

VCE VET SPORT AND RECREATION

SUPPLEMENTARY ADVICE



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Introduction

VCE VET Sport and Recreation Supplementary Advice was produced to support the implementation of the VCE VET Sport and Recreation program. Content was informed through consultation with industry representatives, trainers and assessors, and Victorian secondary colleges. This publication provides advice about teaching and learning strategies that facilitate the transfer of skills and knowledge appropriate for work in the Sport, Fitness and Recreation industry. It includes key program features and industry insights that can be used to continuously improve the quality of training and assessment. It is a practical resource that aims to assist schools to prepare students for an ever-changing workforce.

Information in this publication should be considered along with the *Sport, Fitness and Recreation Training Package Companion Volume Implementation Guide* and the *Outdoor Recreation and Training Package Companion Volume Implementation Guide*. Training package implementation guides are available on the [VETNet Training Packages webpages](#).

Note: Go to the Resources section in this booklet to find web addresses for all online resources mentioned.



VCE VET Sport and Recreation program

Certificate III in Sport and Recreation was introduced as part of the Victorian Certificate of Education (VCE) in 2006 and attracted 125 students. It is now the most popular VCE VET program, with 8772 students enrolled in the program in 2021. The majority study Certificate III in Sport and Recreation and 1018 enrolled in Certificate II in Sport and Recreation. Three hundred and seventy schools deliver this program in partnership with 30 Registered Training Organisations (RTOs). This steep increase in enrolments is perhaps linked to the increasing variety of sports being offered in schools and government emphasis on the positive impact of remaining active on overall health and wellbeing.

The VCE VET Sport and Recreation program is drawn from the nationally recognised SIS Sport, Fitness and Recreation Training Package. According to the Australian Industry and Skills Committee (AISC) National Industry Insights Report 2020, there were approximately 112,382 program enrolments in the Sport, Fitness and Recreation Training Package during 2019, an increase from approximately 102,640 in 2018 but almost in line with 2017 figures. Also, program completions have been trending upwards since a trough of around 34,830 in 2017, with 36,130 completions in 2019.

Three qualifications and two skill sets are offered as part of the VCE VET Sport and Recreation program. Students have the opportunity to acquire and develop the skills, knowledge and confidence to work in fitness, outdoor recreation and sport, plus receive credit towards satisfactory completion of the VCE or the Victorian Certificate of Applied Learning (VCAL).¹ Selected units incorporate specialist skills, such as leadership and sporting session development, and the VCE VET Sport and Recreation program offers a study score. Schools feel confident in selecting and delivering this program on site as they are able to utilise their sporting facilities and sport teachers.

This supplementary advice can assist teachers and coaches to keep up to date with industry sectors outside the school environment and therefore broaden vocational options for students. The program provides students with the knowledge and skills to enhance their employment prospects in all sectors of the Sport, Fitness and Recreation industry post-school. Participating in sport provides students with knowledge, skills and behaviours to develop their physical, mental, social and emotional health.

Further information can be found in the VCE VET Sport and Recreation Program Booklet on the [VCAA website](#). Schools are advised to regularly access this publication for program updates.

¹ VCAL certificate under review at time of publication (February 2022)

Industry and skills

The Sport, Fitness and Recreation industry

The Australian Sport, Fitness and Recreation industry is diverse and interrelates with other industries and sectors, including government, education, health, retail, media, tourism and entertainment. Students can engage in many streams that lead to many different vocational outcomes. For example, some programs have an emphasis on outdoor education, others on preventive health or physical fitness.

The Sport, Fitness and Recreation industry comprises four main industry sectors:

- Aquatic and Community Recreation
- Fitness
- Outdoor Recreation
- Sport.

Local, state and federal government objectives influence the Sport, Fitness and Recreation industry:

- **Local governments** – Local governments are involved in supporting community sport and sporting organisations. This support includes providing funding to clubs and individuals, building and maintaining sports-related infrastructure, and sponsoring sports events. This is an important context to consider when designing learning activities such as developing funding submissions and events. Local governments, schools and community organisations are intertwined. Schools make sport accessible to children and young people, and sporting clubs capture community participation.
- **State government** – Learning in the program can be aligned to the Victorian Government's Action Agenda for Health Promotion. Students set goals for their sessions based on health promotion, for example, skip rope challenges to promote heart health. School wellness programs incorporate these objectives too.
- **Federal government** – Sport 2030, the [National Sport Plan](#), directs the policy and vision for sport in Australia. Applying these identified priorities in the classroom ensures that students are informed about the future directions of their vocation.

Governments continue to invest in the Sport, Fitness and Recreation industry, believing that it is integral to preventive health, improved mental health and improved workplace health.

A list of industry organisations and peak bodies can be found at end of this resource.



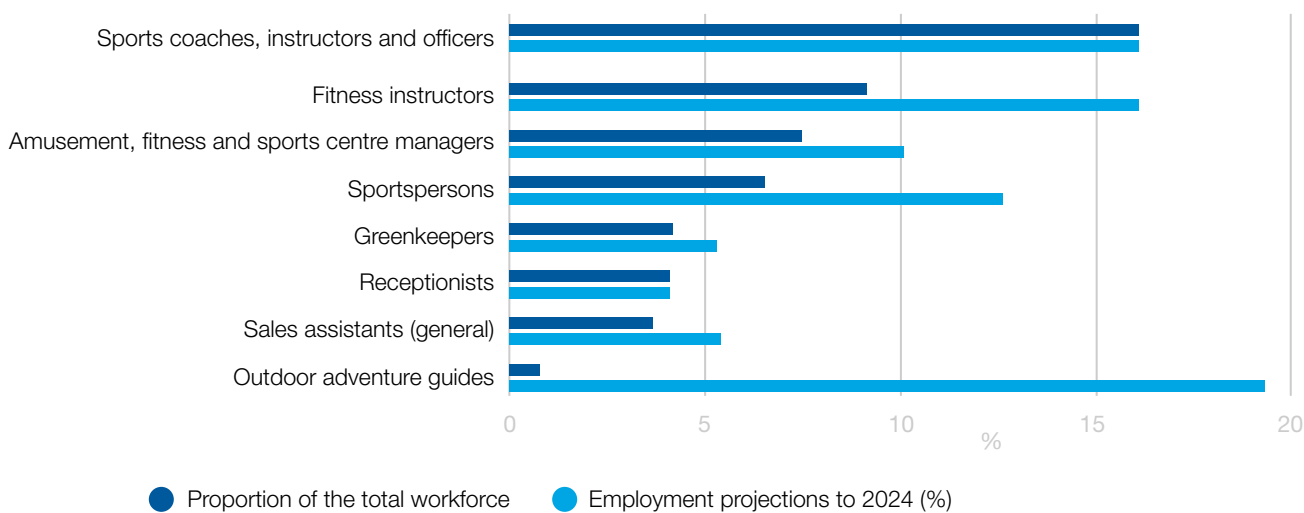
Labour trends

The National Skills Commission (NSC) produces employment projections by industry, occupation and region for the following five years. The projections released in March 2021 project 8.8% employment growth in the arts and recreation industry for the next five years.

The following graph provides insight into the projected employment growth for sport and recreation occupations. Note, these projections were developed prior to the 2020 COVID-19 pandemic.

VET-related occupations

Occupations as a proportion of the Sports and Recreation Activities (excluding Horse and Dog Racing Activities) industry workforce, and the projected employment growth for each occupation to 2024



Source: Adapted from 'Industries – Sport, Fitness and Recreation, Sport', Australian Industry and Skills Committee (AISC) 2020, [National Industry Insights Report website](#), accessed 20 December 2021; © Commonwealth of Australia (CC BY 4.0)

Figure 1: VET-related occupations

Vocational education and training (VET) supports industry adapting to changes in the workplace by responding to current and emerging skills shortages. The Sport, Fitness and Recreation industry will need to respond to trends such as an ageing population, increasing obesity and the increasing use of technology. Employees will not only need to have technical skills to conduct sporting programs but will need to demonstrate higher level skills such as emotional intelligence and self-management.

Industry has indicated that there are significant challenges in accessing skilled and qualified workers to fill vacancies, particularly in aquatic centres and in outdoor recreation. The aquatic and community recreation sector is engaging in school-based traineeships in an attempt to fill vacancies in swimming teacher and pool lifeguard roles. Staff turnover in these roles was reported as being high and longevity low. The Sport and Recreation Industry Reference Committee (IRC) 2019 Industry Skills Forecast reported that *A Future Skills and Workforce Needs Research Report* (May 2018), published by the Queensland Fitness, Sport and Recreation Skills Alliance, identified workforce shortages in the following job roles:

- swimming teacher
- sports official
- sports development officer and manager
- sports coach and instructor
- fitness instructor
- sports administrator
- aquatic centre instructor
- team manager.

Demand for these positions is expected to stay strong in the future.

Current and future skills and knowledge

Employers are increasingly looking for skills beyond technical ability. Studies have identified that the top skills in demand are analytical thinking and innovation, creativity, originality and initiative, critical thinking, complex problem-solving, leadership and emotional intelligence.

According to the Sport and Recreation IRC Industry Skills Forecast 2019, the following are the top priority skills required across the industry:

- technical/job-specific skills
- self-management
- teamwork and communication
- problem-solving.

Other skills and knowledge gaps identified included:

- online and social media
- marketing
- initiative and enterprise (that is, small business management)
- sports administration.

The following generic skills were also identified as highest priority for the Sport, Fitness and Recreation industry:

- customer service / marketing
- communication / collaboration, including virtual collaboration / social intelligence
- learning agility / information literacy / intellectual autonomy and self-management
- design mindset / thinking critically / system thinking / solving problems
- managerial / leadership.

According to the Sport, Fitness and Recreation section of the AISC National Industry Insights Report (2020), the importance of communication skills is supported by findings from job vacancy data, where communication was identified as the most in-demand advertised generic skill in the Sports, Fitness and Recreation industry.

Industry insights

Employers have indicated that clients are increasingly expecting tailored sessions and choice in fitness development or sporting skills development. They expect an individualised approach rather than sessions that concentrate on drills, laps and lectures. Part of this approach requires the instructor or coach to build a connection with the client (or client's parents) that extends before, during and after the session, and to focus on learning.

“

The notion of a 'holistic' approach to coaching and the training of coaches is now considered highly contemporary. Development of the player is no longer a 'one' dimensional feature, i.e. the physical domain. As coaches, we are now viewed as 'educators' and, as such, have an obligation to develop players in the other developmental domains – for instance, the personal, social and emotional domains of an individual's development and growth.”

*Dr Mitchell Hewitt,
Tennis Australia*



Priority skills for the workforce



Trainees work across many areas. They can be providing customer service at reception, assistance in the cafe and then help save a life in the pool on the same day. They must have a passion for our sport and take pride in their work. ”

Evette Charalambous, General Manager, Leisure Employment Australia (a subsidiary of BlueFit)



Our interview process for Aquatic Education positions includes a skills demonstration. They have to teach us a sporting skill, any skill that is of interest. For example, one applicant taught us how to kick a football. We can then assess their ability to communicate and give instructions to our clients. ”

Ben Howells, Glen Eira Sports and Aquatic Centre

Technical or job-specific skills

It is essential that sport and recreation workers possess essential technical skills that enable them to work safely and competently with clients and groups in specific roles. Baseline skills are typically reflected in the core units of competency of the VCE VET program and students then select specialist electives. For example, an outdoor activity instructor role might involve electives in abseiling, bushwalking or canoeing, and this role would require a level of fitness and experience in arranging outdoor activities. The challenge for the VET sector and schools is selecting a program from the many options that can provide students with the best opportunity for work and future pathways. Industry change is constant and driven by new equipment, scientific discovery and consumer expectations. Tailored fitness programs that include a range of activities are increasingly popular and create a demand for a diverse technical skill set.

Self-management

The ability to manage yourself at work can also be referred to as being able to perform autonomously and set priorities. Employees value initiative and the employee who can 'think on their feet'. Employees are expected to be able to locate essential information required for their role without supervision and apply this information in a variety of contexts. Some schools have adopted an asynchronous approach to learning, which supports this notion of managing yourself and your own outcomes. VET and higher education operate according to this principle. Industry has indicated that the ability to show initiative and adapt to changing environments is highly valued.

Teamwork and digital communication

When working with clients of all ages and abilities, recreation staff have to connect with their clients quickly and directly in order to achieve objectives and stimulate the correct interactions. For example, sessions with young children need to be facilitated by skilled staff who can connect with the children, in order to avoid the children quickly losing their focus, direction and desire to cooperate.

Communication skills are now linked to the use and manipulation of digital media to persuade, promote and connect to clients. Staff are often involved with the start-up of new sporting and fitness businesses, building an online presence,

engaging clients on social media and using online platforms to connect with clients. Consumers are engaging with health and wellbeing apps and technology such as Fitbit watches, heart monitors, fitness trackers and virtual workouts, and information on streaming services. There is a growing list of devices and apps that allow clients to engage in sport and fitness when it is convenient for them. It is a challenge to integrate new and emerging apps and technology into training curriculums and thus adequately prepare students for the workplace.

Technology plays an increasingly important role in outdoor sports. Equipment is more portable but also more complex. Skills are now required in the full and safe use of devices and software such as mobile phone apps to track and monitor location. This is in addition to the skills and understanding required to prepare for the activity, such as sourcing maps, gaining local knowledge and understanding the weather and environment.

Teamwork has also changed, with workplaces now collaborating virtually. This creates the need for a new skill set where employees adapt their communication styles and methods in a context that is very different from face-to-face interaction.

Problem-solving

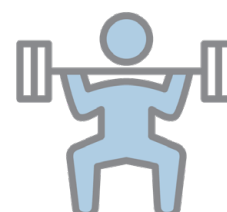
A problem-solving skill set is likely to include the ability to use new products, adapt programs and sessions to accommodate new technologies, and critical thinking. The employee will need to perform beyond demonstrating sporting skills and embrace and select methods that accommodate emerging trends and changing client expectations. Problem-solving is perhaps a program design mindset rather than a following of established processes. This extends training beyond previous domains of a Certificate III qualification and into the need to expose students to a range of contexts and clients.

Examples of work roles

Aquatic and community recreation	Fitness	Outdoor recreation	Sport
Lifeguard	Aqua instructor	Outdoor activity assistant	Athlete
Swimming and water safety teacher	Gym and group instructor	Outdoor activity guide	Assistant coach
Administration and leisure services officer	Group exercise instructor	Outdoor activity instructor	Sports official
Leisure centre assistant and facility coordinator	Personal trainer	Outdoor recreation assistant	Sports coach
Aquatic exercise instructor/educator		Outdoor leader	Sports development officer
Community recreation activity assistant		Outdoor recreation program manager	Sports development manager
Community activities officer			Sports event manager
Recreation officer and leader			

Examples of workplaces and employers

Aquatic and community recreation	Fitness	Outdoor recreation	Sport
Aquatic centres	Private gyms	Schools	Clubs and associations
Public swimming pools	Personal training clients	Clubs and associations	Private coaching
Gyms	YMCA	Scouts	Schools
Community centres and leisure centres	Clubs and associations	Private travel enterprises	Retail
Councils	Voluntary organisations		Indoor centres
Sporting clubs			
Rehabilitation centres			





Key work performance tasks

Fitness industry

Staff working in a fitness role typically perform the following tasks.

- Consulting with health professionals to develop and design fitness programs
- Designing individual fitness programs based on assessment of the client's age, level of fitness, goals and abilities
- Delivering group exercise classes and personal tuition in a variety of fitness activities in a safe and creative manner
- Demonstrating and teaching body movements and skills used in fitness routines
- Setting up and monitoring fitness equipment, and ensuring that equipment is safe, clean and in working condition
- Teaching and advising on the use of fitness equipment
- Implementing safety and injury prevention procedures
- Reporting accidents and preparing accident reports
- Working within current health and safety standards and ensuring working practices and procedures conform to current legislation

Outdoor recreation

Staff who are working in outdoor recreation guide, instruct and direct participants in many different pursuits. They may be on a camp, on tour or assisting clients hiking, rafting or mountaineering. Tasks include the following.

- Meeting members of a tour on arrival and making introductions
- Organising and supervising groups involved in outdoor adventures
- Setting up and maintaining equipment, and ensuring that equipment is safe and in working condition
- Demonstrating and providing instruction in the use of equipment and the techniques required for participation
- Providing advice on safety measures, and ensuring that activities are conducted in a manner that minimises risks to participants
- Responding to emergencies by providing first-aid assistance and taking appropriate further action if required

Sporting industry

Staff working in a sporting role typically perform the following tasks. If they are coaching a particular sport, a high level of knowledge and achievement is often required. For example, a tennis coach would need to demonstrate experience in match play, possibly at tournament level.

- Coaching, training and instructing participants by analysing performances and developing abilities
- Planning and directing game strategies, developing play patterns and analysing game progress
- Motivating participants and supervising practice sessions
- Recruiting players and other coaching staff
- Arranging entries into sporting competitions
- Promoting sports and skills development, and overseeing the participation of young people in sport
- Officiating at sporting events to enforce rules
- Coordinating and directing sporting activities, and liaising with other officials to interpret and enforce rules and regulations relating to sport

Aquatic sport or community recreation

Staff working in aquatic sport or community recreation typically perform the following tasks.

- Coaching, training and instructing swimmers by analysing performances and developing abilities
- Planning and directing strategies, developing play patterns and analysing game progress
- Motivating swimmers and supervising practice sessions
- Arranging entries in swim competitions
- Promoting sports and skills development, as well as overseeing the participation of young people in swimming
- Officiating at sporting events to enforce rules and regulations, liaising with other officials when necessary
- Coordinating and directing swimming activities
- Identifying issues of local need, concerns and aspirations through community consultation
- Organising local sporting and recreational events and activities such as community functions, hobby classes and sporting competitions



Personal presentation, articulation, knowledge of their respective areas, planning and preparation and a willingness and 'thirst' to become a lifelong learner. Depending on the amount of hours a particular assistant coach is conducting, I might expect that sessions are planned well ahead of time, and any questions they may have are discussed with the Head Coach prior to the coaching session. ”

*Dr Mitchell Hewitt,
Tennis Australia*



Transition and pathways

Transition from school

Schools and their careers staff have always helped students prepare for employment and further education. Each year there are many more demands in workplaces, and industries are constantly changing to meet new standards, systems and processes; for example, sports now need to be COVIDSafe. This is challenging for schools.

In addition, employers are looking for workers who are flexible, communicate well, can problem-solve and can work in a digital world. Practical experience gained from a VET placement is increasingly valued by employers as an indication that school leavers will quickly adjust to the workplace.

Schools rely on the industry connections and partnerships from VET training to help provide options for students wanting to transition to a job, university degree or further VET studies.

Students select a VET course for many reasons, including as a way to explore a particular industry and make informed choices about their future. Some will utilise the opportunity for Australian Tertiary Admission Rank (ATAR) contribution and others are seeking understanding of the 'world of work'. Students often indicate that they have examined their own learning style and that they learn best by 'doing', or by engaging in practical activities. They are challenging traditional education methods and seeking a plan for their transition from school.

Transition from school is not just succeeding in further education but developing the skills to be able to cope outside the school structure, with new systems and communities. Young people need the confidence and acumen to be able to drive their own opportunities in the workforce. VET courses introduce students to 'employability' skills and workplace navigation strategies.



Traineeships

VCE VET Sport and Recreation has led some students to enter traineeships post-school.² Regional councils often offer traineeships, as do sporting complexes, sporting clubs, the Australian Football League (AFL) and private adventure companies.

Following traineeships, some regional universities offer students up to six months credit into selected degree programs.

Regional schools often maintain close links with TAFE providers so that they can refer students to them for traineeships.

Transferable skills from VCE VET Sports and Recreation

Transferable skills, also known as soft skills, are those you can take with you and apply across a broad range of jobs. In the simplest sense, transferable skills are any non-technical skills.

There are many life skills that can be learned from engaging in the VCE VET Sport and Recreation program, including the following.

- **The ability to set goals** – Students routinely set goals for their work and sessions with participants. They learn how to set goals that are specific, measurable and controllable. They work with diverse groups and actively adjust and contextualise goals. They have to record a participant's progress towards meeting these goals so they learn that they are accountable for outcomes in their work.
- **The ability to focus** – Students have to focus on their practical sessions and in turn facilitate the same focus in their participants. They develop strategies to block out distractions and 'get on with the job'.
- **Motivation and communication** – Drills, training and conditioning may not be fun, so students work on strategies to ensure that their teams keep engaging in these activities. This takes high-level communication skills and positivity – traits that are valued in the workplace.
- **Working with teams** – Learning how to work with teammates and being a 'team player' are important skills that are required in the workplace. Employers need teams to work towards common goals and staff that are responsible and open to considering input from all team members. Staff are expected to collaborate with other team members when making decisions and resolving workplace issues.
- **Commitment** – Engaging in a two-year program that involves new learning methodology, skills and practical activities takes courage and commitment. VET courses are delivered in such a way that students take responsibility for their own learning. Participants need to show initiatives such as getting to their VET class at another school on time and being prepared for their practical assessment. This commitment demonstrates to employers that the student is organised, self-motivated and reliable. Similarly, students who undertake placements demonstrate skills in being able to adapt to new environments and systems. They are problem-solvers, looking beyond their school environment to take opportunities to learn more about a particular industry.
- **Leadership** – The units of competencies ask students to lead a team through fitness and sports sessions. The student is likely to encounter challenges and will need to show resilience, problem-solving, flexibility and negotiation skills. The same is true in the workplace.

For further information on transferable skills, see the Transferable skills checklist in the Career Advice section of the [SEEK Australia website](#).



In Sport and Rec I'm hoping to get my Certificate III in Sport and Recreation, which will assist me in further studies, and then Sport and Rec offers First Aid Level 2 and then your AFL coaching course, coaching and officiating, like, all these certificates that you know obviously assist with gaining a job. ”

*Cooper,
Year 12 student,
VCE VET Sport and
Recreation*



Pathways from a VCE VET Sport and Recreation program

Following completion of the VET program, there are many further education and training options in the VET and university sectors.

Certificates II to IV offer introductory skills and training and industry foundation skills. Students learn industry-specific knowledge and skills such as communication and teamwork.

- Certificate II qualifications prepare graduates for routine work and basic tasks within a defined context. Problem-solving is limited.
- Certificate III qualifications prepare graduates to apply skills and knowledge to a range of contexts. Graduates work under supervision.
- Certificate IV qualifications provide broader skills and knowledge. Graduates are expected to demonstrate autonomy and apply more complex problem-solving skills.

A diploma equips students to work in a variety of contexts and with a deeper knowledge of a particular area. It requires students to analyse problems and use judgement to make a decision.

VET courses can assist students to gain credit towards other VET courses or some higher education courses. For example, students who undertake a diploma may receive up to two or three semesters of credit towards a bachelor degree. The exact amount of credit granted depends on the institution.

In general, the core units from the VCE VET Sport and Recreation program can be transferred to many other VET qualifications at the same level or higher. For example, a student completes core units from the Certificate II in Outdoor Recreation and then pursues Certificate III in Sport and Recreation. Credit is granted for the unit 'SISXEMR001 Respond to emergency situations', as it is common to both qualifications.

Here are some examples of related qualifications that students can pursue after completing the VCE VET Sport and Recreation program. Further information can be found in the Pathways section of the VCE VET Sport and Recreation Program Booklet on the [VCAA website](#).

Examples of pathways

Example aquatic and community recreation pathway

SIS20419 Certificate II in Outdoor Recreation
(at school)

Certificate III in Aquatics and Community Recreation

Certificate IV in Sport Development

Diploma of Sport Development

Bachelor of Sport Science



Example fitness pathway

SIS20115 Certificate II in Sport and Recreation
(at school)

Certificate III in Fitness

Certificate IV in Fitness

Diploma of Fitness

Bachelor of Applied Science (Human Movement)



Example outdoor recreation pathway

SIS20419 Certificate II in Outdoor Recreation
(at school)

Certificate III in Outdoor Recreation

Certificate IV in Outdoor Recreation

Diploma of Outdoor Recreation

Bachelor of Physical Education

Example sport pathway

SIS20115 Certificate II in Sport and Recreation
(at school)

SIS30115 Certificate III in Sport and Recreation
(at school)

Certificate IV in Sport and Recreation

Diploma of Sport Coaching

Bachelor of Sport Coaching

Example coaching pathway

The organisations that represent specific sporting disciplines offer coaching pathways for students to pursue coaching at different levels. Students may wish to coach at a community level or pursue a career as a professional coach to elite athletes. Pathways differ in approaches and competencies. They may involve short courses, the acquisition of a VET qualification(s) and/or apprenticeships.

For example, the pathway at Gymnastics Australia streams prospective coaches into either participation education or performance education. Completion of participation education enables coaches to teach at recreation/community level whereas the performance modules prepare coaches for gymnastic competitions.



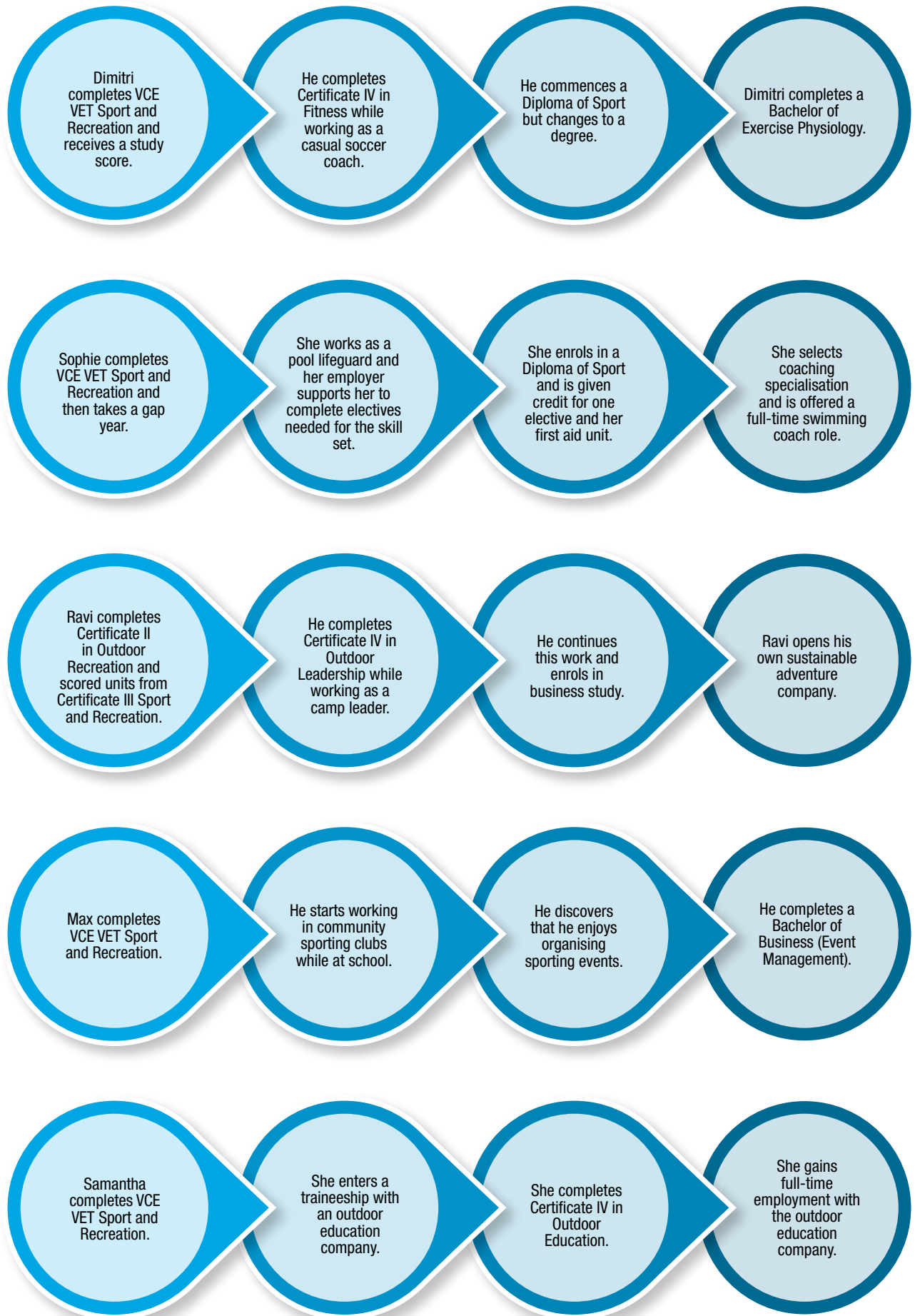
“

The RTO needs to play a bigger role in the success of the program at the school, both in scored assessment but also employment outcomes/skills at the end of the program. ”

Josh Miller, RTO



Examples of learning journeys



Pathways at work

Employers indicated that initiatives are being developed to encourage staff to remain in the industry and meet their career goals. For example, many employers are assisting staff financially to build on their qualification and seek further training in courses, such as coaching certificates, lifeguard accreditation and advanced first aid. They have created team leader and supervisor roles and flexible employment conditions in an effort to retain staff.



“

We've been able to develop strong partnerships with the local primary school and local gyms, making sure that our students get exposure to those sorts of industries, and also package little qualifications along the way, such as First Aid, officiating and coaching qualifications, so it gives them more employability skills on top of their Certificate III nationally recognised qualification.”

*Simon Cameron,
VCE VET Sport
and Recreation
State Reviewer*



What makes successful, engaging learning activities?



Rather than just getting the students to play a sport with each other, the better sessions include participants that are different to the students. This could be Seniors' Soccer or Little Athletics with Preps. Also, the better sessions are the ones where teachers are continuing to explore the UoC [unit of competency] elements through the practical session. For example, asking a student how you would teach a skill visually and verbally (from coaching). Lastly, asking students how you would adapt the session for disability or a different age group. ”

*Joshua Cox,
Disability Sports
Victoria*

Learning activities and teaching strategies

This section provides suggestions for learning activities for core units of competency and commonly delivered electives in Year 1 and Year 2 of Certificate III in Sport and Recreation.

It includes suggestions on how to cluster learning activities and gather holistic evidence. When delivering units that are similar in nature, delivery can be grouped together to enable students to experience real-life situations, reduce content duplication and maximise class time.



Sample program Year 1: Units 1 and 2

This sample program is for Year 1 of SIS30115 Certificate III in Sport and Recreation in the VCE VET Sport and Recreation program. It is based on packaging rules and negotiations between schools and training providers and is one of several programs currently being delivered.

Units
BSBWOR301 Organise personal work priorities and development
HLTWHS001 Participate in workplace health and safety
SISOPLN002 Plan outdoor activity sessions
SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
HLTAID003 Provide first aid
SISXEMR001 Respond to emergency situations
ICTWEB201 Use social media tools for collaboration
SISXCCS001 Provide quality service
SISSSOF002 Continuously improve officiating skills and knowledge
SISXIND006 Conduct sport, fitness or recreation events



Sample delivery sequence Year 1: Units 1 and 2

The list below is an example of a delivery sequence for a different Year 1 program. It commences with safety and risk identification. First aid is early in the program, as some students may require this skill set for their part-time employment in the sporting industry. The 'Conduct non-instructional sport, fitness or recreation sessions' unit can be delivered alongside other units, such as the information and communication technology (ICT) units, to engage students in real-life situations. The 'Provide quality service' unit can be delivered in the context of conducting sport sessions with clients. This is an applied learning approach.

Term 1 units
Theme: Safety and risk
HLTWHS001 Participate in workplace health and safety
HLTAID003 Provide first aid
SISXEMR001 Respond to emergency situations

Term 2 units
Theme: Organisational skills
BSBWOR301 Organise personal work priorities and development
BSBADM307 Organise schedules

Term 3 units
Theme: Workplace tools
ICTICT203 Operate application software packages
SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201 Use social media tools for collaboration and engagement

Term 4 units
Theme: Participation
SISXCCS001 Provide quality service
SISSPAR009 Participate in conditioning for sport

“

I've combined Year 1 and Year 2 because there are a couple of ways to approach this:

- deliver WHS, first aid, etc. type units first – because they underpin all the practical sessions and activities that students will participate in or conduct
- deliver a practical unit first – because this engages students and gets them excited for the remainder of the course. ”

Tim Hassell, RTO

Teachers state the importance of planning both the Year 1 and Year 2 programs with a focus on optimal student engagement and with theory informing practice. Programs should be designed to ensure that students remain engaged. A unit that is heavy in content or theory can be followed by a practical unit.

Some providers select electives for schools, and others are able to accommodate school requests based on the school's priorities, such as camping activities and specific sports. This program sequence was developed in conjunction with schools who wished to emphasise the fitness component of the qualification.

Schools that are able to select electives need to consider available resources, such as access to a college gym or the willingness of their primary-school campus to host VCE students. Schools also chose electives through consideration of specific employment options post-school, such as fitness coaching.

Clustering delivery was another reason linked to elective selection, as teachers wanted students to conduct sessions integrating many skills.



Year 1 example learning activities

BSBWOR301 Organise personal work priorities and development

This unit focuses on employability skills, such as organising work schedules, obtaining feedback on your work performance and using workplace communication equipment. Relate learning to real-life scenarios that occur when conducting a fitness or outdoor activity. Ask students to establish task priorities and provide samples of policies and procedures to inform their decisions. Introduce industry speakers into classes, such as a gym manager or a coach who works in a community sports club. Provide examples where students have to work with minimal resources or in challenging outdoor environments.

Examples of learning activities

- Ask students to develop a work plan according to a position description sourced from an advertised position.
- Explore platforms where jobs are advertised.
- Ask students to complete their own learning plans for a particular sport or to prepare for a job interview. Indicate that they may be asked to demonstrate a sporting skill as part of the process.
- Explore technology and technology systems that are used in the sport and recreation industry to capture membership and participation and enhance sport and fitness. Design a project around this theme and ask students to present to the rest of the class.
- Ask students to research the latest equipment for a particular sport that interests them. They should include how the equipment is used and its program. Students can link the research to how it would change job roles.
- Role-play conversations with supervisors where work performance is evaluated using sample workplace documents.
- Link organisational skills to how students organise themselves and coursework in Year 2.

Learning in action: Students prepare an online workout

Ask students to prepare an online workout that engages clients and reflects current technology use in the industry. This can be done as a group or individually. Students will need to define their client base and characteristics and apply a session structure to the workout, with defined goals. The project can draw on aspects from other units, such as safety, confidentiality, use of equipment, how to evaluate sessions that are online and how to communicate with an online audience.



HLTWHS001 Participate in workplace health and safety

This might be the first time that students experience workplace health and safety concepts, and the sport and recreation industry consists of many different types of workplaces. Link the generic topics such as hazard identification, policies and procedures, and personal protective equipment (PPE) to the industry conditions; for example, PPE for a health and recreation worker might be a sun hat, sunglasses and sunscreen. The WorkSafe Victoria website has information for every workplace.

This unit can be used as an introduction to the Year 2 unit BSBWHS303, which involves more detailed information about hazard identification and control. The appendices in this document contain sample risk assessment forms that could be used for outdoor settings in this unit.



For OHS, I had a facility filmed and made into a 3D tour for students to explore. I put hazards around the facility for students to identify.”

Casey Helman,
RTO

Examples of learning activities

- Simulate fire evacuation protocols in a variety of settings, such as in the gym, outdoors and the school pool.
- Brainstorm ideas about potential hazards when conducting sessions. Divide the class into groups and allocate different settings and sports.
- Use a sample risk assessment template and apply it to a camp or other scenario. Your school will probably already have risk assessment templates.
- Access school policy regarding use of the gym or sporting equipment. Use these policies in class.
- Access school incident forms and policies. Use them to document an injury sustained during a simulated sporting session. Involve processes such as debriefing, reporting and communication protocols.
- Role-play a workplace health and safety (WHS) meeting where injury data is analysed and preventive strategies proposed.

Learning in action: Students participate in recreation-based activities

Visiting venues and participating in a range of recreation-based activities opens up many opportunities for students to apply key aspects of the unit. There is an endless list of potential learning activities, from bike rides to a visit to the MCG or Marvel Stadium. Students can apply a risk assessment process and examine the potential hazards associated with an excursion that uses equipment, such as a bike ride. Activities can also be linked to other units such as ‘Provide first aid’, ‘Conduct non-instructional sport, fitness or recreation sessions’, ‘Plan and conduct programs’ and ‘Conduct sport coaching sessions with foundation level participants’.

SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

The focus of this unit is the implementation of a range of different sport, fitness or recreation sessions. Students will need to prepare plans for each session that include objectives, resources such as staffing and equipment, and evaluation strategies. They will be assessed on their ability to maintain group engagement and progress towards objectives. The unit has extensive knowledge and performance evidence requirements, which will impact timetabling and allocated class time.

Examples of learning activities

- Run primary-school PE classes or sport days, linking this unit with ‘SISXIND006 Conduct sport, fitness or recreation events’, ‘SISXCAI001 Provide equipment for activities’ or ‘SISSPAR009 Participate in conditioning for sport’.
- Run fitness sessions with external personnel, using local gyms.
- Assist with organising and running activities on camps.

During the COVID-19 pandemic, one school asked students to conduct virtual fitness sessions with their parents and siblings. These coaching sessions were videotaped and uploaded to their learning management system (LMS) for assessment.

Teachers indicated that this unit and other practical units in Year 1 were used to lead into Year 2 subjects. They introduced templates that were going to be used in Year 2 and the structure and expectations for coaching sessions.

HLTAID003/HLTAID011 Provide first aid

This unit encompasses the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) and first-aid procedures. It is normally delivered by a registered training organisation, which provides appropriately qualified staff. Scenarios can be based on specific workplaces, so a course designed for the sport and recreation industry might include a focus on sporting injuries, heat stroke and situations that might occur when camping. Ask the registered training organisation to contextualise training to your requirements.

SISXEMR001 Respond to emergency situations

This unit requires students to respond appropriately in five different emergency situations. The situations vary and can include fire, equipment failure, accidents, being lost outdoors, panicked clients, a bomb threat or a situation specific to an activity. Role-plays for learning and assessment are suitable. The underpinning knowledge is extensive and students will need access to a range of emergency equipment, policies and procedures.

Examples of learning activities

- Simulate emergency situations, such as an injury during a sporting event, and assess responses using a competency checklist. Include situations that the student may experience in the workplace, such as an aggressive client at the reception desk. Involve other members of the school community, who can act out roles in the situation such as panicking or aggressive bystanders.
- Ask students to form groups and develop contingencies for specific situations related to the course electives.
- Students search to find the latest technology, such as GPS tracking, that can be used in outdoor activities.
- Students can prepare activity-specific first-aid kits, kits for camps and excursions, or equipment safety checklists for use prior to activities.
- Link the unit to intended coaching sessions or events such as the school athletics carnival.



ICTWEB201 Use social media tools for collaboration

This unit asks student to use social media as a tool to increase engagement in sports, fitness and recreation. They select the best methods and applications of social media and evaluate results.

Examples of learning activities

- Allow students to develop websites and publicity campaigns to advertise events at school or as part of their community. Social media platforms such as LinkedIn, Facebook, Instagram and Twitter could be used.
- Students who are already skilled in the basics of social media could look at live streaming to advertise a program or using advertising software.
- Investigate tools that will allow for collaboration online as small teams work towards advertising a program or activity.
- Examine how the school engages with parents and other stakeholders. Invite the business development manager to class to explain their communication strategy.
- Evaluate a specific program or event, such as a community charity run or fitness event aimed at increasing heart health awareness. Ask students to explore how the campaign could be improved to capture greater participation.
- Look at where this unit might link with others.



We invited representatives from organisations such as Cricket Victoria, AFL Victoria and Tennis Australia to run clinics with the Unit 1 and 2 Sport and Recreation students. This is centred around getting the students to be prepared with activities and advice to deliver coaching sessions to local primary schools. ”

Damian Hirst, St Mary MacKillop College, Swan Hill

SISXIND006 Conduct sport, fitness or recreation events

This unit has extensive performance and knowledge evidence requirements. Activities can be undertaken within the school environment or at outside events. It is really an introduction to event management and requires students to plan, set up and conduct events. They will need to supervise the staffing team and evaluate the outcomes of the event.

Examples of learning activities

- Students can conduct or help conduct any of multiple events within the school environment, for example, large events such as athletics carnivals and camp information evenings or smaller events arranged during lunchtimes to promote fitness or sport to the student cohort.
- Link events to fundraising objectives, such as jump rope competitions for heart health or fun runs around the school oval for a nominated charity.
- The Australian Council for Health, Physical Education and Recreation Victoria (ACHPER Victoria) website provides free downloadable resources for the promotion of health and physical education, such as healthy eating activities, sport and recreation activities, and wellbeing ideas. Its website also includes weekly tips for teachers.

Teachers indicated that students should be involved in all aspects of planning these events and one school asked students to plan and conduct timetabled PE classes. This activity reflects industry expectations in that assistant coaches have to be ready and organised to conduct short, sharp lessons to successive groups at different levels.

SISXCCS001 Provide quality service

This unit addresses concepts and practices aligned to the provision of a quality service. Students will need to select and demonstrate communication skills when responding to conflict and client complaints, and select and demonstrate methods to promote sporting programs. Students work through a range of tasks, from making appointments efficiently to anticipating client preferences, needs and expectations when engaging in a sporting, fitness or outdoor activity. Work is completed according to relevant legislation, such as consumer and equal opportunity laws, and according to workplace policies and procedures.

Examples of learning activities

- Brainstorm ideas about what is a quality service and align these ideas to a particular workplace such as a community sporting club. Guide responses with questions such as ‘What would you expect from your membership fees?’
- Role-play scenarios in which students have to deal with a conflict or a complaint; for example, perhaps a parent is complaining about team selection or there is a dispute about game rules.
- Role-play a conversation in which a client is not really sure about choosing to participate in a sport. The student will need to both provide information about the sport and help the client establish objectives and reasons for selecting the sport. Is the client wishing to learn a new skill, improve existing skills or improve fitness?
- Link students to sporting organisation websites where participation levels and opportunities are fully explained. Students can use these websites to examine service standards.
- Use fun examples and video clips of how not to provide service.
- Develop ways of collecting feedback during coaching sessions using technology. Analyse this feedback and link to a continuous improvement approach.

“

Students should be exposed to learning about Sport and Recreation through the lens of inclusion to ensure post-secondary employability. ”

*Joshua Cox,
Disability
Sports Victoria*



“

Practical sessions are a vital component of the course. Students are required to demonstrate their understanding and knowledge through a range of scenarios and activity settings. The more opportunities students have to demonstrate and apply their knowledge, not only reinforces the theoretical concepts of the course, it also develops the students as a whole with greater communication, leadership and initiative capacity. ”

*Craig Seckold,
Eltham College*

Learning in action: Students set up a lunchtime fitness club

‘SISXCCS001 Provide quality service’ could be clustered with ‘BSBWOR301 Organise personal work priorities and development’ in this practical learning activity.

Ask students to set up a lunchtime fitness club. Students will need to develop business operations and documentation as part of the process. They can facilitate fitness activities with other students role-playing real-life clients.

Tasks might involve:

- being punctual and adhering to the roster
- advertising the service and hours of operation
- inducting members and maintaining a maintenance log
- completing set-up and pack-up within the required timeframe
- following policies and procedures of the gym or club
- providing customer services and addressing complaints in line with organisational policies and procedures
- completing service documentation such as a daily sign-in book or a gym club roster.

Gym Club – Daily sign-in book			
Staff opening:			
Date.....	Staff name.....	Staff signature.....	
Membership Name			
Staff closing:			
Date.....	Staff name.....	Staff signature.....	
Client list			
Name	Time in	Time out	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
Comments/issues/Concerns:			
Maintenance:			

Figure 2: Example template for a daily sign-in book

Sample program Year 2: Units 3 and 4 (scored assessment)

This sample program is for Year 2 of SIS30115 Certificate III in Sport and Recreation in the VCE VET Sport and Recreation program.

Units
BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
SISXCAI004 Plan and conduct programs
SISSSCO001 Conduct sport coaching sessions with foundation level participants
SISXCAI006 Facilitate groups
SISXPRES002 Educate user groups

Sample delivery sequence Year 2: Units 3 and 4

Sequence
1. BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
2. SISRES002 Educate user groups
3. SISXCAI004 Plan and conduct programs
4. SISXCAI006 Facilitate groups
5. SISSSCO001 Conduct sport coaching with foundation level participants

The first unit, 'Participate in WHS hazard identification, risk assessment and risk control', ensures students have requisite knowledge on safety before they conduct sessions. The second unit, 'Educate user groups', could be aligned to the creation of safety campaigns that address issues such as hydration, spectator abuse or physical hazards associated with the sport.

Content from the units 'Plan and conduct programs' and 'Facilitate groups' could be clustered together. Note the requirement of 'Plan and conduct programs' for students to conduct 10 sessions of varying lengths, group sizes and themes to prepare for employment as community coaches. Sessions could be aligned to activities in after-school care, PE classes or school events. Following successful completion of this unit students are ready to deliver more complex 3 × 30 minute sessions for the last unit, 'Conduct sport coaching with foundation level participants'. This proposed delivery sequence builds on learning and allows students to consolidate skills.

Year 2 example learning activities

SISXCAI006 Facilitate groups

This unit teaches students to work with diverse groups and includes practical skills demonstrations. Once students have completed the theory topics, they will be required to facilitate at least three different sporting, fitness or outdoor groups. Simulation will need to include situations where issues are resolved by the application of skills such as effective communication and negotiation skills. Students will also need to be able to document performance plans and establish goals for performance.

Examples of learning activities

- Conduct role-plays and simulations based on scripted group case studies.
- Teach groups a new skill such as using a new piece of equipment or implementing a new team tactic.
- Simulate different abilities within the group by role-playing potential barriers such as vision loss.
- Work with school PE teachers as they facilitate sports in a group of primary-school-aged children.
- Link group instruction to simpler group initiatives, such as learning to throw a frisbee or using a Fitbit tracker.
- Explore podcasts created by sporting professionals to learn more about coaching and a particular sport.
- Run coaching sessions with Grade 5 or 6 students from local primary schools to prepare them for their summer or winter sports carnival.
- Coach Grade 5 or 6 students on the day of their summer or winter sports carnival.
- Run Auskick clinics with AFL clubs.

ACHPER Victoria provides resources to help teachers deliver this core unit of competency.

Learning in action: Students plan a snow excursion

One school provided an example of how students planned a snow excursion where the skill of snowboarding would be taught. It was linked to the units 'Educate user groups' and 'Participate in WHS hazard identification, risk assessment and risk control'.

Planning and risk management was very detailed and included all aspects of the activity, including cost, transportation and safe use of equipment. It was used to explore a non-curriculum sport and engaged analytical thinking.



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

This unit focuses on hazard identification, risk assessment and risk control. There is some overlap in content and skills from the Year 1 unit 'HLTWHS001 Participate in workplace health and safety' but more emphasis on consulting with a team. Revisit concepts and information from Year 1 and build on them.

Examples of learning activities

- Link opportunities for hazard identification, assessment and control when students are performing tasks for other units. For example, when conducting a sporting event for unit 'SISXIND006 Conduct sport, fitness or recreation events', include hazard identification and control in the planning, as well as consultation with staff during and after the event. (See Appendices 1 and 2 for inspection checklists.)
- Use school risk assessment templates for excursions and camps to focus discussions, and get students to complete the templates for a range of situations.
- Establish your own class risk register for the school grounds or other specified area. Ask each student to contribute one identified risk. Discuss and workshop solutions at the start of each class.
- Conduct a simulated WHS meeting where hazards are discussed, and invite the school leadership team. Ensure students take responsibility for outcomes and conducting and documenting the meeting in a professional manner.

- Involve the school first-aid officer and get them to conduct a presentation on the most common sports injuries at school and their causes. Following the presentation, brainstorm ideas to prevent injuries.
- Provide samples of WHS policies and procedures for class discussions. Get students to develop their own policies and procedures for a particular session or sport.
- [Sports Medicine Australia](#) provides information about safety guidelines for children and young people in sport and recreation. Direct students to its website.
- Direct students to the [Australian Sports Commission website](#) where they can access material about how to create a safe and inclusive sporting environment.

[ACHPER Victoria](#) also provides resources to help teachers deliver this core unit of competency.



Learning in action: Students complete a risk assessment activity

Students conduct a bike ride or other activity and complete a risk assessment during the ride, either by using risk assessment software or visual inspection to identify hazards. They take photos of the hazards and document their findings in a table such as the below.

Photo of hazard	Risk	Likelihood	Consequence	Risk rating	Control option and strategy	Risk rating with control measures

Figure 3: Example template for a risk assessment activity

Source: Genevieve O'Keefe, Marian College

SISXCAI004 Plan and conduct programs

This unit requires students to plan, conduct and adjust at least 10 sport, fitness or recreation programs. It has significant performance and knowledge evidence requirements and can be applied to activities in fitness, indoor or outdoor recreation, after-school program or camps.

There is also a requirement for students to modify programs to suit participant needs and to consider the full context of program planning and resources, including budget. It is also worth noting the required assessment conditions: students will need access to workplace policies, procedures and documents; up-to-date equipment; supervision by an industry representative; and assessment over a period of time. These assessment conditions should form part of the unit mapping, as with any other unit.

How the sessions are coordinated is as important as conducting them. Permission will need to be sought from parents when dealing with young participants and all sessions will need to be supervised. A range of programs for a range of participants is required, so sports will need to be varied.

Consider commencing some of this unit in Year 1 to spread the workload – if students are ready.

Examples of learning activities

Students engage a small group of aspiring young tennis players in a series of sessions aimed at improving skills and fitness. They arrange for one of the school tennis coaches to supervise sessions and book an indoor court. They select appropriate racquet sizes and balls and other equipment such as cones and hoops. Games are designed that focus on developing a particular skill set, such as more accurate forehands or footwork.

Students try to hit the cones or get balls into the middle of the hoops. Participants are assessed before commencing the series of sessions and grouped accordingly. Four sessions are conducted, with a review after the second session. Students will need to note adaptations and results of their sessions at this point.

[ACHPER Victoria provides resources](#) to help teachers deliver this core unit of competency.

Learning in action: Get students to change it

Students are provided with a structured checklist to help them modify their program to be more inclusive and safe for the cohort. Direct students to the [Play Football website](#), which explains modification principles. For example, some football leagues use CHANGEIT principles when adapting games. This acronym is defined as:

- C** – Coaching style
- H** – How to score the game
- A** – Area (consider the playing area)
- N** – Numbers of players
- G** – Game rules
- E** – Equipment
- I** – Inclusion
- T** – Time.

These principles could be converted into a checklist, such as below.

	Children (6 years old)	Participants with sensory needs	Participants with upper-body mobility challenges	Elite athletes of the sport
Coaching style				
How to win				
Area				
Numbers				
Game rules				
Equipment				
Inclusion				
Time				

Figure 4: Example checklist

Source: Example checklist provided by Genevieve O'Keefe, Marian College

Sessions and timelines

Some of the teachers who contributed to this supplementary advice indicated that their schools have difficulty fitting in the required number of practical sessions for this unit. This created situations where schools were assessing large groups of students in very short timeframes, for example, 20 students in 10 minutes. It would be impossible to observe all required behaviours during this timeframe and this places the students at risk of not achieving the unit of competency if audited. In terms of quality assessment, assessors do need to provide specific comments aligned to the competency checklist and what is actually observed for every student. It may be necessary to have more than one assessor involved in the observations to overcome this. The sample sessions provided below can help planning for assessment and schools could consider more than one assessment session.

Learning in action: Sample sessions and timelines

This table suggests how to effectively plan 10 different sessions according to unit requirements.

Session	Theme	Group size	Duration
1	Small games	6	15 mins
2	Fitness stations	4	30 mins
3	Small games	6	15 mins
4	Cardio fitness	6	45 mins
5	All abilities games	8	20 mins
6	All abilities games	8	20 mins
7	All abilities games	8	20 mins
8	Small games	6	15 mins
9	Fitness sessions	4	30 mins
10	Small games	6	15 mins

Figure 5: Example session timetable

Source: Casey Helman, RTO



SISSCO001 Conduct sport coaching sessions with foundation level participants

This unit requires students to coach a client in a specific sport. It applies to roles such as assistant coaches in a community club or assisting a school coach. Students prepare, conduct, complete and review a coaching session under supervision. They will need to demonstrate specific communication skills, particularly if working with children, and can assist with sports classes at their school or in clubs.

Examples of learning activities

- As students work through and plan coaching for this unit, use resources from the Australian Institute of Sport [free coaching templates](#), on the Australian Sports Commission 'Training for coaches' webpage, such as:
 - coaching skills checklist
 - participant details form
 - player attendance sheet
 - session plan template.

- Consider using the resources from the [Play by the Rules](#) website. The interactive scenarios focus on topical issues that can help students plan their coaching sessions and address potential issues.
- Implement peer review when students develop a session plan for a coaching session.
- Create work teams where students select the same sport and produce short class presentations to communicate ideas and progress to the rest of the class.
- Consider clustering this unit with 'SISXCAI006 Facilitate groups'.
- Community links with clubs and organisations may allow students to create sessions with a range of participants. For example, some schools work with aged-care providers and students have developed exercise programs for the residents. One school described a program for young adults with disabilities using Wii Fit technology, specifically Wii Fit boxing.

Learning in action: Students plan a lunchtime sport competition

Students arrange a lunchtime sport competition and submit their plans covering the three criteria in the table below.

Competition logistics	Group facilitation	Coaching details
How will decisions be made for the group? How many teams? Who will be invited to participate? Knockout or bracketed? Logistics of the competition? Advertising?	Students are allocated a team to train before the competition Students should get the team to the fourth stage of facilitation (performing) prior to the competition Students roster their training sessions and conduct the session	Students are allocated a team and are required to coach the students for 3 x 30-minute sessions prior to the competition Plan a 30-minute session using the session template Get the session approved by the trainer/teacher Conduct the 30-minute session with participants Get the session signed off by a third party Complete a self-evaluation of the session Repeat 2 more times Submit completed session plans

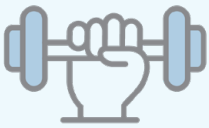
Figure 6: Example student activity

Source: Genevieve O'Keefe, Marian College



For the unit 'Educate user groups', students' education programs were based on their part-time jobs in the community. For example, students created an induction program or educated users on a new piece of equipment when working at a local sports shop. ”

*Malcolm Steer,
Bright P-12 College*



SISXRES002 Educate user groups

Students can be creative when undertaking this unit. They will need to develop an education program for a targeted group that addresses a particular issue. The education session can be applied to scenarios in gyms or sporting centres, in coaching sessions and in community groups. The education program can be audiovisual, an oral presentation, notes on posters or leaflets, or another format appropriate for the user group. The program will need to encompass evaluation and the principles of continuous improvement.

Examples of learning activities

Ask students to complete any of the following activities.

- Adopt the philosophy of inclusion into a school-offered sport by developing a program that educates staff in modified equipment.
- Design a poster or marketing strategy to encourage participation in a new sporting team that is low in membership. Include the benefits of the sport. Include social media in the campaign too.
- Educate users of gym equipment on how to safely use the equipment.
- You are a leisure worker in an aged-care facility and notice a lack of programs that encourage outdoor activities. Propose an outdoor program and promote the program to the clients.
- You are working in an after-school service. The children have asked for more outdoor activities but parents have not supported this initiative. Design a presentation to convince parents.
- As a class, brainstorm the issues around the school that need to be addressed, such as:
 - storage and packing away of equipment
 - litter on sports facilities
 - environmental issues affecting sport and recreation
 - increased need for signage in sport and recreation areas.

- In groups, students:
 - choose a topic and investigate the best ways to conduct an education program for a specific audience
 - confirm budget constraints
 - produce educational materials required for the program
 - deliver the program, adhering to required timeframes
 - analyse the effectiveness of the program
 - evaluate how the program can be improved.

ACHPER Victoria provides resources to help teachers deliver this core unit of competency.

Units of competency changes

The units in this publication may include some that have been superseded. Please note the advice from the Australian Skills Quality Authority (ASQA) on managing transition from superseded training products:

Sometimes, a qualification or accredited course will specify a core or named elective unit or module that has been superseded, removed or deleted from another training package. In these cases, you must continue to include the component/s as named in the qualification or course being delivered. (ASQA, 'Clauses 1.26 to 1.27 – Manage transition from superseded training products')



Examples of inclusive sporting activities

It is important to note that there has been a shift in the way that industry includes individuals with disabilities and diverse needs in sport and recreation programs. Activities need to be functionally inclusive and move beyond the notion that inclusion involves making a disabled participant 'the scorer'. Tremendous learning can occur for sport and recreation students when they practise modifying sports to include all participants.

The following are two basic examples of inclusive sporting activities for primary-school-aged children.



Learning in action: Wheelchair hurdles and hurdle ball

Objectives:

- Ensure wheelchair users can participate in an activity like hurdles for both competitive and non-competitive activities
- Focus on skill development of the upper body or arm exercises
- Set physical education benchmarks that are achievable and socially inclusive
- Create alternative hurdles to jumping, which focus on skill development of the upper body

Equipment:

- 1 cone per hurdle
- 1 small ball per hurdle

Modification overview for wheelchair hurdles:

There are very limited practical ways for sport and recreation teachers to adapt athletics hurdles, so the modification should try to substitute an activity for the jumping hurdle. This activity should aim to enhance the skill development of the student's functional anatomy of the upper body. It should also be an activity that requires the student to have to briefly stop to perform the activity. This practice will also assist mainstream students who are struggling with hurdle sequencing.

Modification overview for hurdle ball:

For safety reasons, this activity needs to be completed away from students participating in athletics hurdles, as the ball can potentially interfere with their ability to safely jump; however, students should not be isolated and mainstream students should also participate. Please note that this activity requires another person to assist, such as a peer or teacher's aide.

- For each hurdle, the Physical Education teacher needs to set up a cone that is approximately an extra half distance longer in spacing from the hurdles.
- The student is to be given one ball for each hurdle, to be held in their lap.
- At each cone, the student must stop and throw a ball to the assistant, who should be at least 1 metre away. The student may only move again when the assistant has the ball in their hands. If the assistant is unable to catch a ball, then this is the equivalent of knocking over a hurdle.

Source: Joshua Cox, Disability Sports Victoria

“

In my workplace I've learnt a lot of people skills, how to talk to someone in a gym environment, how to motivate people, which is what I want to do. The thing that surprised me the most is just dealing with a variety of people, all personalities and stuff, you know. You sort of got to understand how you would connect the best with each person, so I'm getting a lot of communication skills and, you know, being able to understand different people. I guess that's what's surprised me the most, just how different everyone is. ”

*Cooper,
Year 12 student,
VCE VET Sport and
Recreation*

Learning in action: Learning to catch for neurodiversity

Students who are on the autism spectrum can have difficulty predicting what comes next with movement patterns. So when they are presented with something unpredictable, like a moving ball, they can become quite frustrated. This is why the demonstration component is really important.

Part of teaching catching to a student on the autism spectrum is teaching them how to predict. This is the part that takes time and needs the most patience.

When demonstrating catching, you should talk the student through the steps of the movement and describe what the ball is doing. You should let the student know that the ball will move in different directions and that this is okay.

You should also encourage the student to describe what the ball is doing throughout each step of the exploration phase.

Remember that it is okay to teach this skill slowly. It is not expected that the skill will be mastered in a single session. This is usually taught over several weeks.

Routine is important for skill development. It is recommended that physical activity sessions should run at the same time each day, in the same location and on a regular schedule.

It is vital that you allow the student to feel completely confident in each developmental step of catching before moving onto the next stage.

Where possible, the environment should have minimal distractions.

Source: Joshua Cox, Disability Sports Victoria



Using technology in training and assessment

Teachers reported increased use of video clips, photography, podcasts and online resources for the delivery of units. Student work was recorded using Google Docs and video technology. Most RTOs were able to support online training and assessment via their LMS and established specific portals for additional student resources. Role-plays were conducted online and assessed online when students were learning from home during the COVID-19 pandemic, but this also reflected industry trends. Providers and schools used episodes from the following podcasts to enhance delivery:

- *Sport Australia Podcast*
- *On Side* podcast, Sport Integrity Australia
- *The Real Science of Sports Podcast*

RTOs and schools are using recording devices to capture assessment evidence, which allows a trainer to conduct multiple assessments simultaneously. They can then review the recordings later. This change decreases the amount of class time dedicated to assessment, as the trainer does not need to directly observe every student's assessment.

Clustering units for delivery

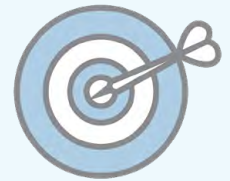
Clustering involves grouping competencies into combinations for training and/or assessment. It is done to improve efficiency and remove overlaps of skills and knowledge. It also allows for the collection of evidence that focuses on whole work activities rather than subsets, so it can connect learners closely to real working conditions. It reduces duplication of effort in assessment and training.

There are different types of clustering models. For example, the learning may be clustered but not the assessment, or just the knowledge is clustered.

Before considering this approach, the intention, application and evidence requirements of the units of competency should be carefully considered. In addition, consider that learners may benefit from repeating skills and knowledge due to lack of experience in the sector. It can take many exposures to new skills and knowledge before learners meet minimum requirements and can practise with confidence.

Interrelationships across units should be examined so that evidence gathered can be used across a number of units. For example, there is no need to keep assessing a learner's knowledge of the legal and ethical considerations that overlap across two or more units provided that the assessment covers the contexts of all those units. The learner need only be assessed as competent once.

Some units of competency share similar knowledge. You may be able to teach some topics relating to the second year of the program in the first year and then refresh knowledge.



“

I introduced the use of iPads into coaching sessions, and apps that could be used to play music or a countdown for primary kids. The countdown timer on Tabata is great. I showed students a booking app to use to book clients and organise the work and file client information. I also showed them feedback apps for use during the class on the iPad to promote sustainability and lessen their carbon footprint. Students can create a PAR-Q form or their own registration form using apps before clients join sessions. I linked this to the unit 'Facilitate groups'.”

*Layal Tannous,
Islamic College
of Melbourne*

VCE VET Sport and Recreation could be divided into themes when clustering units together. See the example below.

Cluster/Theme	Activities	Units	Rationale
1 Fitness focus	Conduct personal training sessions Conduct group fitness sessions	SISXCA1004 Plan and conduct programs SISXCA1006 Facilitate groups	Group fitness session plans and evaluation activities suitable for assessment evidence for both units
2 Sport coaching and officiating focus	Officiate at sports carnivals, Conduct coaching clinics	SISSSCO001 Conduct sport coaching sessions with foundation level participants SISXCAI001 Provide equipment for activities	Use different pieces of equipment over sessions; coaching session plans and evaluation activities suitable for assessment evidence in both units
3 Outdoor and community recreation focus	Develop education resources, analyse campaigns, complete risk analysis for high-level activities such as camps or day trips	BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control SISXRES002 Educate user groups	Skills required to complete risk assessments and plans linked to the development of education plans

Figure 7: Example themes, with associated activities and units
Source: Simon Cameron, VCE VET Sport and Recreation State Reviewer



Facilitating scored assessment

For information on scored assessment, refer to the *VCE VET Scored Assessment Guide*, which contains information relating to study scores for VCE VET programs. It includes an overview of study score assessment, and advice regarding the development of coursework tasks and integration of study scores with competency-based assessment. The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.

Advice relating to the VCE VET Sport and Recreation program is published on the [VCAA website](#) and updated annually.

The VCE VET Sport and Recreation examination is based on the assessment requirements and the following compulsory units of competency from Units 3 and 4:

- SISXCAI004 Plan and conduct programs, Release 1 (35 hours)
- SISXCAI006 Facilitate groups, Release 1 (25 hours)
- SISXRES002 Educate user groups, Release 1 (25 hours)
- BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control, Release 1 (50 hours)
- SSISSCO001 Conduct sport coaching with foundation level participants, Release 1 (50 hours)

Schools that were consulted on this supplementary advice document indicated that the most common methods of scored assessment task types were work performance and portfolio. These task types enabled teachers to conduct skills observations in sporting sessions and collect evidence such as risk assessments, action plans and written questions.

Improving examination performance

This section provides strategies to apply in the classroom to assist with examination preparation.

The examination will focus on the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundation skills that are required for competent performance are incorporated in the performance criteria. Terminology as used in the units of competency will appear in the exam. Students may need assistance to fully understand industry terms.

Content from the examinable units can be integrated into Year 1 of the program, particularly if it is linked to a practical session. Students will remember concepts and terminology by this applied learning approach.

Consider introducing a Year 1 exam that resembles the VCAA examination's format and questions so that students become familiar and confident with this assessment method.

A glossary can be commenced in Year 1 and carried into Year 2. This helps students understand industry and unit of competency terminology. Ask students to submit their glossaries throughout the program to check their progress. Make time for peer review of the glossaries where students can share and expand on new terms together.

Create a culture in the first year of the program where students take responsibility for their outcomes.

Study plans during revision periods

Work with your students to develop study plans for each examinable unit. Base the plans on the units of competency descriptions as stated at [training.gov.au](#).

Include sample exam questions, chapters from texts, quizzes and other study materials. YouTube clips can often explain processes succinctly and appeal to visual learners.

The study plan should be updated every day, with a focus on topics that the student finds challenging.

Summary lists

Encourage students to develop a list of content from each examinable unit. These lists should be easy to read, well organised and in a logical order. Students can use highlighter, arrows, symbols and tables to help their memory. Numbering also helps with revision. The more active students are in writing notes, the more likely information will be remembered.

Concept and mind maps – active revision

During the examination, it may be easier for students to recall information that has been represented diagrammatically. Colours are particularly helpful to stimulate the memory.

There are no rules when it comes to making a mind map. A mind map essentially converts two to three pages of notes into a visual reminder. Start with the main topic in the middle and draw branches representing sub-topics and then branches from these sub-topics. Some students like to use pictures rather than words or specific colours to show relationships or progression. There are many free online mind map tools available to assist students.

Introduce this strategy into your classes for Years 1 and 2.

Practice exams

Arrange to conduct a practice exam at school under the same timed conditions as specified for the VCAA examination. Not only will this familiarise students with examination conditions but it can identify topics that require further work. Students should be encouraged to self-correct responses to determine the focus of their study plans and how to maximise question scores.

The chief assessor for every VET program releases a report after each examination and it is posted on the VCAA website. This report provides valuable insight into common mistakes and how to interpret questions. It is recommended reading for both students and teachers.

Students should complete another practice exam at home just prior to the actual examination date to refresh their understanding. They can link with a peer, doing it together and marking each other's exam paper. This additional viewpoint and feedback will assist the student to develop a deeper understanding of their competence.

Audio revision

Students might respond positively to recording summaries or prepared answers to practice questions with portable recording devices or their mobile phones. Student comprehension may improve if they listen and read at the same time. Students often multitask so they could listen to the summary while travelling home from school. Similarly, they can watch videos on their mobile phone to quickly refresh topics.

Topic reviews

Provide time in scheduled classes to conduct periodic reviews, where students complete worksheets or short quizzes. This refreshes knowledge learned at the start of the year and identifies any gaps in knowledge that require attention.

Students re-reading their notes and reviewing sessions involve passive learning. A better alternative is to use 'fill in the blank' tests or other ways of active review. For example, students can test each other or cover answers from an exam and self-test.

Students can create blank tests by photocopying a summary, using correction fluid to cover terms or important information, and then photocopying the corrected page again. They will end up with a page full of blank spaces that can be the ultimate revision tool.

Recall tips

Try these strategies to assist students to recall content. Students should focus on active recall rather than passive review.

- Create flashcards with a question on one side and the answer on the other. Students can test each other and receive immediate feedback. They immediately identify topics that require revision.
- Ask students to write down as much as possible that they remember at the end of a class. This helps to move or transfer new information into their memory. This could be structured into every class, particularly when units are 'content heavy'.
- Ask students to create topic summaries.
- Introduce frequent open-ended quizzes. Create a class structure where content is reviewed using this method at the end of the class and the beginning of the next class.
- Link review quizzes to active, fun games. For example, when a team gets the correct answer, they are allowed to shoot for a basketball hoop. Count the goals at the end to find the winning team.
- Ask students to incorporate acronyms or a mnemonic device into a song or humorous sentence to help remember terms.
- Try learning quizzes from Quizlet to recall key concepts and content.

Study groups

Encourage students to form study groups outside of class where they can work on common difficulties, and review and improve on each other's work.

Reaching a study score

When reviewing student coursework, it can be difficult to assign a score. The levels of performance and scoring criteria are clearly explained in the *VCE VET Scored Assessment Guide*; however, it is up to the teacher/ assessor to distinguish between each level and set the standards for a high score of 5.

Create a matrix detailing the specific observable behaviours or written content that would be expected from a high-performing student. Base this on industry standards and expectations. For example, did the student engage with the whole group or only a few participants? Was the student prepared for every session or inconsistently prepared? Did the written work address all questions and were all responses fully explained? Did the student show evidence of continuously learning and improving upon skills as a result of feedback and engagement? Growth is an important part of the learning journey.

See also the *VCE VET Scored Assessment Guide*, Appendix 4 – Scoring criteria sheets for [each task type](#).

Here are additional criteria to consider when making a judgment about an observed coaching session. The collection of quality evidence is an important part of reaching a score.

Element	Rationale
Did the student include key movement concepts such as using an attacking formation in football or footwork in tennis?	Including key movement concepts in sessions is critical to participants' skill development
Did the student select music to complement a session?	The use of music can increase engagement and fun
Did the student use gadgets such as a Fitbit?	Links the session to industry expectations
Was the session linked to concepts such as leadership, respect and independence?	Promotes personal and social competence
Was the student able to guide play using questions that focus participants?	Promotes a game-based approach
Did the student modify tasks to ensure that all participants' learning needs were accommodated?	There is likely to be participants at different stages of development in the session
Did the student provide direct instruction on movement techniques and strategies?	Increases participant confidence and skills

Using a variety of instructional strategies and techniques

These strategies and techniques can be applied to several units of competency when teachers have to assess practical sessions. They could be converted into a competency checklist.

Open-ended questions

Focused questions guide students' understanding of the sports. Questions should encourage participants to search for the answer, rather than be highly directional, and they should elicit more than a 'yes' or 'no' response.

Active participant involvement

Take timeouts during sessions and debate ideas from the participants.

Examples might be 'What are the strengths of your opposition?' and 'What can we do to protect the goal square?' Encourage participants to contribute to the ideas provided during timeout. This approach gets participants actively involved in their performance and in building a toolkit of technical and tactical game skills to apply to their sessions.

Modifications to the session

Modifications to equipment, environment, length of sessions and practical skills are necessary in order to maximise participation, cater for developmental readiness and accommodate all participants.

Examples might be adapting to a smaller playing area as the space has to be shared or using different-sized balls or bats as a result of safety issues and a young cohort. Rules may need to be changed to accommodate ability, the environment or the session objective.

Providing an engaging learning experience during the session

- Fully consider and observe each participant's ability and characteristics when selecting pairs.
- Change pairings during the games.
- Consider warm-up games and activities
- Evaluate each participant's challenge point and adjust the session accordingly.
- Make sure it is fun and safe.

Developing coaching session plans

These seven items can be used to help students develop structured plans for their coaching sessions.

1. Time – according to timetable, allow for pre- and post-briefing
2. Concept – focus of the session; is it a skill concept or a fitness concept?
3. Learning intention – ‘By the end of the session participants will know/do/understand ...’
4. Aspects of achievement standards
5. Content description – what the participants have to do
6. Area – outdoors; size of playing field
7. Sports equipment required



Choosing instructional equipment



Aqua fitness equipment	Boxing fitness equipment	General fitness equipment
Kickboards and training aids Swimming caps and goggles	Boxing gloves and mitts Boxing kits Focus pads and shields Punching bags Skipping ropes	Mini trampolines Pedometers Ropes Skipping ropes Stopwatches and timing equipment Whistles

Mats and flooring	Resistance bands and tubing	Speed and agility	Weight-training equipment
Exercise mats Interlock mats and tiles Mat racks Tumbling runs	Resistance bands Resistance tubing	Agility balls Agility poles	Benches, racks and stands Bodyweight and resistance Dumbbells

Balls	Beanbags, games and kits	Hop, skip and jump equipment
Big balls Foam balls Inflated exercise balls Little balls Modified sports balls Odd balls Playballs Juggling balls Frisbees	Active play kits Beanbags Parachutes Playing dice Cones Goals	Hoppers and balls Hopscotch Mini trampolines Skipping ropes Air cushions and boards Balance beams Steppers and walkers

Modified sports equipment	Mats, post pads and flooring	Soft play equipment
Soft-touch balls Foam basketballs Mini-sized balls Foam T-ball set Tennis cricket ball Smaller sports nets	Gym mats Interlock mats Landing mats Wall and post pads	Sensory play equipment Scooter boards Foam shape sets Tunnels

“

We have to obviously keep involved in the industry at all times, making sure we are keeping updated with the industry trends from a professional development point of view so we can give our students the best possible opportunity to understand what the demands are. ”

*Simon Cameron,
VCE VET Sport
and Recreation
State Reviewer*

Maintaining industry currency

Schools that contributed to this supplementary advice publication indicated a variety of methods for maintaining currency of industry knowledge and experience. Some teachers were community coaches or volunteers at sporting events. Others attended professional development sessions arranged by their RTO or accessed industry events and publications. When RTOs arranged industry currency events, teachers used this as an opportunity to update training and assessment resources. Currency of first-aid knowledge and qualifications were seen as an essential part of being a VCE VET Sport and Recreation teacher. It was also suggested that teachers need to coach or participate in sport and recreation activities outside of school. This calls for a different skill set, where activities are arranged in different contexts.



Resources

Industry organisations and resources

Australian Coaching Council (ACC), a not-for-profit organisation aimed at providing support for national sporting organisations (NSOs) to develop, implement and coordinate coaching and officiating policy, coaching and official development programs. The organisation concentrates on four areas: coach development, building a coach-friendly system, coach recognition and building an inclusive community. <<https://australiancoachingcouncil.com>>

Australian Council for Health, Physical Education and Recreation Australia (ACHPER Australia), the leading professional association representing teachers and other professionals working in the fields of health and physical education, <www.achper.org.au>

Australian Council for Health, Physical Education and Recreation Victoria (ACHPER Victoria), teacher resources for VCE VET Certificate III Sport and Recreation, <<https://achper.vic.edu.au/public/shop/vce-vet.aspx>>

Australian Sports Commission (ASC), an Australian Government agency responsible for supporting and investing in sport. The ASC comprises Sport Australia, which is responsible for driving the broader sport sector including participation, supporting activities linked to sport and sport industry growth, and the Australian Institute of Sport (AIS), which leads the high-performance sport system. <www.sportaus.gov.au/home>

Australian Sports Commission 'Training for coaches' resource, <www.sportaus.gov.au/coaches_and_officials/coaches/the_training_session>

Confederation of Australian Sport, an independent, not-for-profit industry voice committed to promoting the contribution of community sport and representing the interests of those organisations and peak bodies involved in community-based sport and active recreation, <www.sportforall.com.au/>

Curriculum Studies in Health and Physical Education, the official research journal of ACHPER, the professional association representing teachers and professionals in the fields of health and physical education, <www.achper.org.au/publications/curriculum-studies-in-health-and-physical-education>

Disability Sports Australia (DSA), Australia's peak national body representing athletes with a physical disability, <www.sports.org.au/>

Fitness Australia, a not-for-profit industry association, <<https://fitness.org.au/>>

National Seniors Australia, 'Just doing it!? Older Australians' Physical Activity', 3 March 2020, <<https://nationalseniors.com.au/uploads/JustDoingIt-RsrchRpt.pdf>>

Outdoor Council of Australia, the national peak body that advocates for and represents organisations and individuals involved in outdoor adventure activities, <www.outdoorcouncil.asn.au/>

Physical and Sport Education – Safety, sport safety policy, Victorian Government Department of Education, <www2.education.vic.gov.au/pal/physical-and-sport-education-safety/policy?Redirect=1>

Play by the Rules – Making Sport inclusive, safe and fair, including wide range of free downloadable resources, policy and procedure templates, coaching codes of conduct, social media policy, interacting with children guidelines, communications policy, disability inclusion policy, spectator behaviour policy, articles, online magazines, interactive scenarios, audio files, ebooks, case studies, and tips for coaches, officials, parents and players, <www.playbytherules.net.au/>

Regional Sport Victoria, the peak body for regional catchments, <www.regionalsportvictoria.org.au/>

School Sport Victoria (SSV), part of the Victorian Department of Education and Training, which delivers an extensive school sport program to primary and secondary students across Victoria, <www.ssv.vic.edu.au/>

Sport and Recreation Victoria, which implements Victorian Government priorities and initiatives according to Active Victoria – A strategic framework for sport and recreation in Victoria 2017–2021. It also provides funding, grants and resources. <<https://sport.vic.gov.au/>>

Sports Medicine Australia, 'Safety guidelines for children and young people in sport and recreation', <<https://sma.org.au/sma-site-content/uploads/2017/08/childrensafetyguidelines-fulldoc.pdf>>

Sporting Schools resource hub, <www.sportaus.gov.au/schools/resource-hub>

Sporting Schools, an Australian Government initiative where Sport Australia has partnered with more than 35 national sporting organisations (NSOs). There is a program for primary schools, and a targeted program for Years 7 and 8 students in secondary schools. <www.sportaus.gov.au/schools>

Sports Ability inclusive activity cards for all levels of ability, designed to develop children's skills, confidence and motivation for sports-based activities, <www.sportaus.gov.au/sports_ability>

Victorian Institute of Sport, which was set up to assist the development of Victoria's best athletes, funded by the Victorian Government, <<https://vis.org.au/>>

Women Sport Australia (WSA), the peak national advocacy body for women in sport, <www.womensportaustralia.com.au/>

Workplace Inspections, resources from the Victorian Government Department of Education, <www2.education.vic.gov.au/pal/workplace-inspections/resources>

Sport-specific organisations and resources

Athletics: <<https://athsvic.org.au/coaching-courses/>>

Australian rules football: <<https://coach.afl/>>

Cricket: <www.cricketvictoria.com.au/coaching/>

Cycling: <<https://cycling.org.au/vic/get-involved/coaching>>

Netball: <<https://vic.netball.com.au/coaching>>

Rugby: <<https://vic.rugby>>

Soccer: <www.footballvictoria.com.au/resources/coaches/courses>, <www.playfootball.com.au/teacher-resources> (teacher resources for games and a series of videos of soccer activities aimed at various ages), <www.playfootball.com.au/coach/resources> (coaching resources, sample sessions, coaching webinars) and <www.footbballaustralia.com.au>

Swimming: <<https://vic.swimming.org.au/pathways/coaches>>

Tennis: <www.tennis.com.au/vic/schools>

Organisations that provide inclusive activities

Disability Sport and Recreation: <<https://dsr.org.au/>>

Disability Sports Victoria: <www.dsvic.org.au/>

Special Olympics Australia: <www.specialolympics.com.au/vic>

VET resources

Australian Apprenticeships, <www.australianapprenticeships.gov.au>

Australian Industry and Skills Committee, <www.aisc.net.au/>

Australian Qualifications Framework, second edition, January 2013, <www.aqf.edu.au>

Australian Skills Quality Authority (ASQA), <www.asqa.gov.au>

Elite Athlete Education Network, Australian Institute of Sport, pathways for elite athletes, <www.ais.gov.au/career-and-education/eaen/national-skills-week#!VET>

Innovation and Business Skills Australia (IBSA) companion volumes, <<https://ibsa.org.au>>

My Skills, an Australian Government initiative to assist in choosing training providers. It provides information regarding both VET qualifications and RTOs. <www.myskills.gov.au>

Quizlet, learning quizzes based on unit themes and content, <<https://quizlet.com/au/305079118/sixcai006-facilitate-groups-flash-cards/>>

SEEK Australia, 'Transferable skills checklist', <www.seek.com.au/career-advice/article/transferable-skills-checklist>

Training Accreditation Council, Western Australia, <www.tac.wa.gov.au>

Training.gov.au, the national register for all nationally recognised qualifications and RTOs. Training.gov.au provides information on: VET qualifications, including details of qualification structures, competency requirements and any prerequisites; and RTOs, including the qualifications they are registered to deliver, who their registering body is and whether they have any restrictions on their registration. <www.training.gov.au/>

VETNet, including *Sport, Fitness and Recreation Training Package Companion Volume Implementation Guide and Outdoor Recreation and Training Package Companion Volume Implementation Guide*, <<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>>

Victorian Curriculum and Assessment Authority, VCE VET Sport and Recreation Program Booklet, <www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx>

Victorian Curriculum and Assessment Authority, *VCE VET Scored Assessment Guide*, <www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx>

Victorian Registration and Qualifications Authority (VRQA), <www.vrqa.vic.gov.au>

Victorian Skills Gateway, a comprehensive online resource that makes it easier to find training that fits, with information about jobs and courses tailored to the needs of different users, including students, adult learners, careers practitioners, employers and parents, <www.skills.vic.gov.au/s>

Appendices

Appendix 1: Sample risk assessment forms – playground

Section 1 – Inspection checklist

Structural and mechanical			
1.1	Equipment is free from damage, rust and corrosion, and split wood	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.2	Protective coats/paint and equipment surfaces are free from damage and wear (e.g. no peeling paint)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.3	Protective coats/paint and equipment surfaces are free from damage and wear (e.g. no peeling paint)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.4	Bolts, nuts, screws and fastening pins are in place and secure	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.5	Handrails and steps are free from damage and are slip resistant	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Fall zone			
2.1	The distance from any part of the equipment to any hard surface (e.g. pathways, tree trunks or adjacent equipment) is approximately 2.5 metres	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Impact-absorbing surfaces			
3.1	Impact-absorbing material is underneath equipment where there is a potential fall from height of approximately 250mm	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
3.2	Impact-absorbing material is equally distributed underneath equipment	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
3.3	Rubber/synthetic pads or tiles are in good condition and have not separated from the base layer and do not have any embedded foreign objects	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
3.4	Loose impact-absorbing material (e.g. bark or mulch) is free from sharp edges	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
3.5	Borders around the impact-absorbing surfaces are in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Sandpits			
4.1	Sandpits are clean and free from foreign objects and animal waste	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
4.2	Sandpit borders are in good condition, free from splinters, exposed nails and pins	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Shade sail			
5.1	Shade sail is free from rips, holes and tears	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
5.2	Structural components are free from rust, damage and corrosion	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Basketball/netball ring and backboards			
6.1	The basketball/netball pole is in good condition and free from damage, rust and corrosion	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.2	The safety marking signage 'WARNING: SWINGING ON THE BACKBOARD MAY CAUSE SERIOUS INJURY OR DEATH' is in place, legible and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A

Source: Adapted from 'Playground equipment and structures inspection checklist', Department of Education website, accessed 20 December 2021; © State of Victoria (Department of Education and Training) (CC BY 4.0)

Section 2 – Action plan

Section 2 should be used to action any hazards identified in Section 1.

Ref no.	Corrective action	Person responsible	Date completed

Appendix 2: Sample risk assessment forms – pool

Section 1 – Inspection checklist

Gates and fencing			
1.1	Gate is free from damage, rust and corrosion	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.2	Gate's self-closing/opening mechanism is in good working order	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.3	Fence is free from damage	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.4	Fence is free from overhanging branches	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
1.5	Objects have not been placed near the fence that may be used to climb over the fence	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Pool signage			
2.1	Cardiopulmonary resuscitation (CPR) signage is displayed and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
2.2	Pool depth signage is displayed and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
2.3	Pool safety rules signage is displayed and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
2.4	'Do Not Dive' signage is displayed and in good condition for water 1.8m or deeper	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Ladders/diving boards			
3.1	Ladders are free from damage, rust and corrosion	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
3.2	Diving boards are free from damage, rust and corrosion	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Pool plant			
4.1	Door to the plant room is able to be secured	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
4.2	Local ventilation and extraction systems are in good working order	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
4.3	Pipes, valves and pumps that control water and water feeds are clearly labelled and have been tested and tagged if not hardwired	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
4.4	Electrical equipment has been tested and tagged and is within date	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Ventilation			
5.1	Local ventilation extraction system is in good working order	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Chemical management			
6.1	Decanted chemicals are stored in labelled containers (not food containers) with the label intact	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.2	Chemicals are stored in a secure location away from weather extremities	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.3	Dangerous goods are segregated per the Segregation of Dangerous Goods Chart	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.4	Flammables and corrosives are stored in correctly labelled cabinets	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.5	Decanted chemicals are stored in labelled containers (not food containers) with the label intact	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6.6	Bunding or spill trays are available for storage of liquids	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Floors and walkways			
7.1	Floors are in good condition with no cracks, dips or holes	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
7.2	Floors are clean, free from debris and not slippery	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Storage			
8.1	General items are stored so that they are not at risk of falling	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
8.2	Frequently used, bulky or heavy items are stored within easy reach (between waist and shoulder height)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
8.3	Storage racks are in good condition (e.g. no bowed shelves)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
First aid and emergency management			
9.1	First-aid kit/cabinet is available and accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
9.2	Fire extinguisher is available, accessible and has been tested in the last 12 months (check tag)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
9.3	A spill kit is available	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
9.4	Emergency exit door(s) are clearly signposted, illuminated and unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A

Source: Adapted from 'Swimming pool inspection checklist', Department of Education website, accessed 20 December 2021; © State of Victoria (Department of Education and Training) (CC BY 4.0)

Section 2 – Action plan

Section 2 should be used to action any hazards identified in Section 1.

Ref no.	Corrective action	Person responsible	Date completed

Glossary of terms

Foundation, Intermediate, Advanced:

Three different levels of participant skills in the generic coaching units. The technical and tactical sport skills and knowledge relevant to each level depends on the specific sport and information is available from the relevant national sporting organisation (NSO).

National sporting organisations (NSOs):

National sporting bodies recognised by Sport Australia. A list of NSOs can be found in Sport Australia's Australian Sports Directory. Note, the National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) were retired by Sport Australia (formerly the Australian Sports Commission) in 2017.

Participant:

This resource uses the term 'participant' to describe the participant of a session that is being directed by a student of the VCE VET program.

Participation:

The act of participating in a physical activity that is competitive and a recognised sport

Program:

A series of sessions delivered by a coach to participants

Session:

A sporting event or class delivered by a coach to a group or a single participant

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