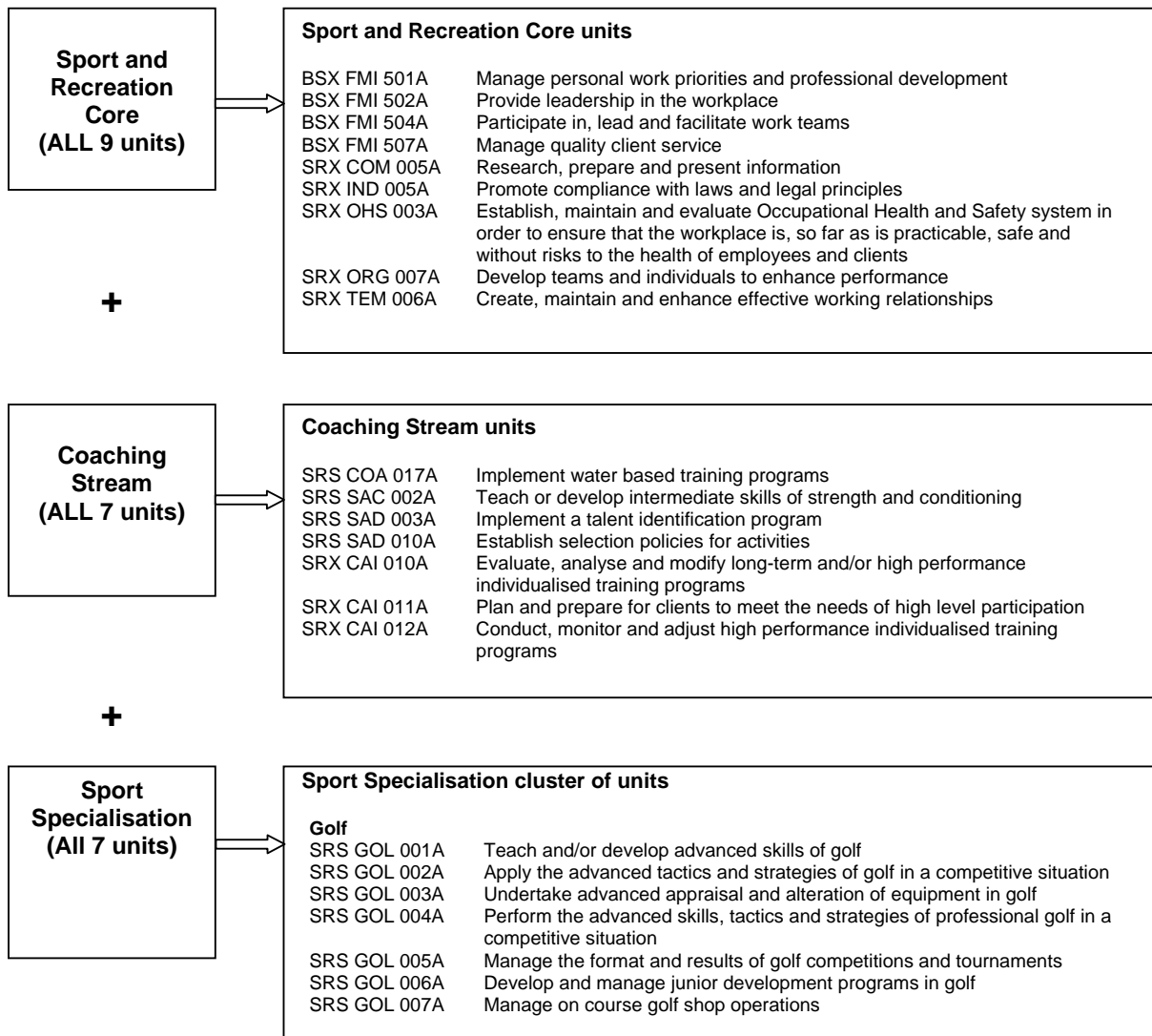
SRS GOL 007A Manage on course golf shop operations

plus

- A minimum of twelve (12) 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 20).

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

Note 2: Learners/coaches wishing to complete this qualification should be established coaches and/or participants in the respective sport in which they are seeking a qualification.



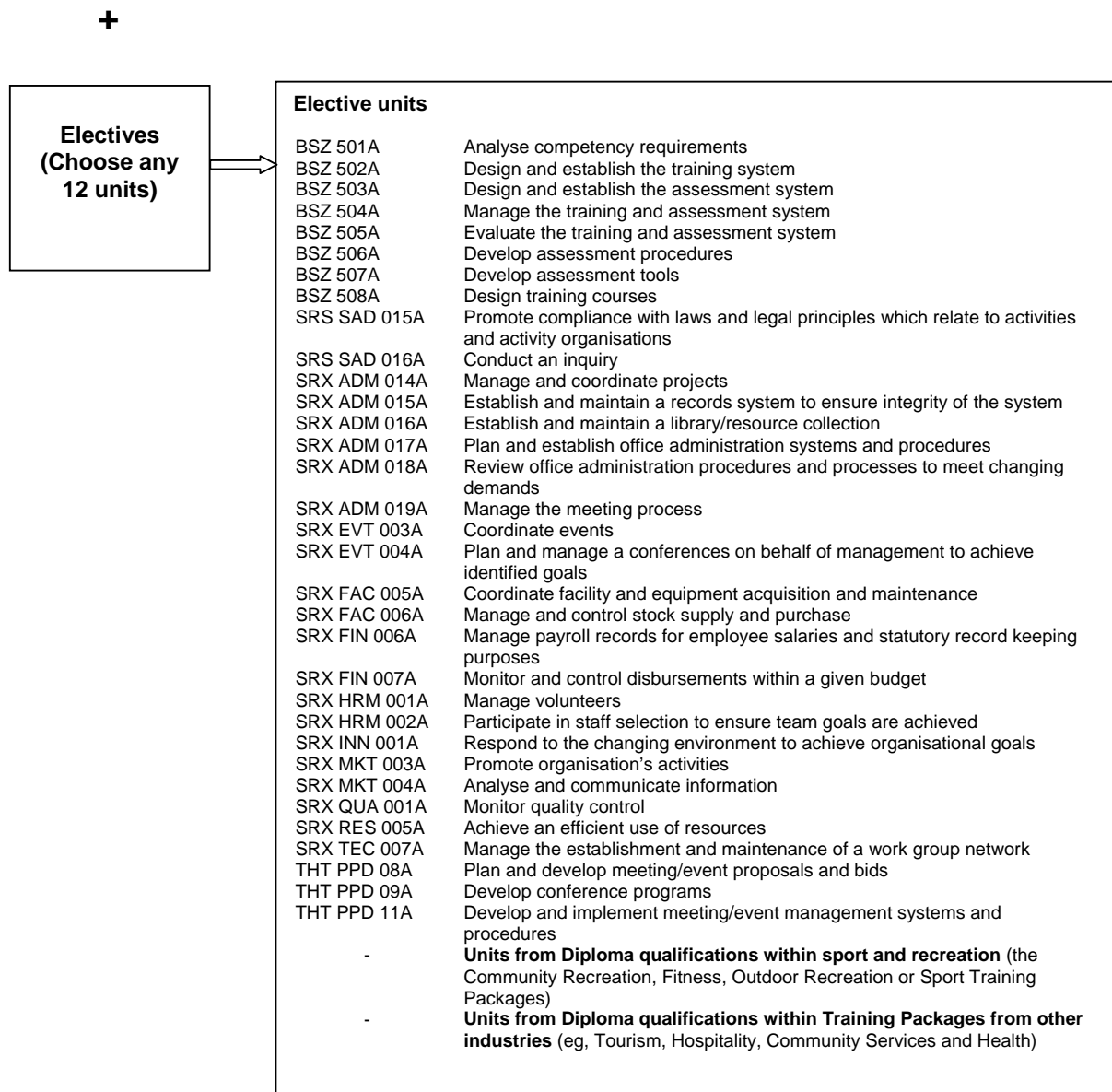


Figure 20: Units of Competency within the Diploma of Sport (Coaching)

6.15 Diploma of Sport (Development)

The requirements for a Diploma of Sport (Development) will comprise achievement of thirty-six (36) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

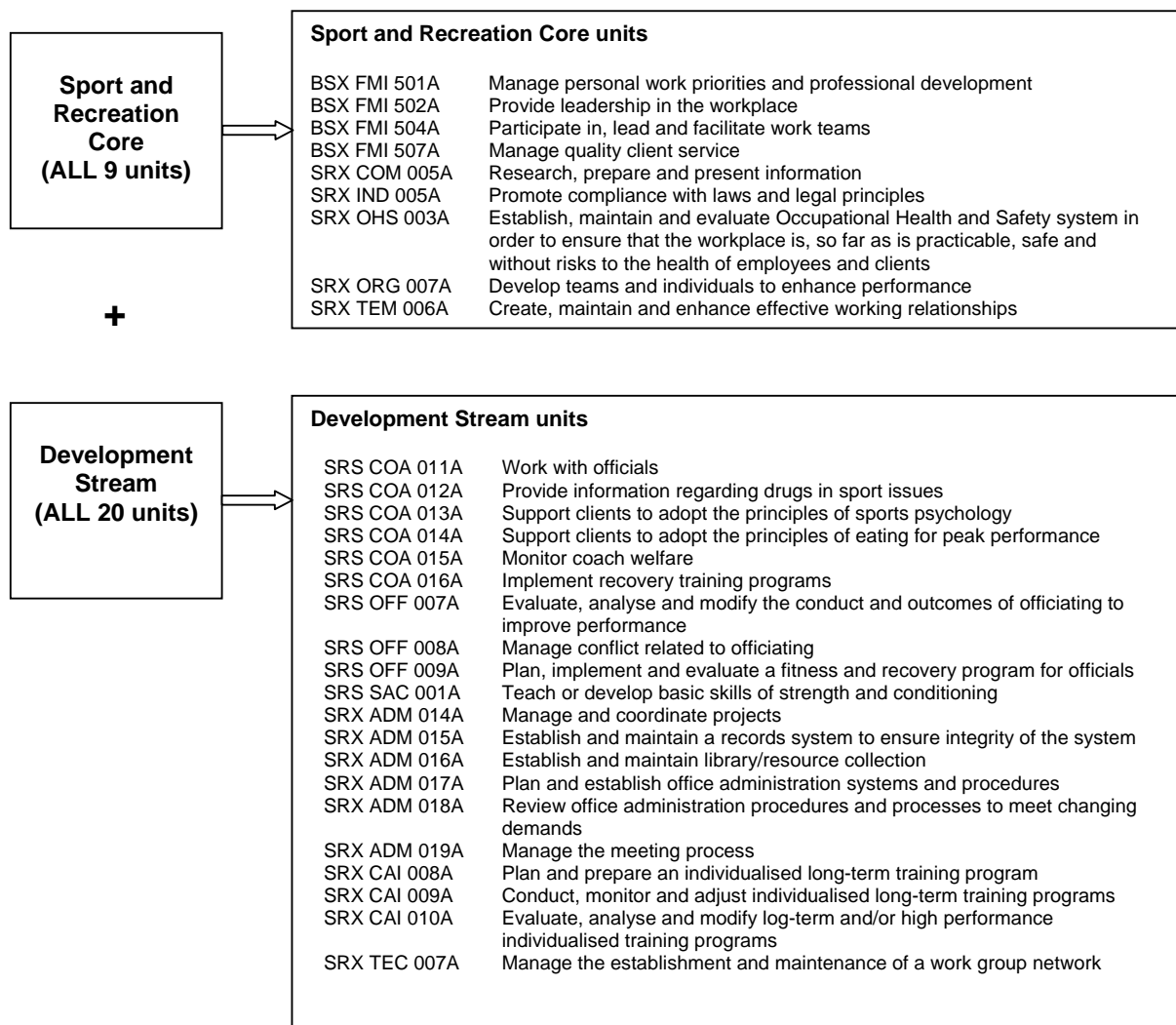
- The specified Stream Units of Competency from the functional area of Development

plus


- A minimum of seven (7) 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 21).

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

Note 2: Learners/coaches wishing to undertake this qualification should be established coaches and/or officials and/or participants in the respective sport in which they are seeking a qualification.



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| Electives (Choose any 7 units) |  | <p>Electives</p> <p>BSX FMI 510A Facilitate and capitalise on change and innovation BSX FMI 511A Contribute to the development of a workplace learning environment SRS AFT 008A Interpret and apply the rules of Australian football at an advanced level SRS AFT 009A Use communication strategies to officiate Australian football at an advanced level SRS AFT 010A Demonstrate positioning skills relevant to Australian football at an advanced level SRS AFT 011A Teach or develop the intermediate skills of Australian football SRS AFT 012A Apply the intermediate tactics and strategies of Australian football in a competitive situation SRS BSK 008A Interpret and apply the rules of basketball at an advanced level SRS BSK 009A Use communication strategies to officiate basketball at an advanced level SRS BSK 010A Demonstrate positioning skills relevant to officiate basketball at an advanced level SRS EQU 003A Teach or develop intermediate skills of riding SRS EQU 004A Teach or develop advanced skills of dressage SRS EQU 005A Teach or develop the advanced skills of show jumping SRS EQU 006A Teach or develop the advanced skills of eventing SRS NET 005A Teach and develop the intermediate skills of netball SRS NET 006A Apply the intermediate tactics and strategies of netball in a competitive situation SRS NET 007A Develop conditioning programs for netball SRS RLG 004A Teach or develop the intermediate skills of rugby league SRS RLG 005A Teach or develop the intermediate tactics and strategies of rugby league SRS SAD 001A Coordinate touring athletes (regional) SRS SAD 002A Coordinate touring athletes (international) SRS SAD 006A Administer a team or group SRS SAD 007A Select a team or group SRS SAD 008A Manage the personnel of a team or group SRS SAD 009A Coordinate the personnel management of teams or groups within a club or organisation SRS SAD 010A Establish selection policies for activities SRS SAD 011A Coordinate the administration of teams and groups within a club or organisation SRS SAD 012A Develop activity rules and regulations SRS SAD 014A Develop judicial procedures for activities SRS SAD 015A Promote compliance with laws and legal principles which relate to activities and activity organisations SRS SAD 016A Conduct an inquiry SRS SAI 003A Develop and/or implement the advanced tactics and strategies of sailing SRS SAI 004A Interpret and apply the rules of sailing at an advanced level SRS SLS 009A Interpret and apply the rules of surf life saving at an advanced level SRS SLS 010A Use communication strategies to officiate surf life saving at an advanced level SRS STR 001A Implement sports first aid procedures and apply sports first aid SRS SWI 006A Plan and prepare a program for a competitive swimmer SRS TEN 001A Teach or develop advanced skills of tennis SRS TEN 002A Apply the advanced tactics and strategies of tennis in a competitive situation SRS TEN 003A Organise a tennis tournament SRX COP 015A Prepare a public speaking presentation for informative, motivational and persuasive talks SRX COP 016A Prepare for a media interview SRX COP 018A Establish advanced assertive communication skills SRX COP 019A Prepare a sponsorship proposal SRX COP 020A Develop a personal financial plan SRX COP 021A Collect information on contracts SRX COP 024A Prepare for an overseas sporting event 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 SRX FAC 005A Coordinate facility and equipment acquisition and maintenance 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</p> |
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| Electives (continued) | |
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| 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 |
| 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 |
| SRX RES 006A | Establish policies and strategies to manage and maintain resources |
| THH GLE 09A | Manage workplace diversity |
| THH GLE 21A | Provide mentoring support to business colleagues |
| 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 |
| - | Units from a Diploma qualifications within sport and recreation (the Community Recreation, Fitness, Outdoor Recreation or Sport Training Packages) |
| - | Units from a Diploma qualifications within Training Packages from other industries (eg, Tourism, Hospitality, Community Services and Health) |

Figure 21: Units of Competency within the Diploma of Sport (Development)

6.16 Diploma of Sport (Massage therapy)

The requirements for a Diploma of Sport (Massage therapy) will comprise achievement of twenty-five (25) of the following Units of Competency:

- Sport and Recreation Core Units of Competency

plus

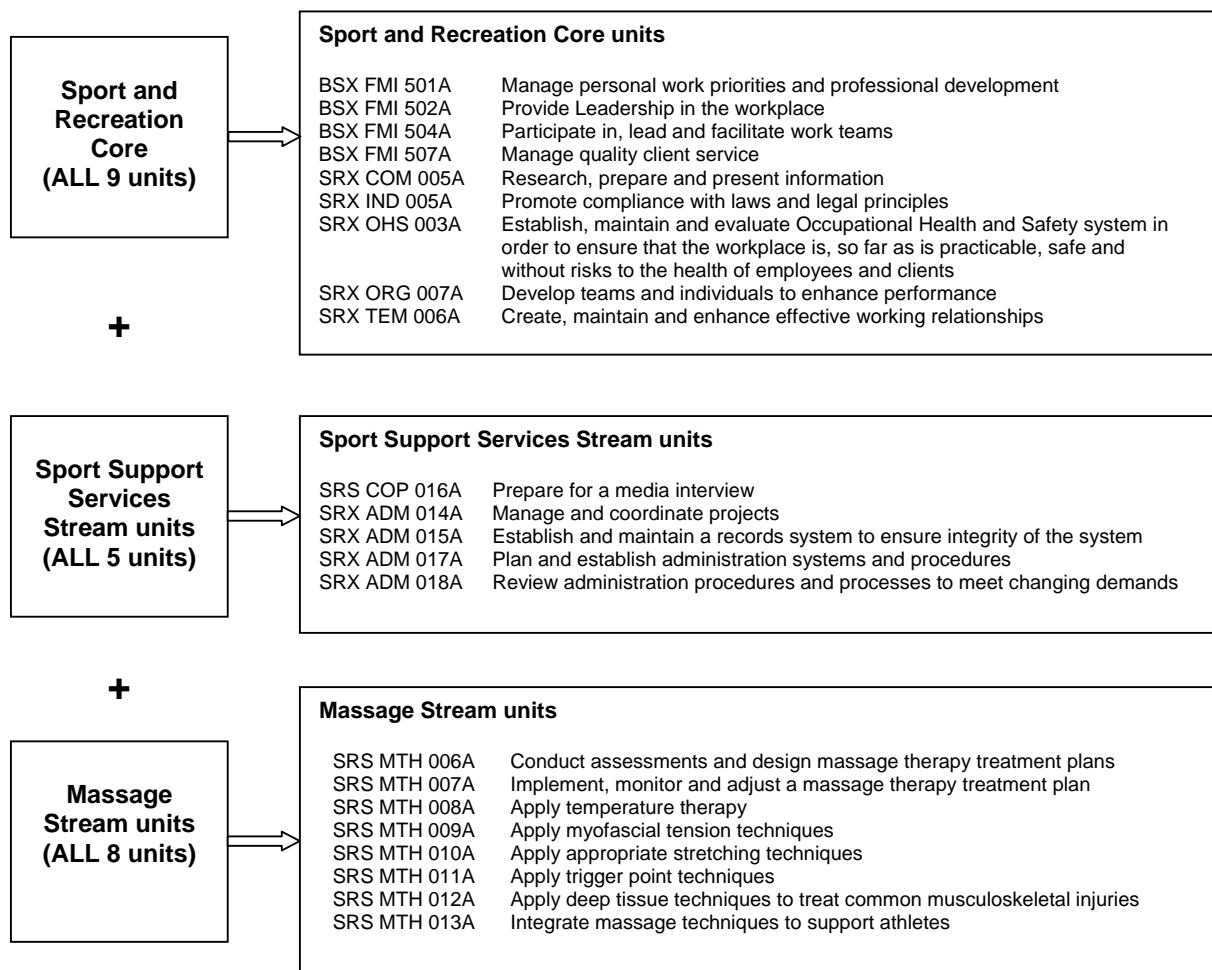
- Sport Support Services Stream Units

plus

- Massage Therapy Stream Units

plus

- A minimum of three (3) 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 22).



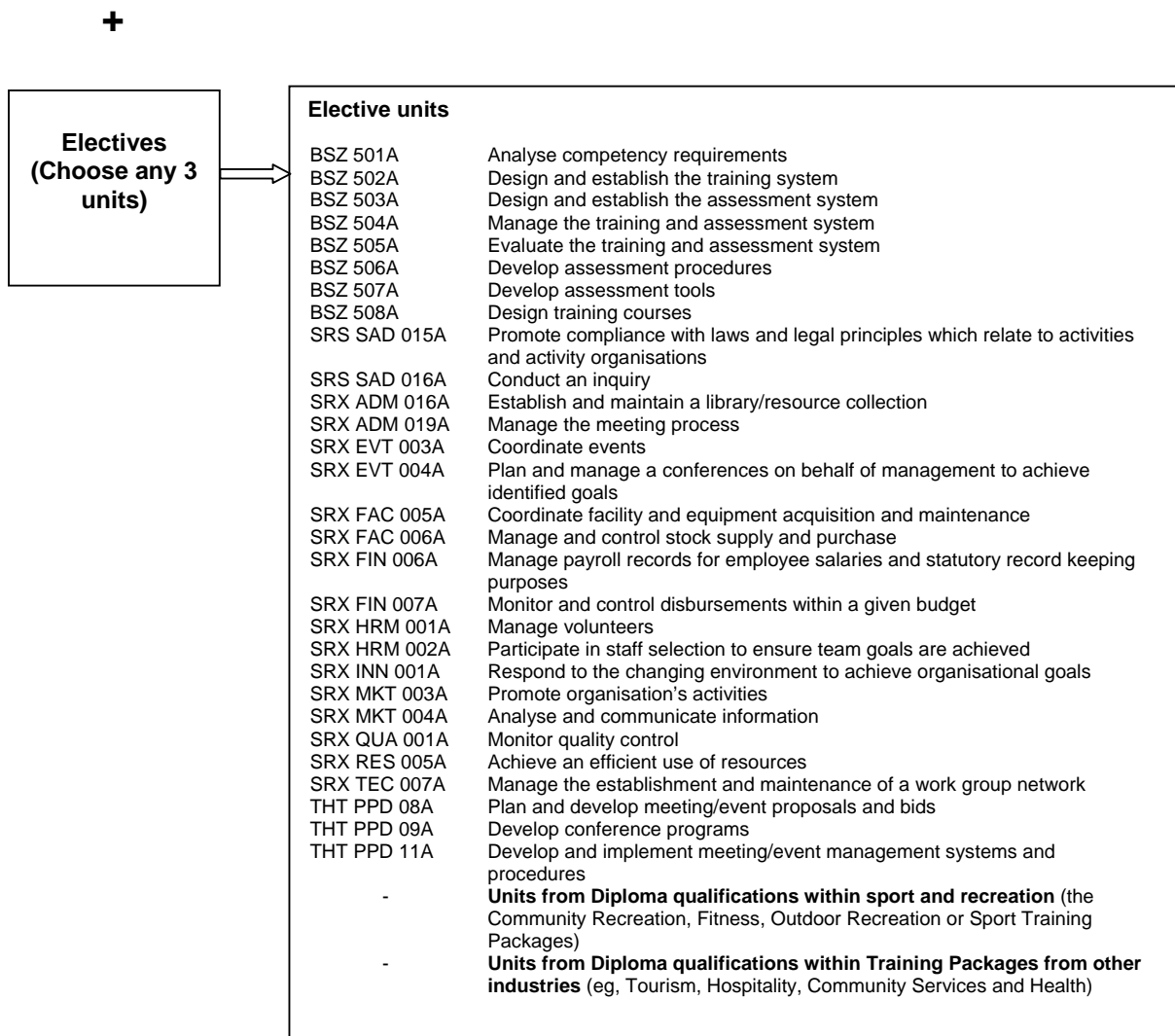


Figure 22: Units of Competency within the Diploma of Sport (Massage therapy)

7 CUSTOMISATION OF QUALIFICATIONS CONTAINED WITHIN THE SPORT INDUSTRY TRAINING PACKAGE

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

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

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

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

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

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

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

USE OF UNITS OF COMPETENCY FROM OTHER INDUSTRIES

The Sport Industry Training Package Qualifications Framework allows for the inclusion of Units of Competency from other industries as electives. The units should preferably be at an equivalent Australian Qualifications Framework level and achieve appropriate outcomes for the specific Australian Qualifications Framework level. The inclusion of Units of

Competency, other than those specified, from other industries, may only occur subject to consultation with Sport and Recreation Training Australia and State and Territory Training Authorities.

8 NEW APPRENTICESHIPS

The Sport 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 Sport 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 Sport should be negotiated at the State and Territory level. The diversity of the Sport 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 Sport Industry Training Package to be used to structure a New Apprenticeship. There are twenty (20) 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 Sport (Career-oriented participation)
 4. Certificate II in Sport (Officiating)
 5. Certificate III in Sport and Recreation
 6. Certificate III in Sport (Career-oriented participation)
 7. Certificate III in Sport (Officiating)
 8. Certificate III in Sport (Coaching)
 9. Certificate III in Sport (Trainer)
 10. Certificate III in Sport (Massage therapy)
 11. Certificate IV in Sport and Recreation
 12. Certificate IV in Sport (Officiating)
 13. Certificate IV in Sport (Coaching)
 14. Certificate IV in Sport (Development)
 15. Certificate IV in Sport (Trainer)
 16. Diploma of Sport and Recreation
 17. Diploma of Sport (Coaching)
 18. Diploma of Sport (Development)
 19. Diploma of Sport (Massage therapy)
 20. 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 four (4) 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 Sport (Career-oriented participation)

4. Certificate II in Sport (Officiating)

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

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| Alignment | The process of relating groups of competencies with a definable work outcome to an Australian Qualifications Framework level. |
| Appeal Process | The process whereby the person assessed or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment. |
| Assessment | Assessment is the process of collecting evidence and making judgements on whether competency has been achieved. |
| Assessment system | An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair and valid. |
| Assessor in the Sport and Recreation Industry | The qualifications for Recreation Industry Assessors are outlined in section 2.1 of the Assessment Guidelines and includes a requirement to be recorded as competent against the <i>Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.</i> |
| Australian Qualifications Framework | A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector. |
| Competency | Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| Customisation | In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications. |
| Endorsement | The formal recognition of endorsable Training Package components by the National Training 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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| <i>Integrated Assessment</i> | An approach to assessment that covers multiple elements and/or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks. |
| <i>Key Competencies</i> | Employment related general competencies that are essential for effective participation in the workplace. |
| <i>Mediation</i> | A process that attempts to reach an outcome satisfactory to all employees/learners. |
| <i>National Training Framework Committee</i> | The body responsible for endorsing Training Packages. |
| <i>Packaging</i> | The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise. |
| <i>Qualification</i> | Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the Vocational Education and Training sector) relevant to identified individual, professional, industry or community needs. |
| <i>Range of Variables</i> | The Range of Variables relates to the unit as a whole. The Range of Variables statement performs a number of significant functions, such as to contextualise the competency, to provide a link to knowledge and enterprise requirements, to assist in providing a focus for assessment, and to assist with updating standards as they are reviewed. |
| <i>Reassessment</i> | An assessment activity initiated as a result of an appeal against the outcomes of a previous assessment. |
| <i>Records of Assessment</i> | The information that is retained as a result of the assessment outcomes, by the Registered Training Organisation that is responsible for issuing the nationally recognised Statement of Attainment or qualification. |
| <i>Registered Training Organisation</i> | Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration. |
| <i>Reporting of assessment outcomes</i> | The different ways in which the outcomes of assessment processes are reported to the person assessed, employers and other relevant groups. Assessment outcomes may be reported in a variety of ways including graded, non-graded and descriptive reporting systems. |

Review of assessment processes

Planned and systematic analysis of the assessment system.

Sport and Recreation Training Australia

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

State/Territory sport and recreation 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 PACKAGE

SRS99

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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.

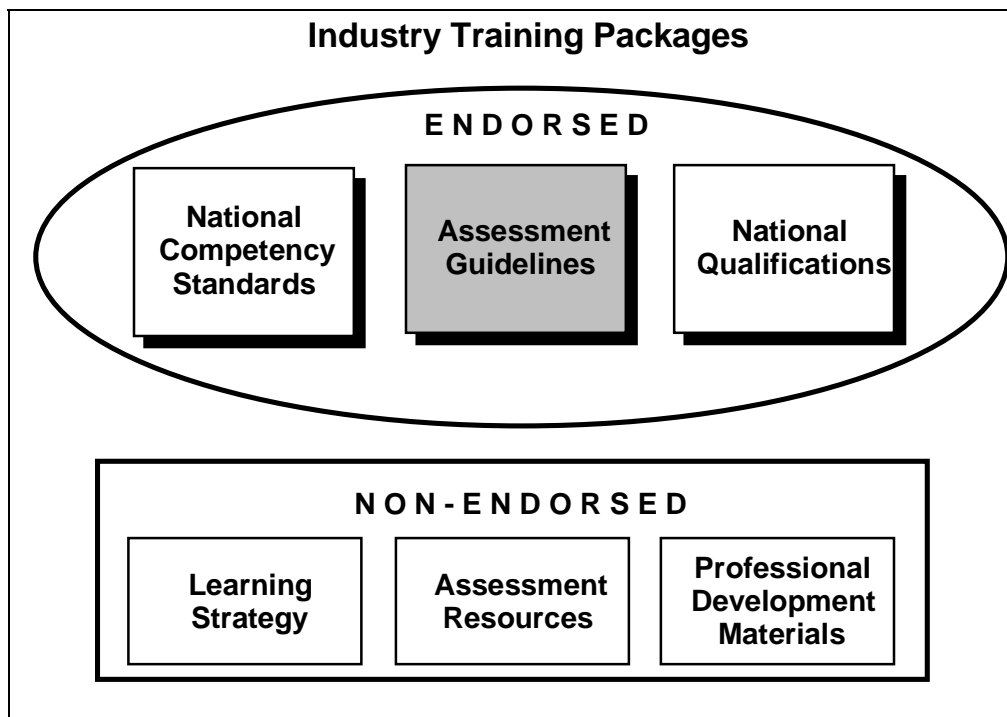


Figure 1. Training Package components

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

Table 1. Options for assessment partnerships.

1.5 ASSESSMENT PATHWAYS

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

As part of the development of the Sport and Recreation 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.

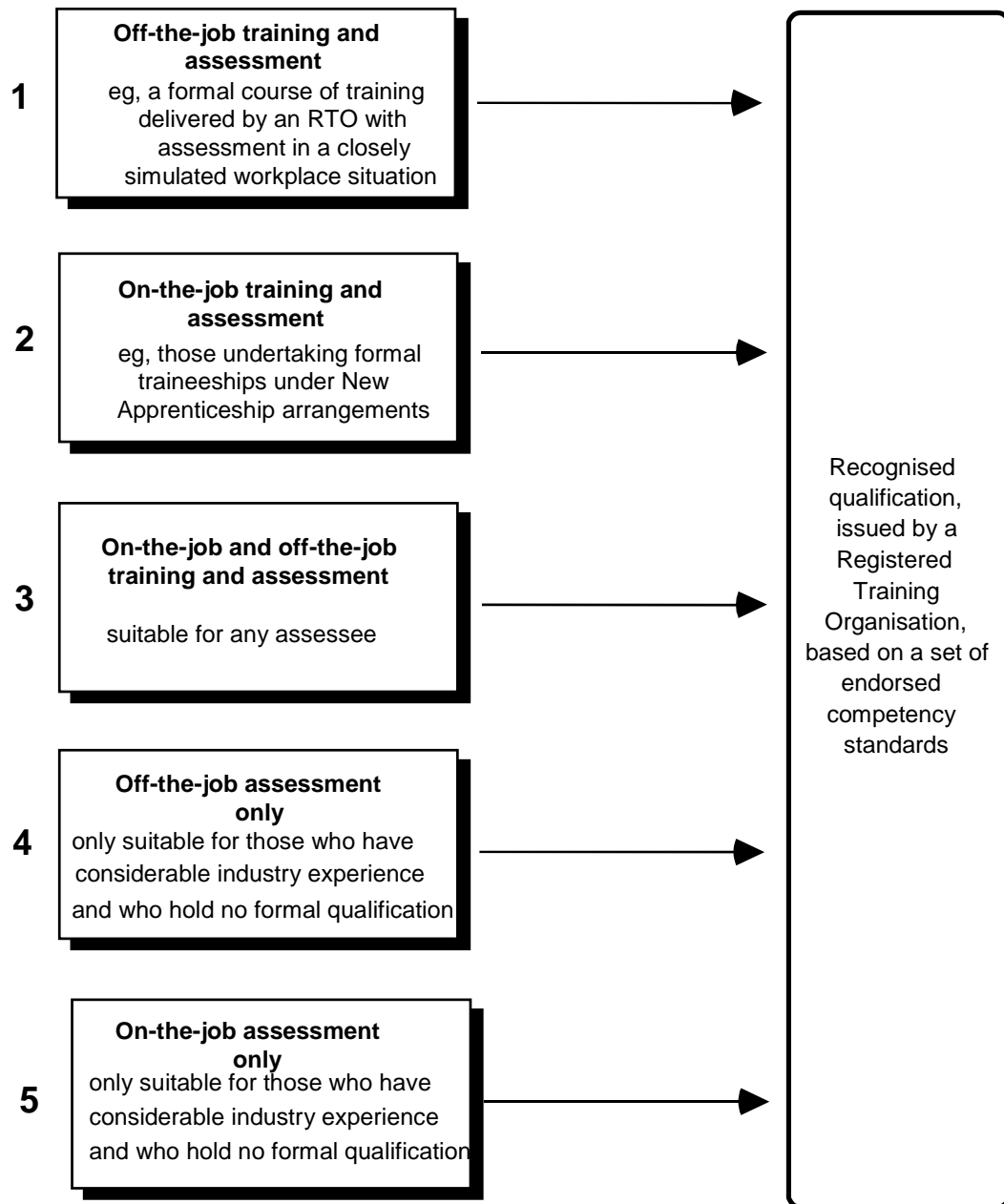


Figure 2. Assessment pathways

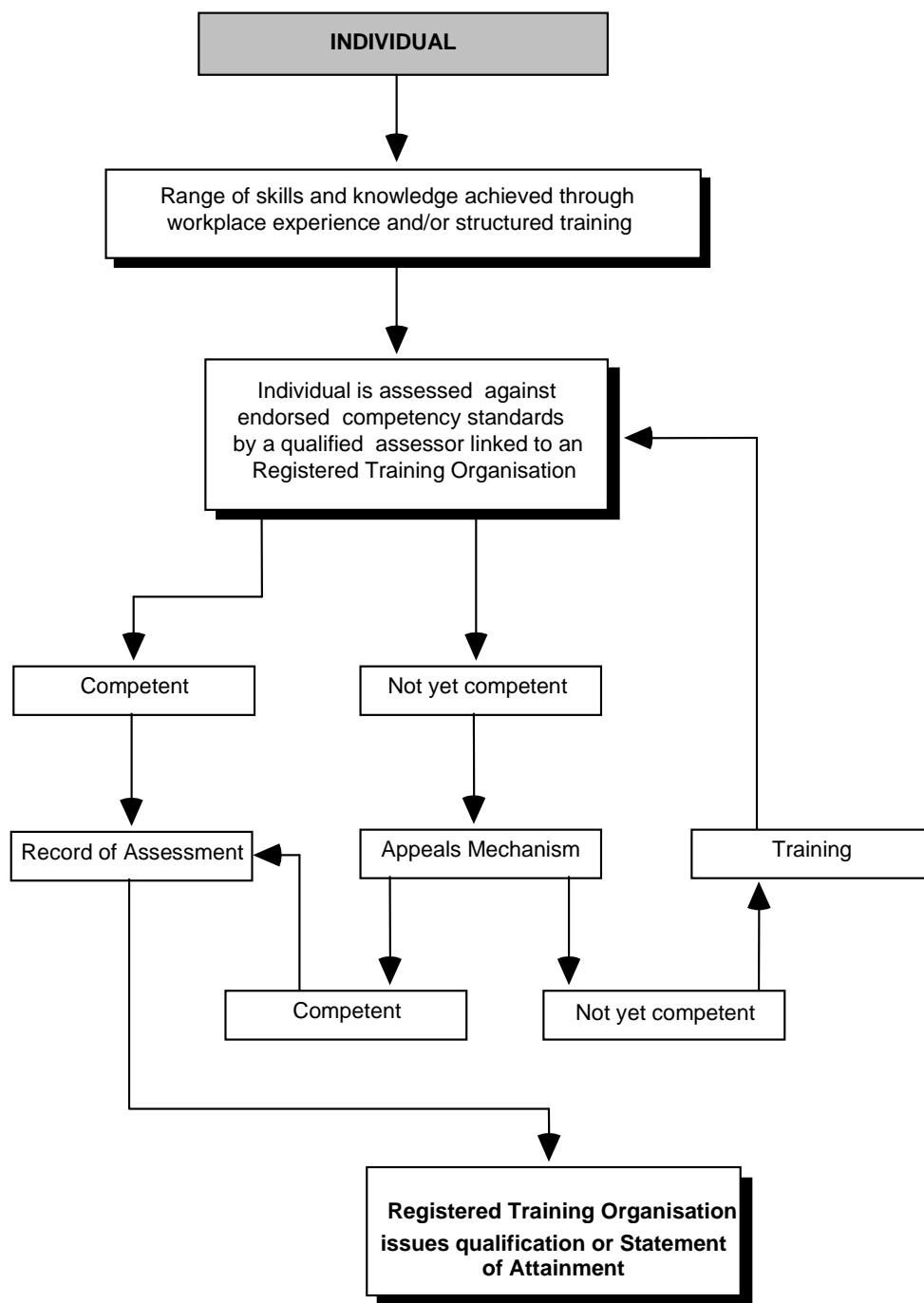


Figure 3. Assessment flowchart

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 Organisations 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.

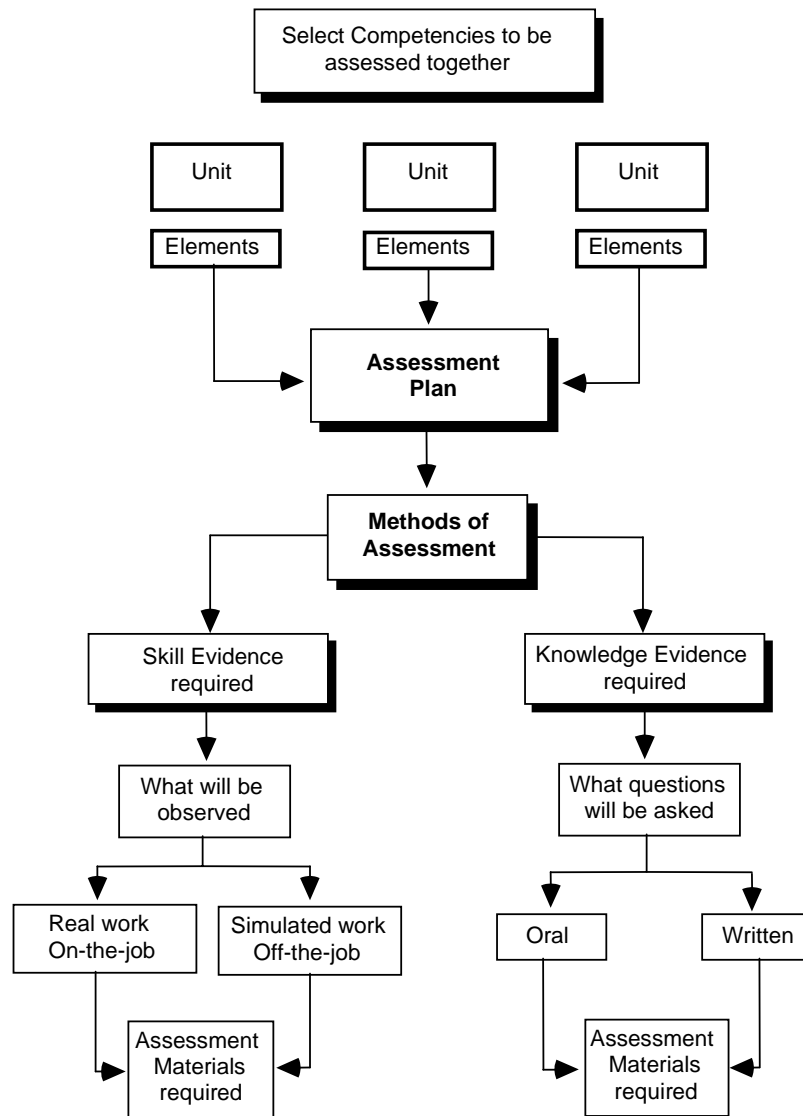


Figure 4. Selecting integrated assessment methods and materials

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.

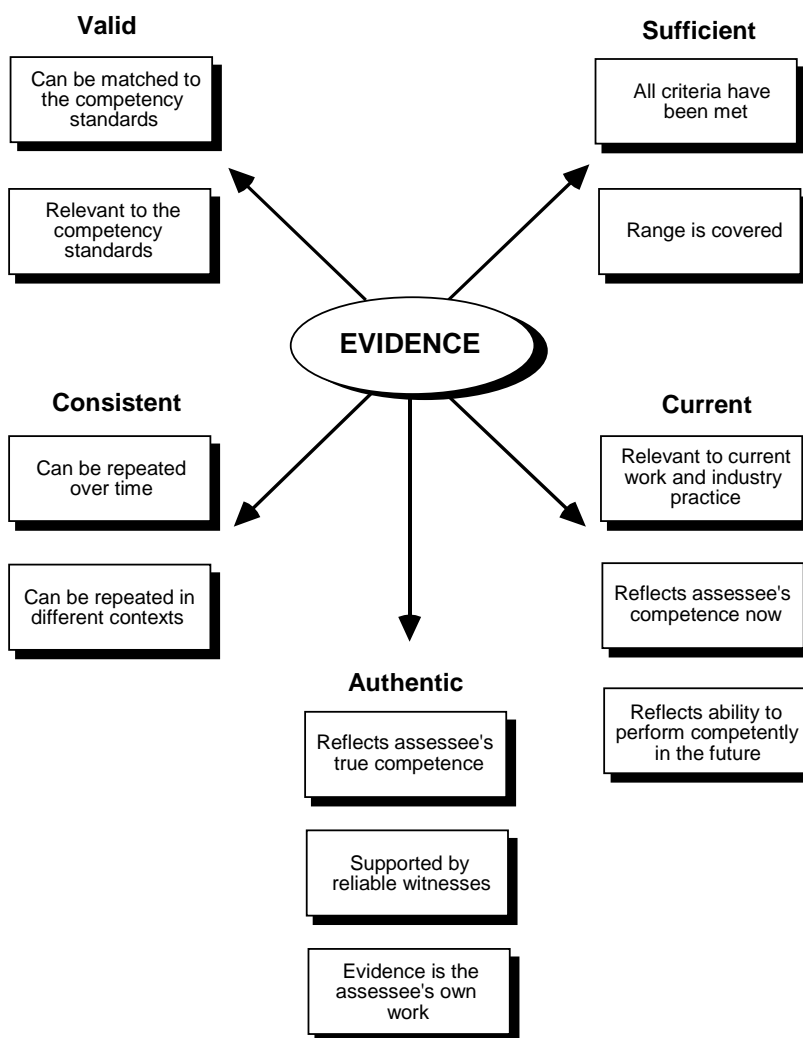


Figure 5. Criteria for the judgement of evidence

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

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

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

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

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

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

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

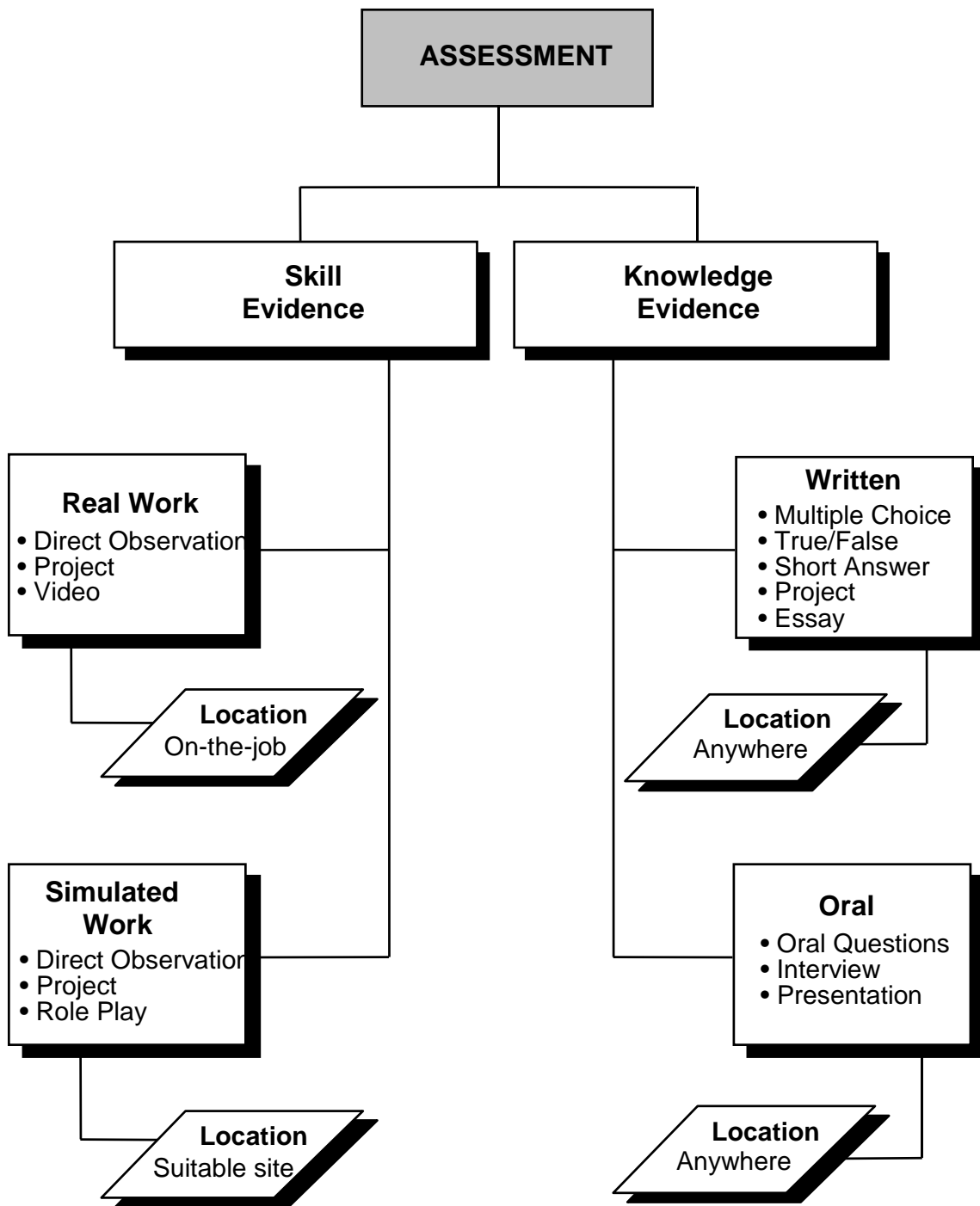


Figure 6. Assessment methods

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.

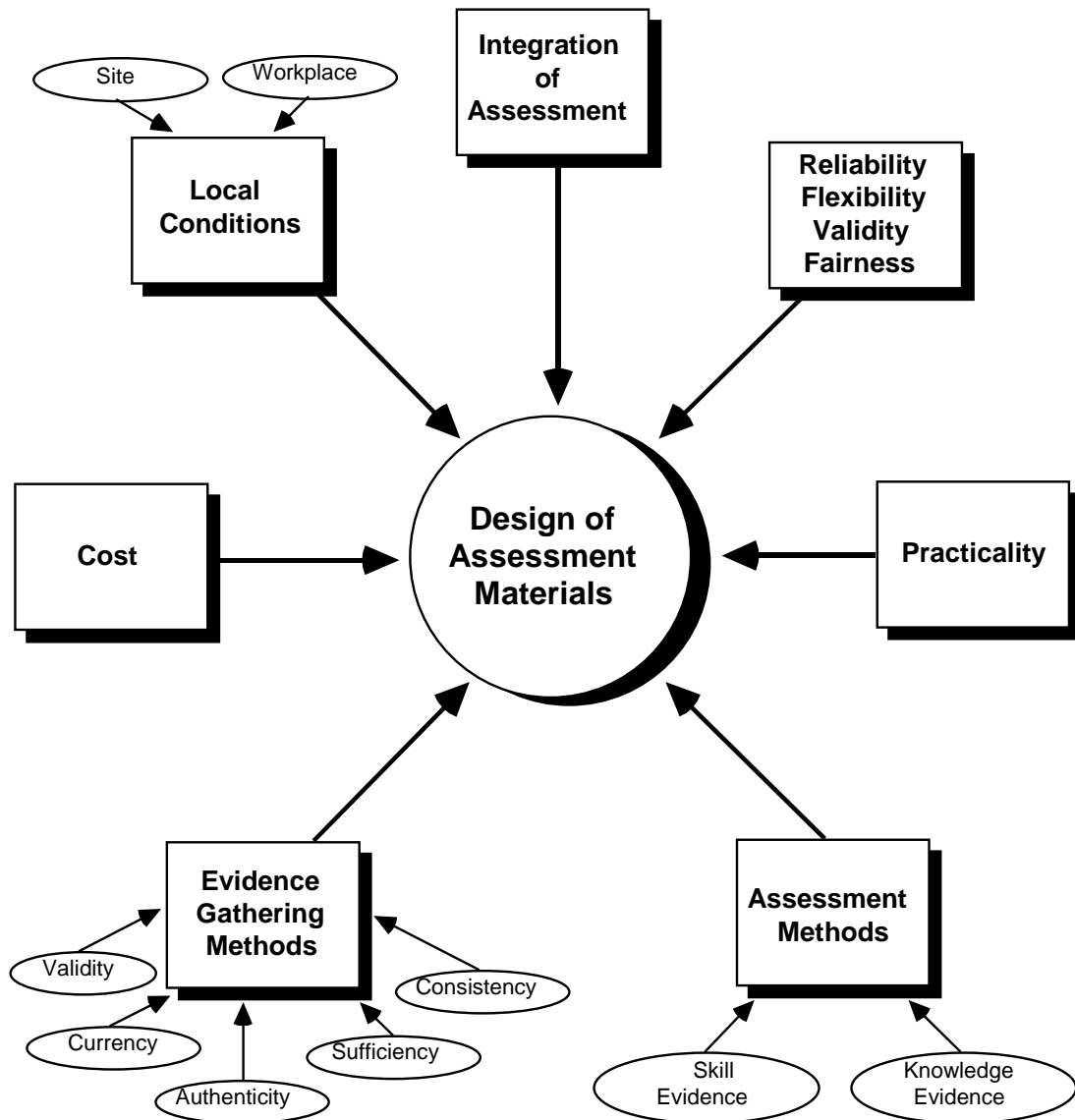


Figure 7. Influences on design of assessment materials

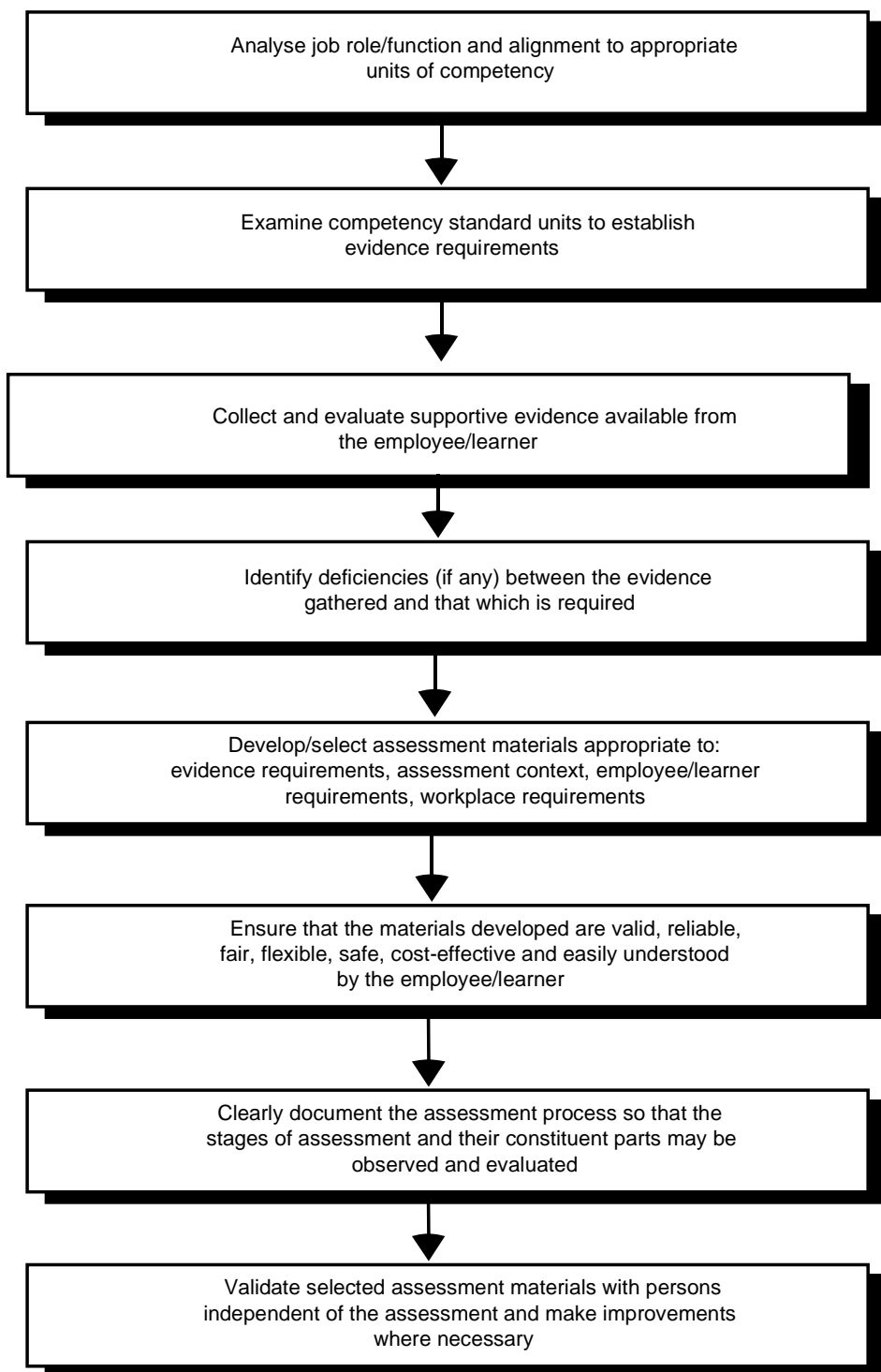


Figure 8. Designing assessment materials

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.

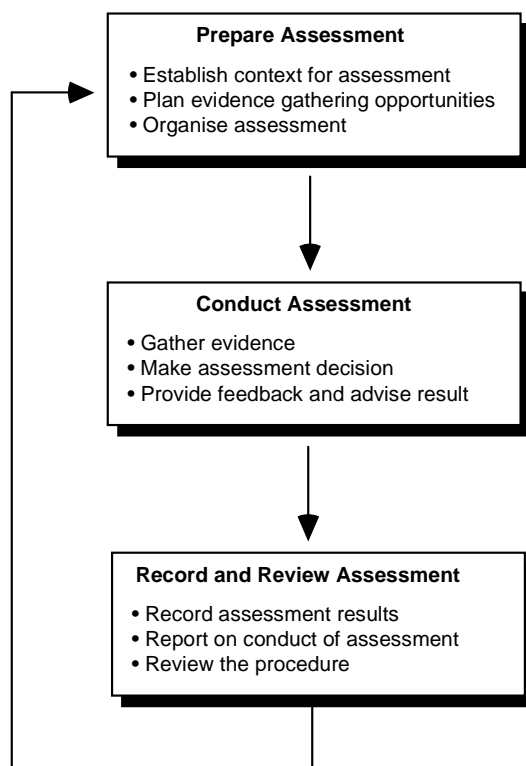


Figure 9. The assessment process

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.

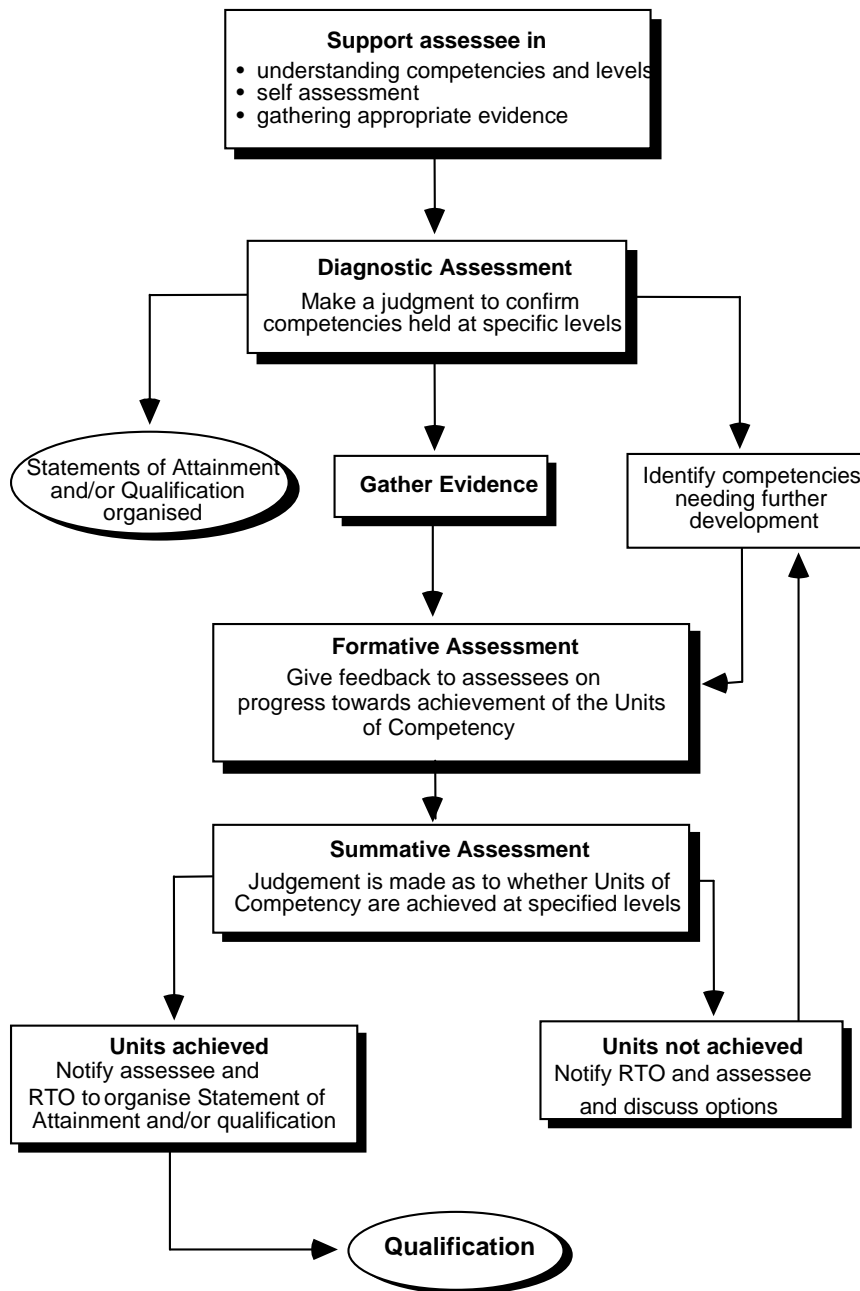


Figure 10. The assessor's role

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.

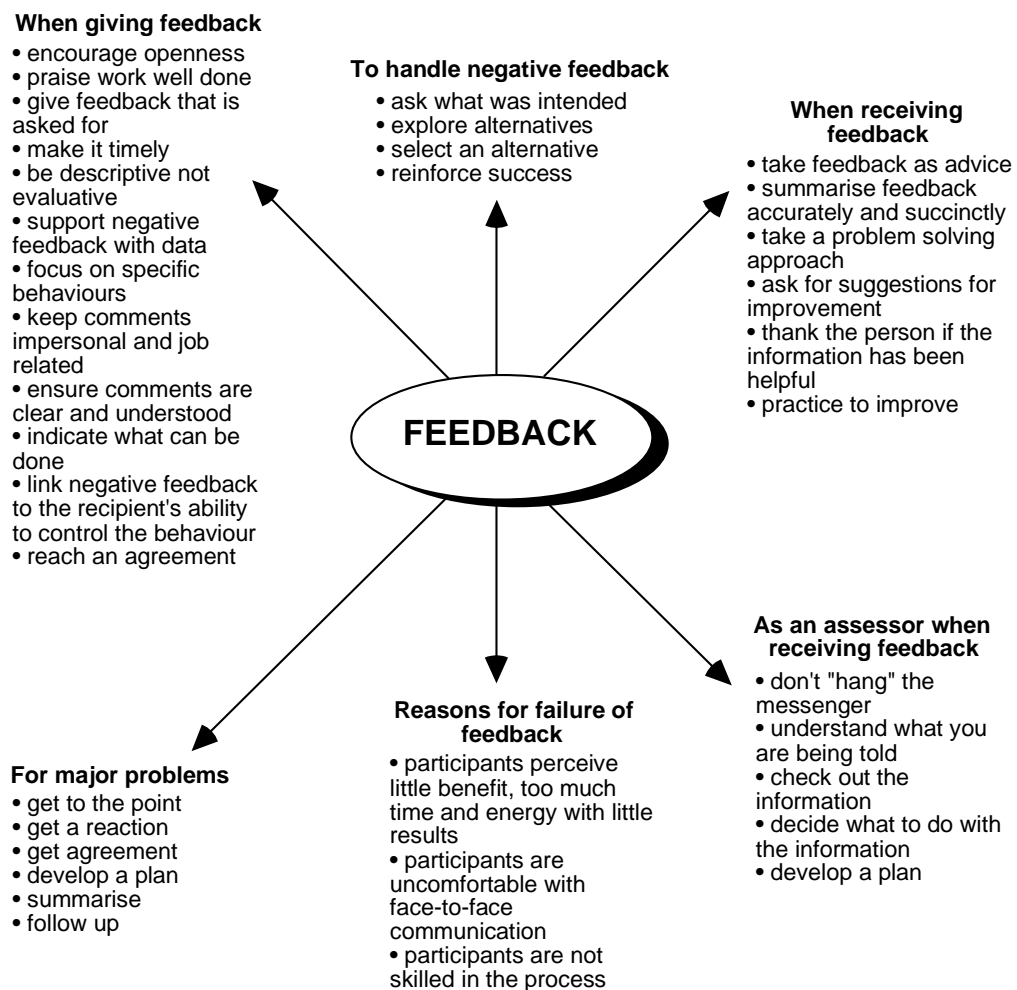


Figure 11. Current thinking about feedback

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

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

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GLOSSARY

| | |
|--|--|
| Alignment | The process of relating groups of competencies with a definable work outcome to an Australian Qualifications Framework level. |
| Appeal Process | The process whereby the person assessed or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment. |
| Assessment | Assessment is the process of collecting evidence and making judgements on whether competency has been achieved. |
| Assessment system | An assessment system is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair and valid. |
| Assessor in the Recreation Industry | The qualifications for Recreation Industry Assessors are outlined in section 2.1 of the Assessment Guidelines and includes a requirement to be recorded as competent against the <i>Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.</i> |
| Australian Qualifications Framework | A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector. |
| Competency | Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| Customisation | In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications. |
| Endorsement | The formal recognition of endorsable Training Package components by the National Training 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. |

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

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

**COMPETENCY STANDARDS
FOR THE
NATIONAL SPORT INDUSTRY
TRAINING PACKAGE
SRS99**

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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.

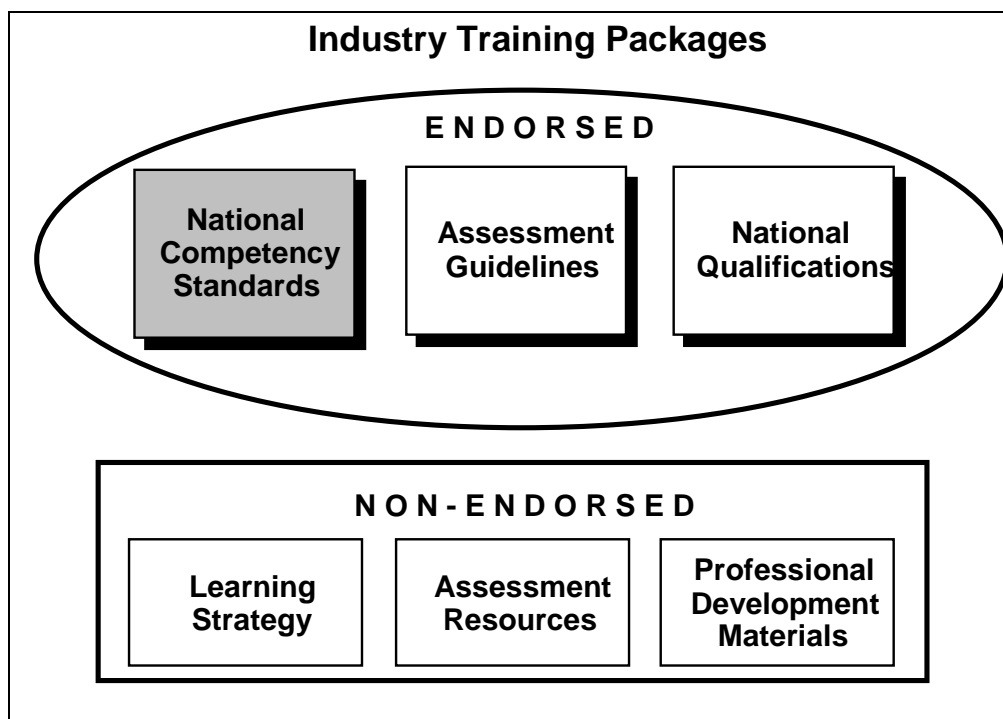


Figure 1. Training Package components

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.

1 COMPETENCY STANDARDS

1.1 BACKGROUND

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

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

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

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

1.2 CONTENT

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

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

1.3 WHAT ARE COMPETENCY STANDARDS?

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

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

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

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

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

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

Unit Title

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

Unit Descriptor

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

Elements of Competency

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

Performance Criteria

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

Range of Variables

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

Evidence Guide

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

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

The Evidence Guide will include the following:

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

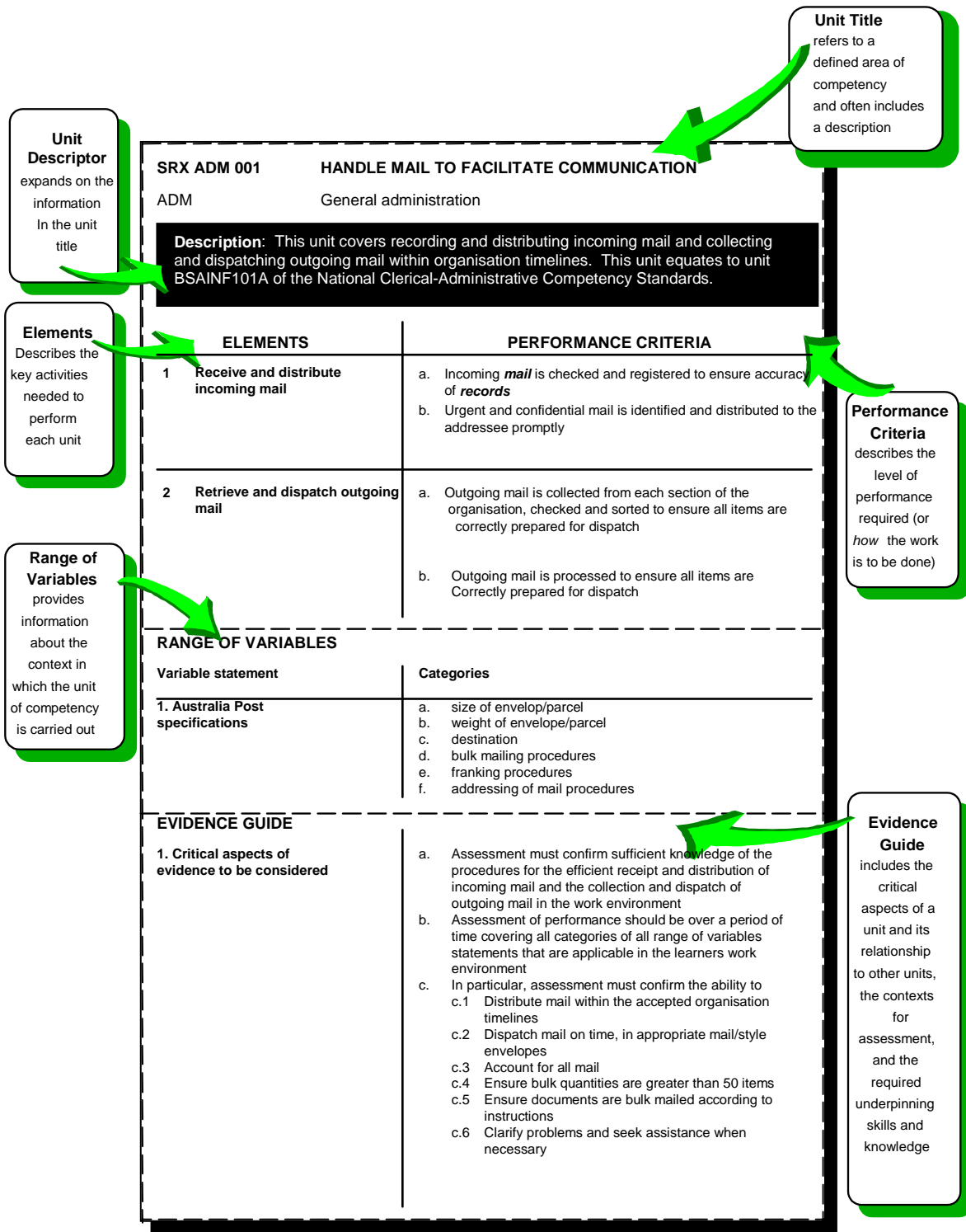


Figure 2. Format of competency standards

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

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

The following principles apply to customisation:

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

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

2.2 THE CUSTOMISATION PROCESS

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

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

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

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

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

2.4 WHY STATE EQUIVALENCE?

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

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

2.5 STATING EQUIVALENCE

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

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

3 KEY COMPETENCIES

3.1 THE KEY COMPETENCIES

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

The following Key Competencies have been identified:

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

Table 1. Key Competency descriptors

3.2 PERFORMANCE LEVELS IN THE KEY COMPETENCIES

Three levels of performance have been established as follows:

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

Table 2. Performance levels in the Key Competencies

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

4 TECHNICAL QUALITY

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

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

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

5 CONSULTATION PROCESS

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

The competency standards for:

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

have been developed by an external consultant. In the community recreation industry the Community Recreation Council of Australia oversaw the consultation, development and validation processes; in the fitness industry Fitness Australia oversaw the consultation, development and validation processes; in the outdoor recreation industry the Outdoor Recreation Council of Australia oversaw the consultation, development and validation processes; while in the sport industry the Sport Industry Australia 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 National Sport and Recreation Industry Competency Standards-Generic, and the removal of Units duplicating material across the functional areas, provides for greater flexibility in their use. The Sport and Recreation Core units meet the need to maximise career path development for employees and prospective employees.

7 FUTURE REVIEW AND MAINTENANCE OF COMPETENCY STANDARDS

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

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

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

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

8 SUMMARY OF UNITS

8.1 UNIT CODING

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

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

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

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

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

| Industry Code | Description |
|---------------|---|
| SRX | Sport and recreation - generic |
| SRO | Sport and recreation – outdoor recreation activities |
| SRS | Sport and recreation – sport activities |
| 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;

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

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

| Field Code | Description | Field Code | Description |
|------------|---|------------|--|
| ADM | General administration | HRM | Human resource management |
| CAI | Coaching and instruction | IND | Industry/enterprise |
| CLS | Client service | INN | Innovation |
| COM | Communication | MKT | Marketing |
| EME | Emergency response | OHS | Occupational health and safety |
| ESEO | Emergency response (Public safety) | ORG | Organisation of work |
| EVT | Events | PLA | Planning |
| FAC | Facility management | PPD | Planning and product development (Tourism) |
| FIN | Finance | QUA | Quality |
| FMI | Frontline Management Initiative (Business services) | RES | Resource management |
| GCS | General customer service (Hospitality) | RIS | Risk |
| GLE | General leadership (Hospitality) | SMA | Sales and marketing (Tourism) |
| GOV | Organisation governance | TEC | Technology |
| GRP | Groups | TEM | Working in teams |

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

| Field Code | Description | Field Code | Description |
|------------|--|------------|--------------------------------|
| AFT | Australian football | OFF | Officiating general principles |
| AG | Agriculture | RLG | Rugby league |
| BSK | Basketball | RUN | Rugby union |
| COA | Coaching general principles | SAC | Strength and conditioning |
| COP | Career-oriented participation | SAD | Sports administration |
| EME | Emergency response | SAI | Sailing |
| EMEO | Emergency response (Public safety) | SLS | Surf life saving |
| EQU | Equestrian activities (including recreational horseriding, horse trail riding and/or sports) | SOC | Soccer |
| GOL | Golf | SQA | Squash |
| GYM | Gymnastics | STR | Sports trainer |
| MTH | Massage therapy | SWI | Swimming and/or aquatics |
| NET | Netball | TEN | Tennis |

Table 5. Field codes for the sport units of competency

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

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

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

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

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

General administration (ADM)

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

Coaching and instruction (CAI)

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

Client service (CLS)

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

Communication (COM)

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

Emergency response (EME)

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

Events (EVT)

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

Facility management (FAC)

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

Finance (FIN)

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

Organisation governance (GOV)

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

Groups (GRP)

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

Human resource management (HRM)

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

Industry/Enterprise (IND)

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

Innovation (INN)

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

Marketing (MKT)

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

Occupational Health and Safety (OHS)

| Code | Title |
|--------------|--|
| SRX OHS 001A | Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace |
| SRX OHS 002A | Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs 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 |
| WRR1.1A | Perform stock control procedures |
| WRR1.2A | Maintain stock control |
| WRR1.3A | Order stock |
| WRR1.4A | 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 SPORT UNITS OF COMPETENCY

Australian football (AFT)

| Code | Title |
|--------------|---|
| SRS AFT 001A | Interpret and apply the fundamental rules of Australian football at a junior or beginner level |
| SRS AFT 002A | Use basic communication strategies to umpire Australian football at a junior or beginner level |
| SRS AFT 003A | Provide reports and receive feedback relevant to umpiring Australian football at a junior or beginner level |
| SRS AFT 004A | Demonstrate fundamental positioning skills relevant to umpiring Australian football at a junior or beginner level |
| SRS AFT 005A | Interpret and apply the rules of Australian football at a local or district level |
| SRS AFT 006A | Use communication strategies to umpire Australian football at a local or district level |
| SRS AFT 007A | Demonstrate positioning skills relevant to umpire Australian football at a local or district level |
| SRS AFT 008A | Interpret and apply the rules of Australian football at an advanced level |
| SRS AFT 009A | Use communication strategies to umpire Australian football at an advanced level |
| SRS AFT 010A | Demonstrate positioning skills relevant to umpire Australian football at an advanced level |
| SRS AFT 011A | Teach or develop the intermediate skills of Australian football |
| SRS AFT 012A | Apply the intermediate tactics and strategies of Australian football in a competitive situation |

Basketball (BSK)

| Code | Title |
|--------------|---|
| SRS BSK 001A | Interpret and apply the fundamental rules of basketball at a junior or beginner level |
| SRS BSK 002A | Use fundamental communication strategies to officiate basketball at a junior or beginner level |
| SRS BSK 003A | Provide reports and receive feedback relevant to officiating basketball at a junior or beginner level |
| SRS BSK 004A | Demonstrate fundamental positioning skills relevant to officiating basketball at a junior or beginner level |
| SRS BSK 005A | Interpret and apply the rules of basketball at an intermediate level |
| SRS BSK 006A | Use communication strategies to officiate basketball at an intermediate level |
| SRS BSK 007A | Demonstrate positioning skills relevant to officiate basketball at an intermediate level |
| SRS BSK 008A | Interpret and apply the rules of basketball at an advanced level |
| SRS BSK 009A | Use communication strategies to officiate basketball at an advanced level |
| SRS BSK 010A | Demonstrate positioning skills relevant to officiate basketball at an advanced level |
| SRS BSK 011A | Teach or develop intermediate skills of basketball |

Coaching general principles (COA)

| Code | Title |
|--------------|---|
| SRS COA 001A | Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities |
| SRS COA 002A | Plan individualised training programs to improve skills |
| SRS COA 003A | Conduct, monitor and adjust an individualised program of training sessions to improve skills |
| SRS COA 004A | Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills |
| SRS COA 005A | Include special interest groups or people with special needs |
| SRS COA 006A | Implement the fundamental principles of sports psychology |
| SRS COA 007A | Provide information about the fundamental principles of eating for peak performance |
| SRS COA 008A | Customise coaching to include children |
| SRS COA 009A | Customise coaching to include mature aged athletes |
| SRS COA 010A | Customise coaching to include athletes with a disability |
| SRS COA 011A | Work with officials |
| SRS COA 012A | Provide information regarding drugs in sport issues |
| SRS COA 013A | Support clients to adopt the principles of sports psychology |
| SRS COA 014A | Support clients to adopt the principles of eating for peak performance |
| SRS COA 015A | Monitor coach welfare |
| SRS COA 016A | Implement recovery training programs |
| SRS COA 017A | Implement water - based training programs |

Career oriented participation (COP)

| Code | Title |
|--------------|---|
| SRS COP 001A | Prepare for public speaking |
| SRS COP 002A | Plan for and participate in a media interview |
| SRS COP 003A | Demonstrate personal image and presentation skills |
| SRS COP 004A | Develop negotiation skills |
| SRS COP 005A | Demonstrate basic assertive communication skills |
| SRS COP 006A | Complete a tax return |
| SRS COP 007A | Develop a financial goal setting plan |
| SRS COP 008A | Prepare a pre- or post-event meal |
| SRS COP 009A | Collect information on drugs in sport |
| SRS COP 010A | Collect information on stress management |
| SRS COP 011A | Develop an integrated time management plan |
| SRS COP 012A | Develop a travel and accommodation plan |
| SRS COP 013A | Develop a career goal setting plan |
| SRS COP 014A | Prepare to study |
| SRS COP 015A | Prepare a public speaking presentation for informative, motivational and persuasive talks |
| SRS COP 016A | Prepare for a media interview |
| SRS COP 017A | Develop self awareness skills |
| SRS COP 018A | Develop advanced assertive communication skills |
| SRS COP 019A | Prepare a sponsorship proposal |
| SRS COP 020A | Develop a personal financial plan |
| SRS COP 021A | Collect information on contracts |
| SRS COP 022A | Collect information on elite athletes |
| SRS COP 023A | Design an athlete's diet |
| SRS COP 024A | Prepare for an overseas sporting event |
| SRS COP 025A | Prepare to participate in competition |
| SRS COP 026A | Implement and evaluate a time management plan |

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

| Code | Title |
|--------------|--|
| SRS EQU 001A | Demonstrate basic dressage, show jumping and cross country skills |
| SRS EQU 002A | Teach or develop the fundamental skills of riding |
| SRS EQU 003A | Teach or develop the intermediate skills of riding |
| SRS EQU 004A | Teach or develop the advanced skills of dressage |
| SRS EQU 005A | Teach or develop the advanced skills of show jumping |
| SRS EQU 006A | Teach or develop the advanced skills of eventing |
| 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 007A | Maintain health and safety of horses |
| SRO EQU 008A | Demonstrate horse riding skills in tracked areas |
| SRO EQU 010A | Determine nutritional requirements for recreational or competition horses |
| SRO EQU 011A | Plan conditioning and training programs for recreational or competition horses |

Golf (GOL)

| Code | Title |
|--------------|---|
| SRS GOL 001A | Teach and/or develop advanced skills of golf |
| SRS GOL 002A | Apply the advanced tactics and strategies of professional golf in a competitive situation |
| SRS GOL 003A | Undertake advanced appraisal and alteration of equipment in golf |
| SRS GOL 004A | Perform the advanced skills, tactics and strategies of professional golf in a competitive situation |
| SRS GOL 005A | Manage the format and results of golf competitions and tournaments |
| SRS GOL 006A | Develop and manage junior development programs in golf |
| SRS GOL 007A | Manage on course golf shop operations |

Gymnastics (GYM)

| Code | Title |
|--------------|---|
| SRS GYM 001A | Teach and/or develop fundamental motor, cognitive and social skills in a gymnastics environment |
| SRS GYM 002A | Teach and/or develop the fundamental skills of gymnastics |

Massage therapy (MTH)

| Code | Title |
|--------------|--|
| SRS MTH 001A | Apply appropriate pre-event and post-event techniques |
| SRS MTH 002A | Operate in accord with accepted massage therapy workplace practices and ethics |
| SRS MTH 003A | Obtain information to design an appropriate massage therapy plan |
| SRS MTH 004A | Implement, monitor and adjust a massage therapy plan |
| SRS MTH 005A | Apply massage techniques |
| SRS MTH 006A | Conduct assessments and design massage therapy treatment plans |
| SRS MTH 007A | Implement, monitor and adjust a massage therapy treatment plan |
| SRS MTH 008A | Apply temperature therapy |
| SRS MTH 009A | Apply myofascial tension techniques |
| SRS MTH 010A | Apply appropriate stretching techniques |
| SRS MTH 011A | Apply trigger point techniques |
| SRS MTH 012A | Apply deep tissue techniques to treat common musculoskeletal injuries |
| SRS MTH 013A | Integrate massage techniques to support athletes |

Netball (NET)

| Code | Title |
|--------------|---|
| SRS NET 001A | Interpret and apply the fundamental rules of netball at the beginner level |
| SRS NET 002A | Use basic communication strategies to umpire netball at the beginner level |
| SRS NET 003A | Demonstrate fundamental positioning skills relevant to umpire netball at the beginner level |
| SRS NET 004A | Teach and develop the fundamental skills of netball |
| SRS NET 005A | Teach and develop the intermediate skills of netball |
| SRS NET 006A | Apply the intermediate tactics and strategies of netball in a competitive situation |
| SRS NET 007A | Develop conditioning programs for netball |
| SRS NET 008A | Develop the intermediate skills of netball |
| SRS NET 009A | Perform the intermediate tactics and strategies of netball in a competitive situation |
| SRS NET 010A | Participate in conditioning for netball |
| SRS NET 011A | Develop the advanced skills of netball |
| SRS NET 012A | Perform the advanced tactics and strategies of netball in a competitive situation |

Officiating general principles (OFF)

| Code | Title |
|--------------|--|
| SRS OFF 001A | Operate in accord with accepted officiating practices, styles, legal and ethical responsibilities to manage risk |
| SRS OFF 002A | Apply rules and regulations to conduct games and competitions |
| SRS OFF 003A | Judge competitive situations |
| SRS OFF 004A | Apply self reflection techniques to evaluate and modify officiating performance |
| SRS OFF 005A | Resolve conflict related to officiating |
| SRS OFF 006A | Develop a fitness and recovery program for officials |
| SRS OFF 007A | Evaluate, analyse and modify the conduct and outcomes of officiating to improve performance |
| SRS OFF 008A | Manage conflict related to officiating |
| SRS OFF 009A | Plan, implement and evaluate a fitness and recovery program for officials |

Rugby league (RLG)

| Code | Title |
|--------------|--|
| SRS RLG 001A | Interpret and apply the rules of rugby league in a competition game at a local or district level |
| SRS RLG 002A | Use communication strategies to umpire rugby league at a local or district level |
| SRS RLG 003A | Demonstrate positioning skills relevant to referee rugby league at a local or district level |
| SRS RLG 004A | Teach or develop the intermediate skills of rugby league |
| SRS RLG 005A | Teach or develop the intermediate tactics and strategies of rugby league |
| SRS RLG 006A | Develop intermediate skills of rugby league |
| SRS RLG 007A | Perform the intermediate tactics and strategies of rugby league in a competitive situation |
| SRS RLG 008A | Participate in conditioning for rugby league |
| SRS RLG 009A | Develop advanced skills of rugby league |
| SRS RLG 010A | Perform the advanced tactics and strategies of rugby league in a competitive situation |

Rugby union (RUN)

| Code | Title |
|--------------|---|
| SRS RUN 001A | Interpret and apply the fundamental rules of rugby union at a junior or beginner level |
| SRS RUN 002A | Use basic communication strategies to referee rugby union at a junior or beginner level |
| SRS RUN 003A | Provide reports and receive feedback relevant to refereeing rugby union at a junior or beginner level |
| SRS RUN 004A | Demonstrate fundamental positioning skills relevant to refereeing rugby union at a junior or beginner level |
| SRS RUN 005A | Interpret and apply the rules of rugby union at a local or district level |
| SRS RUN 006A | Use communication strategies to referee rugby union at a local or district level |
| SRS RUN 007A | Demonstrate two referee positioning skills relevant to referee rugby union at a local or district level |
| SRS RUN 008A | Develop intermediate skills of rugby union |
| SRS RUN 009A | Perform the intermediate tactics and strategies of rugby union in a competitive situation |
| SRS RUN 010A | Participate in conditioning for rugby union at an intermediate level |
| SRS RUN 011A | Develop advanced skills of rugby union |
| SRS RUN 012A | Perform the advanced tactics and strategies of rugby union in a competitive situation |

Strength and conditioning (SAC)

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

Sports administration (SAD)

| Code | Title |
|--------------|---|
| SRS SAD 001A | Coordinate touring athletes (regional) |
| SRS SAD 002A | Coordinate touring athletes (international) |
| SRS SAD 003A | Implement a talent identification program |
| SRS SAD 004A | Develop accreditation/registration systems |
| SRS SAD 005A | Manage the format and results of competitions |
| SRS SAD 006A | Administer a team or group |
| SRS SAD 007A | Select a team or group |
| SRS SAD 008A | Manage the personnel of a team or group |
| SRS SAD 009A | Coordinate the personnel management of teams or groups within a club or organisation |
| SRS SAD 010A | Establish selection policies for activities |
| SRS SAD 011A | Coordinate the administration of teams or groups within a club or organisation |
| SRS SAD 012A | Develop activity rules and regulations |
| SRS SAD 013A | Carry out an investigation |
| SRS SAD 014A | Develop judicial procedures for activities |
| SRS SAD 015A | Promote compliance with laws and legal principles which relate to activities and activity organisations |
| SRS SAD 016A | Conduct an inquiry |

Sailing (SAI)

| Code | Title |
|--------------|---|
| SRO YSB 003A | Sail a small boat in moderate and/or variable conditions |
| SRS SAI 001A | Develop and/or implement the basic tactics and strategies of sailing |
| SRS SAI 002A | Interpret and apply the rules of sailing at a basic level |
| SRS SAI 003A | Develop and/or implement the advanced tactics and strategies of sailing |
| SRS SAI 004A | Interpret and apply the rules of sailing at an advanced level |

Surf life saving (SLS)

| Code | Title |
|--------------|---|
| SRS SLS 001A | Interpret and apply the fundamental rules of surf life saving at a beginner level |
| SRS SLS 002A | Use fundamental communication strategies to officiate surf life saving at a beginner level |
| SRS SLS 003A | Assist in the prevention of emergencies in surf life saving competitions |
| SRS SLS 004A | Demonstrate fundamental positioning skills relevant to officiate surf life saving at a beginner level |
| SRS SLS 005A | Interpret and apply the rules of surf life saving at an intermediate level |
| SRS SLS 006A | Manage the format and results of surf life saving competitions at an intermediate level |
| SRS SLS 007A | Use communication strategies to officiate surf life saving at an intermediate level |
| SRS SLS 008A | Demonstrate positioning skills relevant to officiate surf life saving at an intermediate level |
| SRS SLS 009A | Interpret and apply the rules of surf life saving at an advanced level |
| SRS SLS 010A | Use communication strategies to officiate surf life saving at an advanced level |

Soccer (SOC)

| Code | Title |
|--------------|---|
| SRS SOC 001A | Interpret and apply the fundamental laws of soccer at a junior or beginner level |
| SRS SOC 002A | Use basic communication strategies to referee soccer at a junior or beginner level |
| SRS SOC 003A | Provide reports and receive feedback relevant to referee soccer at junior or beginner level |
| SRS SOC 004A | Demonstrate fundamental positioning skills relevant to referee soccer at junior or beginner level |
| SRS SOC 005A | Interpret and apply the fundamental laws of soccer at a local or district level |
| SRS SOC 006A | Use communication strategies to referee soccer at a local or district level |
| SRS SOC 007A | Demonstrate positioning skills relevant to referee soccer at a local or district level |

Squash (SQA)

| Code | Title |
|--------------|--|
| SRS SQA 001A | Interpret and apply the rules of squash at a junior or beginner level |
| SRS SQA 002A | Use communication strategies to officiate squash at a junior or beginner level |
| SRS SQA 003A | Assist in managing the format and results of squash competitions |
| SRS SQA 004A | Use communication strategies to officiate squash at an intermediate level |
| SRS SQA 005A | Interpret and apply the rules of squash at an intermediate level |
| SRS SQA 006A | Manage the format and results of squash competitions |
| SRS SQA 007A | Teach or develop fundamental skills of squash |
| SRS SQA 008A | Apply the basic tactics and strategies of squash in a competitive situation |
| SRS SQA 009A | Teach or develop intermediate skills of squash |
| SRS SQA 010A | Apply the intermediate tactics and strategies of squash in a competitive situation |
| SRS SQA 011A | Use squash development and service systems to operate a squash centre effectively |
| SRS SQA 012A | Use knowledge of the structure of the squash industry in Australia to operate effectively |
| SRS SQA 013A | Handle enquiries about squash coaching, participation and development programs |
| SRS SQA 014A | Assist in marketing and promotion for the squash industry |
| SRS SQA 015A | Access database systems to identify and service customers |
| SRS SQA 016A | Conduct marketing and promotions for squash industry programs |
| SRS SQA 017A | Adapt and modify squash development and service systems to operate for optimum effectiveness and monitor use |
| SRS SQA 018A | Manage database systems to identify, service and develop customers |

Sports trainer (STR)

| Code | Title |
|--------------|--|
| SRS STR 001A | Implement sports first aid procedures and apply sports first aid |
| SRS STR 002A | Operate in accord with the accepted roles and responsibilities of a sports trainer |
| SRS STR 003A | Provide initial management of sports injuries |
| SRS STR 004A | Conduct basic warm-up, stretching and cool-down programs |
| SRS STR 005A | Assist with the ongoing management of sports injuries |
| SRS STR 006A | Tape ankle, thumb and fingers |
| SRS STR 007A | Implement strategies for dealing with medical conditions in a sport setting |
| SRS STR 008A | Assist with the rehabilitation of injuries |
| SRS STR 009A | Tape and/or brace elbow, Achilles and AC joint |

Swimming and/or aquatics (SWI)

| Code | Title |
|--------------|---|
| SRS SWI 001A | Apply the principles of movement in water |
| SRS SWI 002A | Operate in accord with accepted aquatics industry health and safety practices |
| SRS SWI 003A | Operate in accord with the legal responsibilities and risk management principles of the aquatics industry |
| SRS SWI 004A | Collect information on the philosophy and structure of the Australian swimming and aquatics industry |
| SRS SWI 005A | Teach or develop the competitive strokes of swimming |
| SRS SWI 006A | Plan and prepare a program for a competitive swimmer |

Tennis (TEN)

| Code | Title |
|--------------|--|
| SRS TEN 001A | Teach or develop advanced skills of tennis |
| SRS TEN 002A | Apply the advanced tactics and strategies of tennis in a competitive situation |
| SRS TEN 003A | Organise a tennis tournament |

Table 7. Summary of the sport 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 | The qualifications for Recreation Industry Assessors are outlined in section 2.1 of the Assessment Guidelines and includes a requirement to be recorded as competent against the <i>Units of competency: BSZ 401A Plan Assessment; BSZ 402A Conduct Assessment; and, BSZ 403A Review Assessment.</i> |
| Australian Qualifications Framework | A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the Vocational Education and Training sector. |
| Competency | Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. |
| Customisation | In Training Packages, customisation is the tailoring of units of competence by the inclusion, modification or substitution of competency units within their alignment with Australian Qualification Framework qualifications. |
| Endorsement | The formal recognition of endorsable Training Package components by the National Training 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.

Competency Standards**Sport Industry Training Package****Review of assessment processes**

Planned and systematic analysis of the assessment system.

Sport and Recreation Training Australia

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

State/Territory recreation training advisory boards

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

Statement of Attainment

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

Summative Assessment

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

Task

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

Training Program

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