Workplace Learning Record

VCE VET Sport and Recreation

SIS30115 Certificate III in Sport and Recreation

**Student name:**

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Level 7, 200 Victoria Pde  
East Melbourne VIC 3002

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Structured Workplace Learning Recognition

[VCE Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) provides students with the opportunity to gain credit towards their VCE (including the VCE VM) or VPC by undertaking a Structured Workplace Learning (SWL) placement that is aligned to their VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive credit, students are required to demonstrate satisfactory achievement of the outcomes for the relevant unit of the *VCE Structured Workplace Learning Recognition for VET* study design.

Students must maintain a Workplace Learning Record (WLR) for each placement. In the WLR students must reflect on a minimum of six units of competency (UoCs) from their program, including a workplace health and safety (WHS) UoC.

About this workplace learning record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placement for recording, authentication and assessment purposes.

Student reflections on their SWL placement are to be recorded in the three sections of this WLR to document the skills and knowledge learned, employability skills developed, and industry experience gained relating to the VET qualification being undertaken.

Students must undertake a work placement in a different workplace setting or context for each VCE unit and maintain a separate WLR per placement.

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET units of competency (UoCs) in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

Section 1: Learner profile

Complete the learner profile and discuss this with your host employer on or before your first day of SWL placement.

|  |  |
| --- | --- |
| **Student Name** |  |
| **School** |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET certificate?** | |
|  | |
| **List the other studies that you are undertaking.** | |
|  | |
| **Explain why you have chosen this overall program.** | |
|  | |
| **Outline what interests you about the industry.** | |
|  | |
| **What is your planned career path or future career aspiration?** | |
|  | |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** | |
|  | |
| **How have you developed these skills?** | |
|  | |

Section 2: Learning about VET units of competency in the workplace

This section of the WLR will contain three key questions per unit of competency (UoC) designed to draw out related experiences you may be exposed to in a workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have experienced in the workplace and reflect on actual observations or activities that you have been exposed to. Your observations will:

* reinforce the training you have undertaken
* identify differences in practice or equipment
* identify areas requiring further training or practical experience.

You are encouraged to take photos and/or video where appropriate to showcase learning in the workplace. Evidence you collect can include:

* observations
* descriptions of activities and tasks
* conversations with employers and other staff
* participation in meetings
* workplace documents
* research in the workplace
* photos of equipment/processes/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. Do not use the names or details of any clients/stakeholders external to the organisation/other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

SIS30115 Certificate III in Sport and Recreation

The compulsory UoCs and a selection of electives are listed in the table below. You may list any additional UoC(s) relating to your experiences in the workplace in the table. Indicate the year in which you are undertaking each UoC. You must reflect on a minimum of six UoCs from your program, including a workplace health and safety (WHS) UoC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UoC code | UoC title | Nominal hours | Year | Page |
| **Work, Health and Safety** | | | | |
| BSBWHS303 | Participate in WHS hazard identification, risk assessment and risk control | 50 |  | 9 |
| HLTWHS001 | Participate in workplace health and safety | 20 |  | 10 |
| **Compulsory** | | | | |
| BSBWOR301 | Organise personal work priorities and development | 30 |  | 11 |
| HLTAID011 | Provide First Aid | 18 |  | 12 |
| ICTWEB201 | Use social media tools for collaboration and engagement | 20 |  | 13 |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants | 50 |  | 14 |
| SISXCAI003 | Conduct non-instructional sport, fitness or recreation sessions | 20 |  | 15 |
| SISXCAI004 | Plan and conduct programs | 35 |  | 16 |
| SISXCAI006 | Facilitate groups | 25 |  | 17 |
| SISXCCS001 | Provide quality service | 25 |  | 18 |
| SISXEMR001 | Respond to emergency situations | 18 |  | 19 |
| SISXRES002 | Educate user groups | 25 |  | 20 |
| **Elective** | | | | |
| SISFFIT003 | Instruct fitness programs | 50 |  | 21 |
| SISOPLN002 | Plan outdoor activity sessions | 50 |  | 22 |
| SISXFAC002 | Maintain sport, fitness and recreation facilities | 14 |  | 23 |
| SISXFIN002 | Process financial transactions | 15 |  | 24 |
| SISXIND003 | Maintain legal knowledge for organisation governance | 80 |  | 25 |
| SISXIND006 | Conduct sport, fitness or recreation events | 55 |  | 26 |
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Reflect on the UoCs you have experienced in the workplace on the following pages.

VCE VET units of competency

BSBWHS303 - Participate in WHS hazard identification, risk assessment and risk control

This unit describes the skills and knowledge required to maintain a healthy and safe workplace through participation in the process of identifying work health and safety (WHS) hazards and assessing and controlling WHS risks, and the promotion and support of worker consultation.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the business or organisation identify hazards and risks in the workplace? |  |
| Did staff participate in identifying hazards?  What WHS consultation were you involved in at the workplace? |  |
| What WHS policies, procedures, processes and systems did the workplace have in place?  Do you think these were adequate – why or why not? |  |

HLTWHS001 - Participate in workplace health and safety

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What safe work practices were explained to you during your time at the workplace? |  |
| What was the workplace procedure for identfying and reporting hazards? |  |
| Did you witness any incidents or injuries occur at the workplace?  If yes, explain what happened and how it was handled.  If no, discuss the procedure in place to handle an incident or injury |  |

BSBWOR301 - Organise personal work priorities and development

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did you plan out the work you were undertaking? |  |
| What workplace priorities were part of your daily work? |  |
| How did you receive feedback for your work?  Give an example. |  |

HLTAID011 - Provide First Aid

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What information was included in your induction on emergency situations in the workplace? |  |
| What was your role in case of an emergency? |  |
| Who was the designated First Aid Officer for the workplace and what was the procedure in case of an injury or illness? |  |

ICTWEB201 - Use social media tools for collaboration and engagement

This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What different types of social media does the business use? |  |
| What specific policies or procedures did the workplace have for using social media? |  |
| Suggest some ways in which the business could use social media more effectively? |  |

SISSSCO001 - Conduct sport coaching sessions with foundation level participants

This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in a specific sport.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the business or organisation ensure that coaches had up-to-date knowledge? |  |
| Did staff participate in professional development sessions regarding coaching practices?  Was this encouraged? |  |
| How could you ensure that you have knowledge of the current sport-specific rules, laws and regulations, best practice codes and principles? |  |

SISXCAI003 - Conduct non-instructional sport, fitness or recreation sessions

This unit describes the performance outcomes, skills and knowledge required to plan and conduct non-instructional sport, fitness or recreation sessions. It requires the ability to develop session plans, resource sessions, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Outline all the different sport, fitness or recreation sessions that you observed in the workplace and what your role was. |  |
| How were the needs of clients being met in the sessions that you observed? |  |
| What methods were used to collect feedback from participants? Was this effective?  Did the feedback change future sessions? |  |

SISXCAI004 - Plan and conduct programs

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional programs in a variety of contexts for diverse needs and situations.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the business or organisation conduct a risk analysis when planning programs? |  |
| What was your role in planning a specific program?  Did the workplace provide any assistance or tools to help you?  If so, what were they? |  |
| Outline the different ways in which staff communicated with clients in running programs?  Which type of communication appeared to be the most effective and why? |  |

SISXCAI006 - Facilitate groups

This unit describes the performance outcomes, skills and knowledge required to establish and facilitate the effective functioning of a group of people participating in an activity.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe how a staff member was able to identify group dynamics in sessions that you observed? |  |
| How was group effectiveness developed by the workplace?  What was done to ensure active participation of all group members? |  |
| Outline the effective conflict resolution strategies that you observed in the workplace.  Why were these effective? |  |

SISXCCS001 - Provide quality service

This unit describes the performance outcomes, skills and knowledge required to address needs and expectations of clients and colleagues, promote programs, services and facilities, and respond to conflict and client complaints.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the workplace address client needs and expectations? |  |
| What processes or practices did the workplace have in place to ensure a quality service experience for clients? |  |
| How were clients’ complaints handled by the workplace?  Outline any client conflicts or complaints that you observed. |  |

SISXEMR001 - Respond to emergency situations

This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. It requires the ability to maintain participant welfare when responding to emergency situations.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What emergency situations were planned for in sessions that you observed? |  |
| What equipment was available at sessions that you could have used in an emergency situation? |  |
| What communication systems were used by the workplace in the event of an emergency?  Were these effective? |  |

SISXRES002 - Educate user groups

This unit describes the performance outcomes, skills and knowledge required to identify and address issues in the use of facilities and activity resources. It requires the ability to develop resources or education for target user groups.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What educational strategies had the workplace developed and was using? |  |
| What strategies did the workplace use to promote their programs? |  |
| Outline any audio-visual and multimedia equipment that the workplace used to enable clear presentations.  Did this assist in providing information to users? |  |

SISFFIT003 - Instruct fitness programs

This unit describes the performance outcomes, knowledge and skills required to plan, instruct and evaluate a variety of fitness programs and circuit sessions aimed at the health-related components of fitness. It involves programming and instruction of cardiovascular, resistance and flexibility programs for low/moderate risk clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the workplace identify client fitness requirements? |  |
| Outline an exercise session that you observed, including how staff demonstrated exercises, techniques and equipment to clients. |  |
| How were exercise sessions evaluated (including feedback from clients)?  What was done after the session evaluation? |  |

SISOPLN002 - Plan outdoor activity sessions

This unit describes the performance outcomes, skills and knowledge to independently plan team outdoor activities for an environment where extreme environmental conditions are not likely to occur.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the workplace plan for outdoor activities?  Was this different in indoor activities? |  |
| What outdoor activities did you observe in the workplace, and what was your role? |  |
| How did the workplace identify and document contingency plans for outdoor activities? |  |

SISXFAC002 - Maintain sport, fitness and recreation facilities

This unit describes the performance outcomes, skills and knowledge required to maintain facilities within a sport, fitness and recreation context.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What maintenance checks of facilities or areas were conducted by the workplace?  What was your role? |  |
| How was the facility maintained and cleaned?  Who was responsible for this? |  |
| How were clients informed about their requirements and responsibilities for using the facility? |  |

SISXFIN002 - Process financial transactions

This unit describes the performance outcomes, skills and knowledge required to accept and process cash and other payments for products and services, and to reconcile takings at the end of the service period or day.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did the workplace take payment for its services?  List all the payment types and methods. |  |
| What was the procedure for receiving payments, processing and recording transactions?  What software or systems were used? |  |
| What was the role and importance of the reconciliation process?  How was this undertaken in the workplace? |  |

SISXIND003 - Maintain legal knowledge for organisation governance

This unit describes the performance outcomes, skills and knowledge required to develop and update legal knowledge to ensure compliance with legislation across sport, fitness and recreation organisations. This unit requires the ability to research, understand and use legal information relevant to organisational governance. This is combined with a general knowledge of the legal framework in which organisations in different sport, fitness and recreation contexts operate.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What were the legal requirements you observed being met by the workplace? |  |
| How did the workplace ensure that it complied with legal requirements? |  |
| What policies and procedures for legal compliance did the workplace expose you to? |  |

SISXIND006 - Conduct sport, fitness or recreation events

This unit describes the performance outcomes, skills and knowledge required to organise and conduct a sport, fitness or recreation event. It requires the ability to plan, set-up and conduct an event, supervise the event team, and monitor and evaluate the event outcomes. Event team members may be paid employees or volunteers. It applies to event organisation and coordination requirements at a single site or venue.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What events did the workplace run that you observed? |  |
| How was the event planning undertaken, what was your role and how was the plan communicated to staff? |  |
| Describe an event briefing that you attended and outline the information that was provided. |  |

Comments/observations on any other UoCs not listed

|  |  |
| --- | --- |
| UoCs | Comments/observations |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day in the workplace.

1. Communication
2. Teamwork
3. Problem solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are on work placement, you will be using employability skills in many ways.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly, or reading and writing.

|  |
| --- |
|  |

How did you demonstrate **teamwork**? For example, by working as part of a team or sharing ideas and resources with co-workers.

|  |
| --- |
|  |

How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

|  |
| --- |
|  |

How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

|  |
| --- |
|  |

How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting, or analysing and organising information.

|  |
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How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry), or being able to learn new skills from the technology used in this industry.

|  |
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|  |

How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

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|  |

How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

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| --- |
|  |

Summary of industry learning

At the conclusion of your SWL for this VET qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

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| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |  |
| --- | --- | --- |
| **Employer/Company/Business name** | **Dates of placement** | **Total hours of placement** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name**

**Date**