VCE VET
Sport and Recreation

Incorporating
SIS20210 Certificate II in Outdoor Recreation
SIS20310 Certificate II in Sport and Recreation
SIS30510 Certificate III in Sport and Recreation

January 2012

This program is for implementation from 2012 and must be used in conjunction with the nationally endorsed SIS10 Sport, Fitness and Recreation Training Package
Acknowledgments
The Victorian Curriculum and Assessment Authority gratefully acknowledges the work of the following people in the preparation of this program:

Ms Joanne A'Beckett  Australian Council of Health, Physical Education and Recreation (ACHPER)
Mr Simon Cameron  Scoresby Secondary College
Mr Daniel Clark  Skills Hub
Ms Anna Crosswhite  Melbourne Girls College
Mr John Dunton  Swinburne Institute of TAFE
Ms Casey Helman  Broadford Secondary College
Mr Pat Hura  Chisholm Institute of TAFE
Mr Damian Kinnersly  St Patrick's College, Ballarat
Mr Craig Knox  Fitness Australia
Mr Dean Langley  Girton Grammar School
Mr Scott Little  Holmesglen
Ms Iolanda Magro  Methodist Ladies' College
Mr Joel Octigan  Box Hill Senior Secondary College
Ms Renee Rodda  Bendigo Senior Secondary College
Ms Karen Strachan  Swinburn TAFE
Sandy Toohey  Box Hill Senior Secondary College

© Victorian Curriculum and Assessment Authority 2011
41 St Andrews Place Victoria 3002
ISBN: 978-1-921702-77-8
First published 2011
No part of this publication may be reproduced except as specified under the Copyright Act 1968 or by permission from the VCAA. For more information go to: www.vcaa.vic.edu.au/aboutus/policies/policy-copyright.html
The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: www.vcaa.vic.edu.au
This publication may contain copyright material belonging to a third-party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright please email the Copyright Officer: vcaa.copyright@edumail.vic.gov.au
## Contents

1. **Introduction**  
   VCE VET program booklet  
   Additional sources of VCAA information

3. **SIS10 Sport, Fitness and Recreation Training Package**  
   National Skills Framework  
   Completion requirements for the certificates

4. **VCE VET Sport and Recreation program**  
   Aims  
   Program structures  
   Program duration  
   Sequence  
   Study score  
   Safety

7. **VCE VET Sport and Recreation program structures**  
   Program 1: SIS20210 Certificate II in Outdoor Recreation  
   Program 2: SIS20310 Certificate II in Sport and Recreation  
   Program 3: SIS30510 Certificate III in Sport and Recreation

14. **Recognition within the VCE**  
   VCE VET unit entitlement  
   Duplication  
   Australian Tertiary Admissions Rank

16. **Recognition within the VCAL**

17. **Structured Workplace Learning**  
   Occupational Health and Safety

19. **Employability skills**

20. **Registered Training Organisations**  
   Requirements for registration  
   Role of the RTO  
   Guidelines for VET providers

22. **Delivery**  
   Option 1: Schools as RTOs  
   Option 2: School and RTO partnerships  
   Contractual arrangements

24. **Assessment**  
   VCE VET scored assessment

26. **Administration**  
   Enrolments  
   Recording results  
   Reporting  
   Certification

28. **Articulation and pathways**

29. **Useful resources and contacts**
Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate.

VCE VET programs:

• are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE) and contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE units
• contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
• function within the National Skills Framework.

VCE VET PROGRAM BOOKLET

This publication is produced by the VCAA and provides information and advice on the delivery of the VCE VET Sport and Recreation program. The VCE VET Sport and Recreation Program Booklet includes information on the completion requirements for the VCE VET Sport and Recreation program, program structure, credit arrangements and delivery and assessment options.

The VCE VET Sport and Recreation Program Booklet must be used in conjunction with the nationally endorsed SIS10 Sport, Fitness and Recreation Training Package. The training package provides details on each unit of competency, qualification packaging rules and assessment requirements. It can be downloaded from the Training.gov.au website at: http://training.gov.au/Training/Details/SIS10

The VCE VET Sport and Recreation Program Booklet can be downloaded from the VCAA website under the ‘Publications’ section on the VCE VET Sport and Recreation webpage at:
Alternatively, hardcopies can be requested from the VET Unit on (03) 9651 4445.

ADDITIONAL SOURCES OF VCAA INFORMATION

VCE VET Assessment Guide and program specific assessment advice

The VCE VET Assessment Guide provides an overview of scored assessment, the process of integrating study scores with competency based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records. For program specific templates, please refer to the VCE VET Sport and Recreation program page on the VCAA website at:

Program specific scored assessment and examination advice relating to VCE VET Sport and Recreation will be published on the VCAA website in February 2013:
VCAA Bulletin VCE, VCAL and VET
The VCAA Bulletin VCE, VCAL and VET is the VCAA’s official publication for VCE and VCAL studies and VCE VET programs. The VCAA Bulletin VCE, VCAL and VET includes all information on VCE VET program updates. It is the responsibility of each VCE VET teacher to refer to each issue of the VCAA Bulletin VCE, VCAL and VET. The VCAA Bulletin VCE, VCAL and VET is available via subscription or online at: www.vcaa.vic.edu.au/correspondence/bulletins/bulletinindex.html

VCE and VCAL Administrative Handbook
The VCE and VCAL Administrative Handbook includes all aspects of the administration of the VCE, VET and VCAL, and sets out the rules, regulations and procedures governing the delivery of the VCE, VET and VCAL. The integration of VET into the VCE and VCAL is also fully explained. The handbook is available on the VCAA website at: www.vcaa.vic.edu.au/schooladmin/index.html

Victorian Assessment Software System Unit
The Victorian Assessment Software System (VASS) is the Internet-based system used by schools to register students and enter VCE, VET and VCAL enrolments and results directly into the VCAA central database.

For all VASS enquiries:
Hotline (metro): (03) 9651 4482
Hotline (country): 1800 827 721
Email: vass.support@edumail.vic.gov.au
SIS10 Sport, Fitness and Recreation Training Package

NATIONAL SKILLS FRAMEWORK

The two key elements of the National Skills Framework are the Australian Quality Training Framework (AQTF) and training packages. The AQTF comprises national standards for the registration and auditing of training providers and accreditation of courses, and national standards for state and territory registering authorities.

Registered Training Organisations (RTOs) are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications.

The development of training packages is managed by industry skills councils on behalf of the industry and endorsed by the National Skills Standards Council (NSSC), agreed to by state and territory ministers for vocational education and training. Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

The VCE VET Sport and Recreation program is drawn from the nationally recognised SIS10 Sport, Fitness and Recreation Training Package, which can be accessed at: http://training.gov.au/Training/Details/SIS10

Continuous Improvement

During the life of the SIS10 Sport, Fitness and Recreation Training Package there may be occasions when changes are made to reflect feedback from users or to include the latest industry practices. This process is called Continuous Improvement. When Continuous Improvement impacts on the VCE VET Sport and Recreation program, advice will be published in the VCAA Bulletin VCE, VCAL and VET and links to these updates will be published on the VCAA website: www.vcaa.vic.edu.au/vet/programs/sportrecreation/sportrec.html

COMPLETION REQUIREMENTS FOR THE CERTIFICATES

The following information needs to be read in conjunction with the SIS10 Sport, Fitness and Recreation Training Package.

SIS20210 Certificate II in Outdoor Recreation
For the award of SIS20210 Certificate II in Outdoor Recreation, students must achieve 15 units of competency – five core units and ten elective units.

SIS20310 Certificate II in Sport and Recreation
For the award of SIS20310 Certificate II in Sport and Recreation, students must achieve eleven units of competency – five core units and six elective units.

SIS30510 Certificate III in Sport and Recreation
For the award of SIS30510 Certificate III in Sport and Recreation, students must achieve 14 units of competency – seven core units and seven elective units.
VCE VET Sport and Recreation program

The revised VCE VET Sport and Recreation program is for implementation from 2012 and must be used in conjunction with the nationally endorsed SIS10 Sport, Fitness and Recreation Training Package. This program booklet replaces the VCE VET Sport and Recreation Program Booklet published in August 2005. This revision to the VCE VET Sport and Recreation program is a consequence of the expiry of the Sport Industry and Outdoor Recreation Industry Training Packages.

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

AIMS

The VCE VET Sport and Recreation program aims to:

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

PROGRAM STRUCTURES

The VCE VET Sport and Recreation program offers three distinct programs. Each of the three VCE VET Sport and Recreation programs has specific completion requirements and VCE VET unit entitlements. These programs and their VCE VET unit entitlements are outlined below.

Program 1: SIS20210 Certificate II in Outdoor Recreation

Certificate II in Outdoor Recreation provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work in the Outdoor Recreation industry would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Program 1 consists of 15 units of competency – Units 1 and 2: six compulsory units plus a minimum of nine elective units.

On successful completion of Program 1, students are eligible for:

- the award of SIS20210 Certificate II in Outdoor Recreation
- recognition of up to three units at Units 1 and 2 level.
Program 2: SIS20310 Certificate II in Sport and Recreation

Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Possible employment outcomes may include support in the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Program 2 consists of eleven units of competency – Units 1 and 2: six compulsory units and a minimum of five elective units.

On successful completion of Program 2, students are eligible for:

- the award of SIS20310 Certificate II in Sport and Recreation
- recognition of up to three units at Units 1 and 2 level.

Program 3: SIS30510 Certificate III in Sport and Recreation

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Program 3 consists of a minimum of 15 units of competency:

- Units 1 and 2: six compulsory units plus a minimum of 30 hours of elective units
- Units 3 and 4: six compulsory units plus a minimum of 40 hours of elective units.

On successful completion of Program 3, students are eligible for:

- the award of SIS30510 Certificate III in Sport and Recreation
- recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

PROGRAM DURATION

The VCE VET Sport and Recreation programs have a minimum hour requirement of:

<table>
<thead>
<tr>
<th>Program</th>
<th>Certificate Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1</td>
<td>SIS20210 Certificate II in Outdoor Recreation</td>
<td>185 hours</td>
</tr>
<tr>
<td>Program 2</td>
<td>SIS20310 Certificate II in Sport and Recreation</td>
<td>186 hours</td>
</tr>
<tr>
<td>Program 3</td>
<td>SIS30510 Certificate III in Sport and Recreation</td>
<td>361 hours</td>
</tr>
</tbody>
</table>

The nominal hours attached to each unit of competency are calculated by Skills Victoria as an indicator of the training time required to become competent. They are a guide only, and the actual duration of the training is affected by students’ readiness to be assessed for the particular unit of competency. It is important to note that the allocation of nominal hours for each unit of competency is intended to cover both delivery and assessment.
SEQUENCE

For the VCE VET Sport and Recreation program, the identified sets of competencies have been grouped to form Units 1 and 2 and a Units 3 and 4 sequence for recognition purposes. The recognition status of VCE VET programs and the requirements of assessment for study score purposes are outlined in this program booklet.

A range of delivery sequences is possible; however, the selected delivery schedule should take into account the linkages between the units of competency. Each unit of competency provides guidelines on the different situations and contexts within which to deliver the unit and may indicate some linkages with other units of competency.

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

Students wanting access to a study score in 2013 and beyond must be able to be assessed against all the units of competency designated as the Units 3 and 4 sequence in the same enrolment year.

STUDY SCORE

From 2013, a study score will be available for the VCE VET Sport and Recreation Program 3: SIS30510 Certificate III in Sport and Recreation. To be eligible for a study score students must:

• satisfactorily achieve all the units of competency designated as the Units 3 and 4 sequence
• be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide and program specific scored assessment advice published on the VCAA website in February 2013: www.vcaa.vic.edu.au/vet/programs/sportrecreation/sportrec.html
• undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the VCE VET Sport and Recreation program. Principals, teachers and trainers must ensure that appropriate precautions and safety measures are taken to minimise any potential risk to students. The implementation of effective safety management plans and processes should ensure that all activities are conducted safely. This includes ensuring that all rules and regulations for the conduct of sporting activities are rigorously followed. Teachers should refer to the Department of Education and Early Childhood Development’s (DEECD) School Policy and Advisory Guide and relevant references and associations/organisations to ensure that each activity is conducted within currently accepted guidelines. The School Policy and Advisory Guide can be downloaded from: www.education.vic.gov.au/management/governance/spag/default.htm
VCE VET Sport and Recreation program structures

PROGRAM 1: SIS20210 CERTIFICATE II IN OUTDOOR RECREATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 2</td>
<td>Compulsory:</td>
<td></td>
</tr>
<tr>
<td>SISOODR201A</td>
<td>Assist in conducting outdoor recreation sessions</td>
<td>20</td>
</tr>
<tr>
<td>SISOOPS201A</td>
<td>Minimise environmental impact</td>
<td>10</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
<td>25</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
<td>10</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>18</td>
</tr>
</tbody>
</table>

Subtotal for Units 1 and 2 101

Electives: A minimum of 84 nominal hours of electives must be selected:

Select a minimum of nine electives using the following guidelines:
- at least one full Group must be selected (pages 7 and 8)
- other electives can be selected from the Outdoor Recreation Elective Bank (pages 7–9)
  - up to three electives can be selected from the Sport and Recreation Elective Bank (pages 10 and 11).

Minimum total for Units 1 and 2 185

OUTDOOR RECREATION ELECTIVE BANK: Grouped Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
</table>
| GROUP A: Abseiling – Artificial Surfaces
| SISOABA201A   | Demonstrate abseiling skills on artificial surfaces | 8             |
| SISOABN202A   | Safeguard an abseiler using a single rope belay system | 15            |
| GROUP B: Abseiling – Natural Surfaces
| SISOABN201A   | Demonstrate abseiling skills on natural surfaces | 12            |
| SISOABN202A   | Safeguard an abseiler using a single rope belay system | 15            |
| GROUP C: Bushwalking
| SISOBWG201A*  | Demonstrate bushwalking skills in a controlled environment | 10            |
| SISONAV201A   | Demonstrate navigation skills in a controlled environment | 10            |
| GROUP E: Caving
<p>| SISOCVE201A   | Demonstrate caving skills                       | 45            |
| SISONAV201A   | Demonstrate navigation skills in a controlled environment | 10            |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISOCLA201A</td>
<td>Demonstrate top rope climbing skills on artificial surfaces</td>
<td>10</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td>15</td>
</tr>
<tr>
<td>SISOCLN201A</td>
<td>Demonstrate top rope climbing skills on natural surfaces</td>
<td>12</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td>15</td>
</tr>
<tr>
<td>SISOCYT201A</td>
<td>Select, set up and maintain a bike</td>
<td>10</td>
</tr>
<tr>
<td>SISOCYT202A</td>
<td>Demonstrate basic cycling skills</td>
<td>12</td>
</tr>
<tr>
<td>SISOFSH201A</td>
<td>Catch and handle fish</td>
<td>15</td>
</tr>
<tr>
<td>SISOFSH206A</td>
<td>Locate and attract fish</td>
<td>15</td>
</tr>
<tr>
<td>SISOFSH201A</td>
<td>Catch and handle fish</td>
<td>15</td>
</tr>
<tr>
<td>SISOFSH202A</td>
<td>Select, catch and use bait</td>
<td>15</td>
</tr>
<tr>
<td>SISOFSH203A</td>
<td>Select, rig and use terminal tackle</td>
<td>10</td>
</tr>
<tr>
<td>SISOFSH204A</td>
<td>Select, use and maintain fishing tackle outfits</td>
<td>10</td>
</tr>
<tr>
<td>SISOFSH205A</td>
<td>Construct and work simple fishing lures</td>
<td>25</td>
</tr>
<tr>
<td>SISOMBK201A</td>
<td>Demonstrate basic off-road cycling skills</td>
<td>20</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
<td>10</td>
</tr>
<tr>
<td>SISOPWC201A</td>
<td>Select and maintain a personal water craft</td>
<td>10</td>
</tr>
<tr>
<td>SISOPWC202A</td>
<td>Demonstrate simple personal water craft skills in controlled conditions</td>
<td>10</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
<td>10</td>
</tr>
<tr>
<td>SISOSKT202A</td>
<td>Demonstrate ski touring skills in a patrolled environment to a basic standard</td>
<td>20</td>
</tr>
<tr>
<td>SISOSNK201A</td>
<td>Demonstrate snorkelling activities</td>
<td>10</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td>15</td>
</tr>
<tr>
<td>SISOSRF201A</td>
<td>Demonstrate surf survival and self rescue skills</td>
<td>15</td>
</tr>
<tr>
<td>SISOSRF202A</td>
<td>Demonstrate basic surfing manoeuvres in controlled conditions</td>
<td>15</td>
</tr>
</tbody>
</table>
### OUTDOOR RECREATION ELECTIVE BANK: Ungrouped Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISOCAY201A</td>
<td>Demonstrate horizontal canyoning skills</td>
<td>30</td>
</tr>
<tr>
<td>SISOCNE201A</td>
<td>Demonstrate simple canoeing skills</td>
<td>20</td>
</tr>
<tr>
<td>SISOINT201A</td>
<td>Conduct interpretation within an outdoor activity</td>
<td>30</td>
</tr>
<tr>
<td>SISOINT201A</td>
<td>Demonstrate simple kayaking skills</td>
<td>20</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain a temporary or overnight site</td>
<td>10</td>
</tr>
<tr>
<td>SISOSCB301A</td>
<td>SCUBA dive in open water to a maximum depth of 18 metres</td>
<td>42</td>
</tr>
<tr>
<td>SISOSKB201A</td>
<td>Demonstrate snowboarding skills on beginner terrain</td>
<td>30</td>
</tr>
<tr>
<td>SISOSK201A</td>
<td>Demonstrate alpine skiing skills downhill on beginner terrain</td>
<td>30</td>
</tr>
<tr>
<td>SISOSKT201A</td>
<td>Demonstrate basic cross country skiing skills</td>
<td>20</td>
</tr>
<tr>
<td>SISOWWR201A</td>
<td>Demonstrate self rescue skills in white water</td>
<td>20</td>
</tr>
<tr>
<td>SISOYSA201A</td>
<td>Demonstrate basic sailboarding skills in controlled conditions</td>
<td>15</td>
</tr>
<tr>
<td>SISOYSB201A</td>
<td>Demonstrate basic skills to sail a small boat in controlled conditions</td>
<td>30</td>
</tr>
<tr>
<td>SISXFAC201A</td>
<td>Maintain sport and recreation equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>SISXFAC202A</td>
<td>Maintain sport and recreation facilities</td>
<td>7</td>
</tr>
</tbody>
</table>

**Note:** Please refer to page 13 for the key of symbols.
PROGRAM 2: SIS20310 CERTIFICATE II IN SPORT AND RECREATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Units 1 and 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Compulsory:</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>18</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
<td>25</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
<td>10</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal for Units 1 and 2</strong></td>
<td>106</td>
</tr>
<tr>
<td></td>
<td><strong>Electives:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 80 nominal hours of electives must be selected:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least five electives. These can be selected from the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation Elective Bank (pages 10 and 11) or the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outdoor Recreation Bank (pages 7–9).</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum total for Units 1 and 2</strong></td>
<td>186</td>
</tr>
</tbody>
</table>

SPORT AND RECREATION ELECTIVE BANK

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>**Units 1 and 2 Electives: A minimum of 80 nominal hours of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>electives must be selected:**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least five electives. These can be selected from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the following electives and/or the Outdoor Recreation Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bank (pages 7–9):</td>
<td></td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>SIRXCLM001A</td>
<td>Organise and maintain work areas</td>
<td>20</td>
</tr>
<tr>
<td>SIRXMER001A</td>
<td>Merchandise products</td>
<td>30</td>
</tr>
<tr>
<td>SIRXSL001A</td>
<td>Sell products and services</td>
<td>20</td>
</tr>
<tr>
<td>SIRXSL002A</td>
<td>Advise on products and services</td>
<td>30</td>
</tr>
<tr>
<td>SISCAQU201A</td>
<td>Monitor pool water quality</td>
<td>5</td>
</tr>
<tr>
<td>SISCAQU202A</td>
<td>Perform basic water rescues</td>
<td>10</td>
</tr>
<tr>
<td>SISSAFL201A</td>
<td>Perform the intermediate skills of Australian Football</td>
<td>20</td>
</tr>
<tr>
<td>SISSAFL202A</td>
<td>Perform the intermediate tactics of Australian Football</td>
<td>20</td>
</tr>
<tr>
<td>SISSAFL203A</td>
<td>Participate in conditioning for Australian Football</td>
<td>20</td>
</tr>
<tr>
<td>SISSATH201A</td>
<td>Teach the fundamental skills of athletics</td>
<td>45</td>
</tr>
<tr>
<td>SISSBSB201A</td>
<td>Teach fundamental basketball skills</td>
<td>10</td>
</tr>
<tr>
<td>SISSBSB202A</td>
<td>Teach fundamental basketball tactics and game strategy</td>
<td>35</td>
</tr>
<tr>
<td>SISSCGP201A</td>
<td>Apply legal and ethical coaching practices</td>
<td>30</td>
</tr>
<tr>
<td>SISSCGP202A</td>
<td>Reflect on professional coaching role and practice</td>
<td>20</td>
</tr>
<tr>
<td>SISSCKT201A</td>
<td>Perform the intermediate skills of cricket</td>
<td>20</td>
</tr>
<tr>
<td>SISSCKT202A</td>
<td>Perform the intermediate tactics and strategies of cricket</td>
<td>20</td>
</tr>
<tr>
<td>SISSCNO201A</td>
<td>Perform the intermediate skills and tactics of canoeing</td>
<td>30</td>
</tr>
<tr>
<td>Code</td>
<td>Unit title</td>
<td>Nominal hours</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>SISSSCOP203A</td>
<td>Develop a travel and accommodation plan</td>
<td>5</td>
</tr>
<tr>
<td>SISSGLF201A</td>
<td>Perform the A Grade skills of golf</td>
<td>30</td>
</tr>
<tr>
<td>SISSGLF202A</td>
<td>Apply the A Grade tactics and strategies of golf</td>
<td>15</td>
</tr>
<tr>
<td>SISSGLF203A</td>
<td>Interpret and apply the rules of gold at the A Grade level</td>
<td>15</td>
</tr>
<tr>
<td>SISSGYN201A</td>
<td>Teach fundamental gymnastic skills</td>
<td>30</td>
</tr>
<tr>
<td>SISSMAR201A</td>
<td>Teach the intermediate skills of martial arts</td>
<td>20</td>
</tr>
<tr>
<td>SISSNTB201A</td>
<td>Use intermediate level netball skills</td>
<td>30</td>
</tr>
<tr>
<td>SISSNTB202A</td>
<td>Use intermediate level netball tactics and game strategy in netball play</td>
<td>30</td>
</tr>
<tr>
<td>SISSNTB203A</td>
<td>Participate in conditioning for netball</td>
<td>20</td>
</tr>
<tr>
<td>SISSNTB204A</td>
<td>Teach foundation netball skills</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGGL201A</td>
<td>Use intermediate level Rugby League game skills</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGGL202A</td>
<td>Use intermediate level tactics and game strategy in Rugby League play</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGGL203A</td>
<td>Participate in conditioning for Rugby League</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGGL204A</td>
<td>Teach the skills of Rugby League for modified games</td>
<td>25</td>
</tr>
<tr>
<td>SISSRGU201A</td>
<td>Perform foundation level Rugby Union skills</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGU202A</td>
<td>Officiate beginner level Surf Life Saving competitions</td>
<td>20</td>
</tr>
<tr>
<td>SISSRGU203A</td>
<td>Officiate local or district level Surf Life Saving</td>
<td>15</td>
</tr>
<tr>
<td>SISSRGU204A</td>
<td>Officiate junior level Rugby Union</td>
<td>15</td>
</tr>
<tr>
<td>SISSRGU205A</td>
<td>Officiate local or district level Surf Life Saving</td>
<td>15</td>
</tr>
<tr>
<td>SISSSSPT201A</td>
<td>Implement sports injury prevention</td>
<td>20</td>
</tr>
<tr>
<td>SISSSSQU201A</td>
<td>Teach the fundamental skills of squash</td>
<td>30</td>
</tr>
<tr>
<td>SISSSSU202A</td>
<td>Teach the basic tactics and strategies of squash</td>
<td>15</td>
</tr>
<tr>
<td>SISSSUR201A</td>
<td>Teach the basic skills of surf life saving</td>
<td>25</td>
</tr>
<tr>
<td>SISSSUR202A</td>
<td>Officiate beginner level surf life saving competitions</td>
<td>20</td>
</tr>
<tr>
<td>SISSTNS201A</td>
<td>Assist in conducting tennis activities for beginner players</td>
<td>15</td>
</tr>
<tr>
<td>SISSTNS202A</td>
<td>Interpret and apply the rules of tennis</td>
<td>10</td>
</tr>
<tr>
<td>SISSTOU201A</td>
<td>Perform the intermediate skills of Touch</td>
<td>35</td>
</tr>
<tr>
<td>SISSTOU202A</td>
<td>Perform the intermediate tactics and strategies of Touch</td>
<td>35</td>
</tr>
<tr>
<td>SISSTPB201A</td>
<td>Teach fundamental tenpin bowling skills</td>
<td>15</td>
</tr>
<tr>
<td>SISXCA101A</td>
<td>Provide equipment for activities</td>
<td>10</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
<td>15</td>
</tr>
<tr>
<td>SISXFAC201A</td>
<td>Maintain sport and recreation equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>SISXFAC202A</td>
<td>Maintain sport and recreation facilities</td>
<td>7</td>
</tr>
<tr>
<td>SISXIND202A</td>
<td>Process entry transactions</td>
<td>15</td>
</tr>
<tr>
<td>SITTVAF001A</td>
<td>Provide venue information and assistance</td>
<td>20</td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td>Follow workplace hygiene procedures</td>
<td>15</td>
</tr>
</tbody>
</table>

*Note: Please refer to page 13 for the key of symbols.*
### PROGRAM 3: SIS30510 CERTIFICATE III IN SPORT AND RECREATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units 1 and 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
<td>15</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>18</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>151</strong></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td>A minimum of <strong>30 nominal hours</strong> of electives must be selected:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These can be selected from either the Sport and Recreation Elective Bank (pages 10 and 11), the Outdoor Recreation Elective Bank (pages 7-9) or the Program 3 electives (page 13).</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum total for Units 1 and 2</strong></td>
<td><strong>181</strong></td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
<td>30</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
<td>20</td>
</tr>
<tr>
<td>SISXCAI306A</td>
<td>Facilitate groups</td>
<td>25</td>
</tr>
<tr>
<td>SISXIND403A</td>
<td>Analyse participation patterns</td>
<td>20</td>
</tr>
<tr>
<td>SISXRES301A</td>
<td>Provide public education on the use of resources</td>
<td>25</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal for Units 3 and 4</strong></td>
<td><strong>140</strong></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select a minimum of <strong>40 hours</strong> from the list of electives on page 13.</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum total for Units 3 and 4</strong></td>
<td><strong>180</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total minimum for VCE VET program</strong></td>
<td><strong>361</strong></td>
</tr>
</tbody>
</table>
### PROGRAM 3: SPORT AND RECREATION ELECTIVE BANK

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISCAQU306A</td>
<td>Supervise clients at an aquatic facility or environment</td>
<td>15</td>
</tr>
<tr>
<td>SISCAQU307A</td>
<td>Perform advanced water rescues</td>
<td>15</td>
</tr>
<tr>
<td>SISCAQU308A</td>
<td>Instruct water familiarisation, buoyancy and mobility skills</td>
<td>20</td>
</tr>
<tr>
<td>SISCAQU309A</td>
<td>Instruct clients in water safety and survival skills</td>
<td>20</td>
</tr>
<tr>
<td>SISCAQU310A</td>
<td>Instruct swimming strokes</td>
<td>20</td>
</tr>
<tr>
<td>SISCCRO301A</td>
<td>Assist with recreation games not requiring equipment</td>
<td>10</td>
</tr>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
<td>15</td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
<td>35</td>
</tr>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
<td>45</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
<td>50</td>
</tr>
<tr>
<td>SISOCLA305A</td>
<td>Apply route setting skills</td>
<td>15</td>
</tr>
<tr>
<td>SISOODR302A</td>
<td>Plan outdoor recreation activities</td>
<td>35</td>
</tr>
<tr>
<td>SISOODR303A</td>
<td>Guide outdoor recreation sessions</td>
<td>35</td>
</tr>
<tr>
<td>SISOOPS304A</td>
<td>Plan for minimal environmental impact</td>
<td>8</td>
</tr>
<tr>
<td>SISOOPS306A</td>
<td>Interpret weather conditions in the field</td>
<td>20</td>
</tr>
<tr>
<td>SISSOGP301A</td>
<td>Conduct games or competitions</td>
<td>50</td>
</tr>
</tbody>
</table>

### Key of symbols
- *SISOBGW201A Demonstrate bushwalking skills in a controlled environment has one prerequisite unit:
  - SISNAV201A Demonstrate navigational skills in a controlled environment
- †SISOFSH205A Construct and work simple fishing lures has two prerequisite units:
  - SISOFSH201A Catch and handle fish; and
  - SISOFSH204A Select, use and maintain fishing tackle outfits
- ‡SISOMBK201A Demonstrate basic off-road cycling skills has one prerequisite unit:
  - SISOCYT202A Demonstrate basic cycling skills
- §SISSTNS202A Interpret and apply the rules of tennis has one prerequisite unit:
  - SISSCGP201A Apply legal and ethical coaching practices
- II SISCAQU307A Perform advanced water rescues has two prerequisite units:
  - HLTFA301B Apply first aid; and
  - SISCAQU202A Perform basic water rescues
- # SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills has one prerequisite unit:
  - SISCAQU202A Perform basic water rescues
Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Program 1: SIS20210 Certificate II in Outdoor Recreation
Students undertaking Program 1: SIS20210 Certificate II in Outdoor Recreation are eligible for up to three units at Units 1 and 2 level. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for a Unit 1
- 90 nominal hours for a Unit 2

Program 2: SIS20310 Certificate II in Sport and Recreation
Students undertaking Program 2: SIS20310 Certificate II in Sport and Recreation are eligible for up to three units at Units 1 and 2 level. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for a Unit 1
- 90 nominal hours for a Unit 3
- 90 nominal hours for a Unit 2
- 90 nominal hours for a Unit 4

Program 3: SIS30510 Certificate III in Sport and Recreation
Students undertaking Program 1: SIS30510 Certificate III in Sport and Recreation are eligible for up to two units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for a Unit 1
- 90 nominal hours for a Unit 3
- 90 nominal hours for a Unit 2
- 90 nominal hours for a Unit 4

DUPLICATION
VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student’s program. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

Where a student completes both the Certificate II in Sport and Recreation and Certificate II in Outdoor Recreation, students will be eligible to receive a maximum of four units at Units 1 and 2 level. Where a student completes both the Certificate II in Sport and Recreation or the Certificate II in Outdoor Recreation and the Certificate III in Sport and Recreation, students will be eligible to receive a maximum of three units at Units 1 and 2 level and a Units 3 and 4 sequence.

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

Note: A student may not be enrolled in both a VCE VET Sport and Recreation program and a Sport and Recreation School-based Apprenticeship and Traineeship at the same time.
AUSTRALIAN TERTIARY ADMISSIONS RANK

The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

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

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- A study score is available for the Units 3 and 4 sequence of this program from 2013. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a study score.
- Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

For further information on the calculation of the ATAR, refer to VTAC:
www.vtac.edu.au/applying/results.html
Recognition within the VCAL

The VCE VET Sport and Recreation program is available for students who are enrolled in the VCAL. The contribution of the VCE VET Sport and Recreation program to a student’s VCAL program is determined by the number of units of competency successfully completed. When a student has been assessed as competent in units of competency totalling 90 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

The VCE VET Sport and Recreation program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills Strands.

Students undertaking a Structured Workplace Learning (SWL) placement may also satisfy some of the learning outcomes related to the Work Related Skills Strand.

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

Sample Intermediate VCAL learning program incorporating the VCE VET Sport and Recreation program:

<table>
<thead>
<tr>
<th>Literacy and Numeracy Skills</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Personal Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Intermediate Literacy Skills Reading and Writing and Oral Communication</td>
<td>VCE VET Sport and Recreation 180 hours</td>
<td>VCAL Intermediate Work Related Skills Units 1 and 2</td>
<td>VCAL Intermediate Personal Development Skills Units 1 and 2</td>
</tr>
<tr>
<td>VCE General Mathematics Units 1 and 2</td>
<td>VCE Industry and Enterprise Units 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of VCAL units = 4</td>
<td>Total number of VCAL units = 2</td>
<td>Total number of VCAL units = 4</td>
<td>Total number of VCAL units = 2</td>
</tr>
</tbody>
</table>

Note: A VCAL student will not receive credit towards their VCAL certificate for partially completed VET units of competency. Students must be assessed as competent for the unit of competency for it to contribute towards the VCAL.
Structured Workplace Learning

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

Where SWL opportunities are limited, schools are advised to organise industry visits. A range of industry settings may provide useful and appropriate context for industry familiarisation. Schools/RTOs are also strongly encouraged to contact the Workplace Learning Coordinators in their Local Learning and Employment Network (LLEN) area. Workplace Learning Coordinators work with the LLENs, secondary schools, RTOs, Technical and Further Education (TAFE) institutes, Adult and Community Education providers and local employers to coordinate work placements for School-based Apprenticeships and Traineeships, SWL and work experience. For more information refer to contact details for the Workplace Learning Coordinators in each LLEN area:


SWL complements the training undertaken at the school/RTO. It provides the context for:

• enhancement of skills development
• practical application of industry knowledge
• assessment of units of competency, as determined by the RTO
• increased employment opportunities.

The VCAA strongly recommends that students undertake a minimum of 40 hours SWL for each year of the VCE VET program. SWL should be spread across the duration of the training program.

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


The Structured Workplace Learning Manual outlines roles and responsibilities of the student, parent, employer and the principal; procedures and guidelines for placing students in the workplace; relevant policy and legislation. The manual also has a link to the Ministerial Order 55 and the SWL Arrangement form.

Included on the DEECD website is a link to the Workplace Learning Toolbox. The Toolbox consists of 14 short video clips with accompanying teacher notes, lesson plans, short video clips which highlight Occupational Health and Safety (OH&S) in ten industry areas and student activities: Common Workplace Hazards, Introduction to Workplace Learning, Bullying and Sexual Harassment, Preparing for Work Placement.

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that Occupational Health and Safety (OH&S) issues are fully addressed in the training program. To assist principals in meeting the school’s responsibilities for students in SWL, the principal must be satisfied that the student has undertaken training in the OH&S unit of competency SISXOHS101A Follow occupational health and safety policies where the student will be employed under a SWL arrangement before the arrangement can be entered into.
Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

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

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

At the commencement of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements. The student should be given an orientation tour of the workplace and any excluded areas or activities should be pointed out. Students should be instructed to report without delay anything they feel may be unsafe. They should be encouraged to ask for help or further instruction if they are not sure of the right way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student’s activities. Supervisors must understand that a student may not fully grasp information or instruction in the first instance. They should encourage students to ask for help if they have forgotten or if they experience difficulty in putting information into practice.


* Employers should be provided with DEECD’s Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. The guidelines are available on the DEECD website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm
Employability skills

Employability skills are generic skills which describe non-technical skills and competencies which contribute to an individual’s effective and successful participation in the workplace.

Training packages seek to ensure that industry-endorsed employability skills are explicitly embedded in each unit of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable training package users to identify accurately the performance requirements of each unit with regards to employability skills.

The eight employability skills are:

- **communication** that contributes to productive and harmonious relations across employees and customers
- **team work** that contributes to productive working relationships and outcomes
- **problem-solving** that contributes to productive outcomes
- **initiative and enterprise** that contribute to innovative outcomes
- **planning and organisation** that contribute to long and short-term strategic planning
- **self management** that contributes to employee satisfaction and growth
- **learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes
- **technology** that contributes to the effective carrying out of tasks.

An employability skills qualification summary exists for each qualification. These summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The employability skills qualification summary for the qualifications contained in the VCE VET Sport and Recreation program can be downloaded from: http://employabilityskills.training.com.au

Employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future, 2002*) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by Department of Education, Employment and Workplace Relations (DEEWR).
Registered Training Organisations

VCE VET programs should be delivered and assessed in accordance with the AQTF guidelines. This ensures that students are eligible for nationally recognised qualifications or gain credit toward those qualifications.

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

Under the AQTF, only RTOs may issue VET qualifications or Statements of Attainment. In order to comply with these arrangements, a school offering a VCE VET program can form a partnership with an RTO, or register as an RTO in its own right. Assessment must be conducted by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

REQUIREMENTS FOR REGISTRATION

The Victorian Registration and Qualifications Authority (VRQA) maintains responsibility for the regulation of RTOs that deliver training solely in Victoria.

RTOs in Victoria, which deliver courses to international students and/or deliver courses in another Australian state or territory (other than Victoria and Western Australia), have their registration managed by the Australian Skills Quality Authority (ASQA).

The VRQA's application form for registration and conditions of registration are available from:

Victorian Registration and Qualifications Authority
VET Registration Branch
Tel: (03) 9651 3288 or (03) 9651 3244
Email: vrqa.schools@edumail.vic.gov.au

Further information on ASQA is available from:
Tel: 1300 701 801

ROLE OF THE RTO

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. This must be in accordance with the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010). This publication is available on the following website: www.training.com.au

Standard 1 of the AQTF Essential Conditions and Standards for Continuing Registration addresses the issue of the RTO providing quality training and assessment across all of its operations.
Element 1.3 requires that:
‘Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTOs own training and assessment strategies.’

Element 1.4 states that:
‘Training and assessment is delivered by trainers and assessors who:
(a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
(b) have the relevant vocational competencies at least to the level being delivered or assessed, and
(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
(d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.’

Training.gov.au (TGA) is the official national register of information on training packages, qualifications, courses, units of competency and RTOs. TGA provides a search and browse function that allows you to find specific RTOs that are registered to provide training in one or more states.

GUIDELINES FOR VET PROVIDERS

In December 2009, the VRQA released the VRQA Guidelines for VET Providers. These guidelines are in addition to the AQTF Essential Conditions and Standards for Continuing Registration (Version 2010). The VRQA Guidelines for VET Providers apply to all existing Victorian VRQA registered VET providers, including schools which are also RTOs.

The aim of the guidelines is to strengthen the quality requirements of all VET providers and to clearly align the provision of VET with educational outcomes.

The VRQA reminds schools which operate as RTOs that the guidelines for all VET providers are directly related to the minimum standards and other requirements for school registration with which all Victorian schools are obliged to be compliant, in line with the Education and Training Reform Act 2006. Schools will already have procedures in place which relate to the following general areas covered by the VET provider guidelines:

• Governance, Probity and Compliance with Statutory Requirements
• Quality Assurance, Review and Evaluation Processes
• Student Enrolment Records and Certification
• Student Learning Outcomes and Welfare Services
• Teaching, Learning and Assessment.

The guidelines require schools which are also registered as RTOs to have more detailed procedures in place specific to their status as a RTO. In maintaining compliance with the minimum standards, schools are already in a strong position to meet the requirements of the guidelines.

The VRQA Guidelines for VET Providers and frequently asked questions are available on the VRQA website at: www.vrqa.vic.gov.au
Delivery

RTOs intending to offer the VCE VET Sport and Recreation program are required to use the nationally endorsed SIS10 Sport, Fitness and Recreation Training Package. The SIS10 Sport, Fitness and Recreation Training Package provides details on each unit of competency, qualification packaging rules and assessment requirements.

RTOs are responsible for the delivery, assessment and certification of VET qualifications. It is their responsibility to ensure that all units of competency required for a particular VET qualification are achieved to the standard specified by the performance criteria, and are assessed according to the assessment requirements specified in each unit of competency.

RTOs may deliver and assess the training programs in an appropriately simulated environment, providing the contexts for assessment as described in the training package are complied with. When simulations are used for assessing competence, it is vital that they are set up to reflect real industry activities and conditions. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

The following options are available for the delivery of a VET training program where VET is to be provided for students enrolled at school.

OPTION 1: SCHOOLS AS RTOS

Schools may apply to become an RTO for the provision of VET qualifications. A summary of registration requirements and contact details for registration are provided on page 20.

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

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

OPTION 2: SCHOOL AND RTO PARTNERSHIPS

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

The home school is responsible for enrolling their students with the VCAA and for entering student results on VASS according to VCAA timelines.

The RTO is responsible for awarding qualifications and issuing Statements of Attainment for completed VET training.

School and RTO partnerships may work in the following ways:

• Shared delivery

Where a school is able to provide only some of the facilities and training required for the program, students may undertake part of their training at an RTO and the remainder of the program at their school as an auspiced program.
• **Delivery by the school of the whole program, under the auspices of the RTO**
  Schools can negotiate with an RTO to deliver the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

• **Delivery at the school by the RTO**
  Schools can negotiate for an RTO to provide on-site training for students at the school.

• **Undertaking VET on-site at an RTO**
  A school may arrange for an RTO to deliver and assess the entire program. This may be a TAFE or private RTO. Students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.

• **Delivery in the workplace**
  Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace. Some elements of units of competency may be best delivered and assessed in the workplace. This may be facilitated through SWL arrangements or projects.

• **VET clusters**
  Clusters allow participating schools to improve the provision of VET programs as schools share facilities and staff expertise. Increased numbers of students provide viable class sizes.

  With a cluster arrangement students from one school may attend another school auspiced by an RTO to undertake their training. Alternatively, a school or other training provider registered as an RTO may auspice other schools or provide training to students.

**CONTRACTUAL ARRANGEMENTS**

Government schools requiring information on the contractual arrangements needed for the delivery of VET programs should visit: www.education.vic.gov.au/sensecyouth/purchasing.htm

Non-government schools should refer to the Catholic Education Office or Independent Schools Victoria for advice:

Catholic Education Office: www.ceomelb.catholic.edu.au
Independent Schools Victoria: www.independentschools.vic.edu.au
Assessment

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

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved to confirm that a student can perform to the standard expected in the workplace. The standard is described in the relevant endorsed industry/enterprise competency standards of the training package or accredited course.

The assessment process is used to determine whether students are either ‘competent’ or ‘not yet competent’ against the agreed industry standards. A person who is not yet competent against any standard can undertake further study or training and be assessed again.

Assessment of units of competency is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments. Only qualified assessors working with an RTO can conduct assessments leading to a national qualification or Statement of Attainment.

For further information refer to:

- AQTF Essential Conditions and Standards for Continuing Registration (Version 2010):
  www.training.com.au
- Training Packages @ Work, Back 2 Basics, Edition 4:

VCE VET SCORED ASSESSMENT

The assessment of student performance in any VET program is competency-based. In order to satisfactorily complete the program, students must demonstrate competence in the units that make up the selected program. A student who is assessed ‘not competent’ in units of competency in the selected program will not be eligible to receive a study score, as the study score is subject to satisfactory completion of the Units 3 and 4 sequence.

For VCE VET scored programs the study score is calculated using assessments of each student’s levels of performance. Judgments about each student’s levels of performance are based on evidence from two sources:

- Coursework: a set of three tasks students undertake during their training program, assessed by assessors and approved by the relevant RTO. There are four task types available to choose from – Work Performance, Work Project, Product and Portfolio.
- Examination: a task set and assessed externally by the VCAA and taken under examination conditions at the end of the year.

The assessment of the student’s level of performance on the tasks completed during the Units 3 and 4 sequence does not replace the competency-based assessment, but is integrated with the usual assessment process through a series of coursework tasks. The task types reflect the tasks most commonly used by RTO assessors in conducting competency-based assessment.
The tasks are designed to ensure that both assessment purposes can be met – judgment of the achievement of competence and assessment of the student’s level of performance in the Units 3 and 4 sequence of their program. Maximum flexibility for the assessor in planning, scheduling and conducting assessments will be allowed to reflect the range of assessment and delivery contexts in which students are undertaking their training.

For further information on scored assessment for all VCE VET scored programs refer to the VCE VET Assessment Guide. This assessment guide is for all VCE VET scored programs and contains background information relating to VCE VET study scores. It contains an overview of study score assessment, the process of integrating study scores with competency-based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.


Program specific scored assessment and examination advice relating to VCE VET Sport and Recreation will be published on the VCAA website in February 2013:
Administration

ENROLMENTS

All students commencing the VCE VET Sport and Recreation program in 2012 and beyond must comply with the requirements outlined in this program booklet.

It is the responsibility of the student’s home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS.

A student must be enrolled in all units of competency by the home school, regardless of where the training is delivered and competence assessed.

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

1. Enrol all students undertaking VCE VET Sport and Recreation in one or more of the following programs:
   • Program 1: SIS20310 Certificate II in Outdoor Recreation (Certificate type: VES)
   • Program 2: SIS20210 Certificate II in Sport and Recreation (Certificate type: VES)
   • Program 3: SIS30510 Certificate III in Sport and Recreation (Certificate type: VES).

2. Only enrol students in the units of competency they are expecting to complete in that year. If a student does not complete a unit of competency and wishes to continue, enter a ‘N’ (Not Yet Completed) result and re-enrol the student in a following year.

3. Ensure that students expecting to satisfactorily complete a Units 3 and 4 sequence in that year have been enrolled in the required number of units of competency that will provide a Units 3 and 4 sequence.

4. An assessment plan must be entered for all students intending to complete scored assessment in Program 3: Certificate III in Sport and Recreation. Assessment plans can only be entered for students with a complete Units 3 and 4 sequence. An assessment plan is required to be entered by the Enrolment 4 date as published annually in the VCE and VCAL Administrative Handbook.

For further information on scored assessment, schools can refer to the VCE VET Assessment Guide. Program specific scored assessment and examination advice relating to VCE VET Sport and Recreation will be published on the VCAA website in February 2013: www.vcaa.vic.edu.au/vet/programs/sportrecreation/sportrec.html

Arrangements for continuing students

Students enrolled in SRC20206 Certificate II in Community Recreation and/or SRO20206 Certificate II in Outdoor Recreation in 2011 or earlier, may complete their program in 2012 under the arrangements outlined in the VCE VET Sport and Recreation Program Booklet published in August 2005.

No new students may enrol in SRC20206 Certificate II in Community Recreation or SRO20206 Certificate II in Outdoor Recreation in 2012 and beyond.
RECORDING RESULTS

Achievement of units of competency
To achieve a unit of competency, a student must be assessed competent for all the elements and in accordance with the evidence guide of the unit. Schools are required to record the student’s achievement of all units of competency on VASS.

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

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

VCE unit completion
The VCAA determines the nominal hour requirement for a VCE VET unit for each VCE VET program. Enrolment in VET units of competency on VASS leads automatically to enrolment in VCE VET units. As VET units of competency are completed, VCE VET unit completion is calculated automatically.

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

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

CERTIFICATION
Students who complete all the requirements of a qualification will receive that award from the RTO. Partial completion of a qualification is recorded on a Statement of Attainment issued by the RTO.

For further advice and assistance with enrolling and reporting on students on VASS, please refer to the VCAA website at: www.vcaa.vic.edu.au/vet/enrolmentadvice.html
Articulation and pathways

The *SIS10 Sport, Fitness and Recreation Training Package* is designed to address the training needs of the Sport and Recreation industry.

The range of qualifications covered by the training package is Certificate I to Advanced Diploma and provides comprehensive and integrated training for new entrants and existing workers.

Completion of the VCE VET Sport and Recreation program leads to the award of a qualification that articulates directly to further qualifications within the *SIS10 Sport, Fitness and Recreation Training Package*. The Certificate III and IV qualifications available in the training package are listed below:

- SIS30110 Certificate III in Aquatics
- SIS30210 Certificate III in Community Activity Programs
- SIS30310 Certificate III in Fitness
- SIS30410 Certificate III in Outdoor Recreation
- SIS30610 Certificate III in Sport Career Oriented Participation
- SIS30710 Certificate III in Sport Coaching
- SIS30810 Certificate III in Sports Training
- SIS40110 Certificate IV in Community Recreation
- SIS40210 Certificate IV in Fitness
- SIS40310 Certificate IV in Outdoor Recreation
- SIS40410 Certificate IV in Sport and Recreation
- SIS40510 Certificate IV in Sport Coaching
- SIS40610 Certificate IV in Sport Development.
Useful resources and contacts

All training resources should be industry-focused and relevant to the current industry practice. Specific requirements for delivery and assessment are listed in the Evidence Guides for each unit of competency. The training package, training and assessment support materials and industry information is available but not limited to the following sources:

**Australian Quality Training Framework (AQTF)**

The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system. The *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010) applies to established RTOs and was effective from 1 July 2010. The *AQTF Users Guide to the Essential Standards for Continuing Registration* assists RTOs in interpreting and applying the *AQTF Essential Conditions and Standards for Continuing Registration* (Version 2010). These documents can be downloaded from: www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx

**Australian Skills Quality Authority (ASQA)**

ASQA is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Tel: 1300 701 801
Website: www.asqa.gov.au

**Catholic Education Office**

The Catholic Education Office provides a wide range of advice and services for schools, teachers and members of the Catholic education community.

Tel: (03) 9267 0228
Fax: (03) 9415 9325
Email: director@ceomelb.catholic.edu.au
Website: www.ceomelb.catholic.edu.au

**Curriculum Maintenance Manager (CMM)**

The CMM supports the strategic objectives of the Victorian Government by providing advice on the implementation of the national Training Package and curriculum to all RTOs in Victoria. The contact details for the CMM responsible for the *SIS10 Sport, Fitness and Recreation Training Package* are:

John Dunton, CMM Human Services – Arts, Entertainment and Recreation
Tel: (03) 9214 8501
Fax: (03) 9214 5026
Email: cmmhhs@swin.edu.au
Website: http://trainingsupport.skills.vic.gov.au/cmminf.cfm
Department of Education and Early Childhood Development, Youth Transitions Division
The DEECD provides funds, purchases and regulates education and training services for Victorian Government schools.
Tel: (03) 9637 3181
Fax: (03) 9637 3755
Email: youth.transitions@edumail.vic.gov.au
Website: www.education.vic.gov.au/sensecyouth

Independent Schools Victoria
Independent Schools Victoria represents Victorian independent schools.
Tel: (03) 9825 7200
Fax: (03) 9826 6066
Email: enquiries@independentschools.vic.edu.au
Website: www.independentschools.vic.edu.au

Service Skills Australia – Industry Skills Council
Service Skills Australia is one of eleven Industry Skills Councils. Industry Skills Councils support the development and implementation of training products, including training packages and provide the VET sector with information on current and future skill needs and training requirements.
Tel: (02) 8243 1200
Fax: (02) 8243 1299
Website: www.serviceskills.com.au

Skills Victoria
Skills Victoria supports and facilitates access to training and tertiary education opportunities so that Victorians can acquire higher skills that are utilised by, and contribute to the success of, Victorian businesses.
Tel: (03) 9651 9999
Email: skillsvictoria@edumail.vic.gov.au
Website: www.skills.vic.gov.au


SkillsHub – Industry Training Advisory Board
SkillsHub is the Industry Training Advisory Board (ITAB) for the arts and culture, and sports and recreation industries in Victoria. They navigate vocational education and training and workforce development options for businesses, career aspirants and industry professionals. SkillsHub facilitates skills opportunities to ensure that the creative and leisure industries are equipped with skills for success.
Tel: (03) 9614 5566
Fax: (03) 9614 6644
Email: info@skillshub.com.au
Website: www.skillshub.com.au
Training.gov.au (TGA)
TGA is the national online database which provides access to training packages, units of competency and information on qualifications, courses and RTOs. The SIS10 Sport, Fitness and Recreation Training Package can be downloaded from the TGA website: http://training.gov.au/Training/Details/SIS10

Training Packages @ Work: Back 2 Basics, Edition 4
Training Packages @ Work: Back 2 Basics, Edition 4 is an easy to read guide that explains key information about the VET system in Australia and is appropriate for someone new to the VET sector. This guide can be downloaded from: www.tpatwork.com/Back-2-basics.aspx

Training Support Network (TSN)
The TSN provides information for RTOs including free training resources, Victorian Accredited Curricula and contact details and newsletters from all Curriculum Maintenance Managers. The TSN also provides all Victorian Purchasing Guides. Purchasing Guides provides information to assist RTOs, trainers and assessors in using nationally endorsed training packages within Victoria. Purchasing Guides can be printed or viewed from the TSN website.
Website: http://trainingsupport.skills.vic.gov.au/p_trgpck.cfm

Victorian Curriculum and Assessment Authority (VCAA)

Publications
• VCE VET Assessment Guide provides an overview of scored assessment, the process of integrating study scores with competency based assessment and detailed advice regarding the development and assessment of coursework tasks. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.
• VCAA Bulletin VCE, VCAL and VET provides administrative information and documents developments in VCE VET programs. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners.
• VASS Help Screens for enrolment advice.

Student Records and Results Unit
For enquiries on: VCE and VCAL certification/eligibility, VCE student administration, VCE, VCAL and VET credit and student enrolments.
Hotline: (03) 9651 4376
Fax: (03) 9651 4470
Email: student.records@edumail.vic.gov.au

VASS Unit
VASS is the Internet-based system used by schools to register students and enter VCE, VCAL and VET enrolments and results directly into the VCAA central database.
For all VASS enquiries:
Hotline (metro): (03) 9651 4482
Hotline (country): 1800 827 721
Email: vass.support@edumail.vic.gov.au
**VCAL Unit**
For enquiries on: VCAL curriculum and assessment, VCAL publications, review of the VCAL units, VCAL quality assurance process, professional development for VCAL providers, advice on the development of learning programs, advice on VCAL eligibility requirements.
Tel: (03) 9651 4435
Fax: (03) 9651 4324
Email: vcaa.vcal@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vcal

**VET Unit**
For enquiries on: VCE VET programs and School-based Apprenticeships and Traineeships, obtaining program booklets and assessment guides for VCE VET programs, implementing VCE VET programs within a school, sources of information and support for schools, the level of recognition for VCE VET programs in the VCE, professional development for VCE VET programs, processes for approval of new VCE VET programs, other VET programs delivered as part of a senior secondary certificate.
Tel: (03) 9651 4458
Fax: (03) 9651 4324
Email: vet.vcaa@edumail.vic.gov.au
Website: www.vcaa.vic.edu.au/vet

**Victorian Registration and Qualifications Authority (VRQA)**
The role of the VRQA is to provide regulation that ensures quality education and training is delivered by the providers it registers in Victoria.
Tel: (03) 9651 3288
Email: vrqa.schools@edumail.vic.gov.au
Website: www.vrqa.vic.gov.au
The VRQA Guidelines for VET Providers can be downloaded from:

**Victorian Tertiary Admissions Centre (VTAC)**
VTAC is the central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC calculates and distributes the ATAR.
Tel: 1300 364 133
Website: www.vtac.edu.au