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of Education and Training**

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# VET in Schools Staff handbook



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## WELCOME

We welcome you to the Australian Institute of Education and Training. This staff handbook outlines the responsibilities that you have to AIET and the responsibilities that we have to you.

### WHAT IS THE AUSTRALIAN INSTITUTE OF EDUCATION AND TRAINING?

The Australian Institute of Education and Training is a Registered Training Organisation that was established by Allan and Connie Barnes in May 2003. Since then, AIET has grown to a point where we are now auspicing and assisting in excess of 35 schools with their VETiS programs. We are a commercial training organisation which means that we do not receive any government money for training. We provide training in a number of areas, including the VET course that you are currently enrolled in.

A Registered Training Organisation is registered by state and territory training authorities to deliver nationally recognised training—which means training that:

1. Is recognised by all RTOs throughout Australia
2. Is part of a Training Package that has been developed to meet the needs of a particular industry, and
3. Results in a qualification that is part of the Australian Qualifications Framework

An RTO can be a government department or a private enterprise, and training does not have to be its core business—for example, Qantas is an RTO. Panel beaters, schools, TAFE colleges and beauty therapists are all examples of organisations that can be RTOs.

Only RTOs can:

1. Deliver **nationally recognised courses and qualifications**—the training RTOs provide is recognised and valued Australia-wide
2. Use the nationally recognised training logo on qualifications, statements of attainment and promotional material—an invaluable marketing tool
3. Have their business **listed on the** National Training Information Service —an established marketing channel where potential clients search for RTO services

We continue to grow as a result of our strong commitment to maintaining a strong customer focus.

## About AIET

The Australian Institute of Education and Training aims to:

- Support and facilitate Vocational Education and Training, including Vet in Schools programs
- Assist learning and development initiatives in industry

We do this by:

- Producing high quality teaching and learning materials
- Providing professional development to teaching staff
- Identifying learning and development needs
- Evaluating and reviewing existing learning and development systems
- Delivering high quality training
- Working with industry personnel to provide appropriate services that are cost effective, focussed on delivering solutions and benefits, flexible and contextualised to the enterprise

Areas of expertise include:

- Business services
- Information technology
- Small business
- Multimedia
- Administration
- Training and assessment
- Marriage Celebrancy
- First Aid
- Occupational Health and Safety

**Australian Institute of Education and Training.**  
**CODE OF PRACTICE**

*AIET is committed to providing quality training to all participants and recognizes that training and learning is a two way relationship.*

- As a Registered Training Organisation, AIET operates within the Principles and Standards of the Australian Quality Training Framework.
- All trainers and assessors are qualified.
- All trainers and assessors are sensitive to the needs of course participants
- Participants are provided with the appropriate learning materials necessary to achieve outcomes.
- Participants are given guidance and support.
- AIET complies with relevant Commonwealth and State/Territory Legislation and Requirements, including OH&S, Anti-discrimination, VET, and Privacy.
- Participants will be provided with all appropriate information including course details, assessment requirements, and all relevant policies and procedures.
- AIET will continually monitor and improve their performance by collecting and acting upon information gathered, including evaluation, learner feedback, and self assessment.
- AIET provides a safe, inclusive and happy learning environment

## **OCCUPATIONAL HEALTH AND SAFETY**

AIET has an OH & S policy that can be provided on request. At all times we note that it is of paramount importance to maintain the wellbeing and safety of students and trainers in the training environment. Your school will also have an OH & S Policy, as well as a Welfare and Discipline Policy.

In summary:

- Be aware of any potential hazards in your training environment, and report any hazards you identify to your trainer or OHS representative
- If you or any colleague or student is injured in the workplace or training environment, ensure that you complete a report in the incident register
- Make sure you are aware of where the First Aid kit is, and who the designated First Aid Officer is in your training room
- If you are using computers, ensure that desks and chairs are ergonomic and you take adequate and appropriate breaks
- Make sure you are aware of fire exits and evacuation procedures

**REMEMBER THAT OCCUPATIONAL HEALTH AND SAFETY IS EVERYONE'S RESPONSIBILITY**

## **CONFIDENTIALTY AND PRIVACY**

AIET will only use personal information provided to it for the purposes for which it has been collected, and not to disclose the personal information to any third party without the written consent of the individual involved.

AIET is bound by the National Privacy Principles contained in the Commonwealth Privacy Act. In relation to health records, AIET is also bound by the Victorian Health Privacy Principles that are contained in the Health Records Act 2001.

AIET may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to AIET's operations and practices and to make sure it remains appropriate to our changing environment.

### **What kind of personal information does AIET collect and how does AIET collect it?**

The type of information AIET collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- Students that enroll in AIET courses and qualifications
- Job applicants, staff members, and contractors; and

### **Personal Information provided by the above:**

AIET will generally collect personal information held about an individual by way of registration forms filled out by the students when enrolling in courses. On occasions people other than students provide personal information (such as Centrelink and welfare and employment agencies).

### **Personal Information provided by other people:**

In some circumstances AIET may be provided with personal information about an individual from a third party, for example a report provided by a medical professional, or Centrelink and welfare and employment agencies.

### **How will AIET use personal information as provided by or for a student?**

AIET will use personal information it collects for the primary purpose of registration in courses and sending out statements and certificates, or correspondence relevant to this, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which the student has consented.

## **Who might AIET disclose personal information to?**

AIET may disclose personal information, including sensitive information, held about an individual to:

- Government departments as directed and required
- Medical practitioners as directed and required
- People providing services to AIET, including trainers
- Anyone the individual authorises AIET to disclose information to.

## **How does AIET treat sensitive information?**

In referring to 'sensitive information', AIET means:

Information relating to a person's racial ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless the individual agrees otherwise, or the use or disclosure of the sensitive information is allowed by law.

## **Management and security of personal information**

AIET's staff are required to respect the confidentiality of students' personal information and the privacy of individuals.

AIET has in place steps to protect the personal information AIET holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password protected access rights to computerised records.

## **Updating personal information**

AIET endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by AIET by contacting the Administrative Officer of AIET at any time.

The National Privacy Principles and the Health Privacy Principles require AIET not to store personal information longer than necessary. Students have the right to check what personal information AIET holds about themselves.

Under the Commonwealth Privacy Act and the Health Records Act, an individual has the right to obtain access to any personal information which AIET holds about them and to advise AIET of any perceived inaccuracy. There are some exceptions to this right set out in the applicable legislation. To make a request to access any information AIET holds about a student, the individual is required to contact the Administrative Officer in writing.

AIET may require the individual to verify his or her identity in writing and specify what information the individual requires. AIET may charge a fee to cover the cost of verifying the application and locating, retrieving, reviewing and copying any material requested.

## **Enquiries**

For further information about the way that AIET manages the personal information it holds, please contact the CEO.

## **Equal Opportunity**

### **Access and equity principles**

- Participants rights and responsibilities under access and equity are covered under relevant regulations and legislation covering Registered Training Organisations
- AIET will therefore have responsibility for access and equity of participants enrolled in programs conducted through our VETiS agreement.

### **Discrimination Policy**

Discrimination on the grounds of race (including racial vilification), disability, religion, gender, sexual preferences, any other forms of other discrimination identified or to be identified in legislation, workplace harassment, victimisation and bullying are against Commonwealth and State legislation and will not be tolerated at AIET.

Where instances are reported of such practices:

- The complaint and complainant will be treated confidentially
- Action will be taken promptly to deal with the matter including separating the complainant from the alleged perpetrator
- All details will be recorded to establish an audit trail for the events and subsequent actions taken
- The CEO of AIET will deal with the matter as raised by a staff member or participant in a program; in the event that the CEO is accused of such practices, the matter will be taken up by one of the other directors
- In the event of staff being proven after investigation to have engaged in such practices, this will result in dismissal
- In the event of participants being proven after investigation to have engaged in such practices, this will result in removal from the course with no refund being given
- The school will be advised and it is expected that the Welfare and Discipline Policy of the school will be followed

## **STUDENT SATISFACTION**

Student satisfaction surveys are conducted a minimum of once per year. The completion of student satisfaction / feedback forms is conducted with the principles of confidentiality and privacy of individuals kept in mind. The outcomes of the survey are intended to provide AIET with information about the quality of the delivery of training and assessments undertaken by the trainer of the program, and are used as part of our policy of Continuous Improvement

Your trainer will provide you with a feedback form, and we ask that it is completed and returned to your trainer so that they can be forwarded to us. The feedback forms can be completed anonymously.

AIET will then compile a summary of the feedback and provide it to the school and teacher. No names or individuals will be identified in the summary of the feedback.

## **SCOPE OF REGISTRATION**

Qualifications are only issued by AIET where they exist on our Scope of Registration at the time of enrolment of students into those courses. Courses or qualifications not on our Scope of Registration cannot be delivered or issued by AIET.

## **About Assessment**

### **RCC/RPL – Recognition of Current Competency/Recognition of Prior Learning**

A requirement of all Registered Training Organisations (RTOs) is to provide recognition for participants who may have already attained competence through a combination of:

- Training completed through other RTOs (Credit Transfer)
- Work experience
- General life experience.

The benefits of RCC are that:

- Learners are encouraged by the fact that their experience is valuable and that they have existing abilities (competence)
- A saving is made on training time and costs associated with training
- Learners are not sitting through sessions that repeat what they already know and can do
- Qualifications can be completed in a shorter time or time be given to areas requiring more time to develop competence

## **Reasonable Adjustments**

Your trainer may make reasonable adjustments to the assessments that you have undertaken if you have specific needs. The reasonable adjustments may include alteration to the assessment methods that are used to assess you, but the assessment will still cover the requirements of the Training Package. Please discuss this with your trainer if you wish to apply for any reasonable adjustments.

## WHAT IS VET?

Vocational Education and Training is about providing skills and knowledge for work.

Legislation in the past decade has allowed schools to deliver VET courses to secondary school students. Providers of VET training are registered with the Office of Training and Tertiary Education and are listed on the National Training Information Services (NTIS) web site. Only Registered Training Organisations (RTO) listed on this NTIS web site are accredited to deliver VET qualifications and issue certificates to enrolled students.

Where organisations such as schools are not RTO's, they can form a partnership with an RTO to deliver training in VET qualifications as a partnership. In these cases, the RTO must issue the qualification and monitor the quality of the training and assessment.

## TRAINING PACKAGES

Training Packages contain the nationally endorsed standards and qualifications for recognising and assessing your skills as part of the VET system. Currently there are approximately 82 training packages and these can also be found on the NTIS web site.

Training packages describe the skills and underpinning knowledge required by a person to carry out a defined job effectively in the workplace. The skills include time management, communication, questioning, listening, levels of literacy, as well as the skills required to perform a task.

Training Packages are developed by industry through Industry Skills Councils (ISC's).

The outcome of a Training Needs Analysis is a list of prioritised training needs. This can be linked to National Training Packages and qualifications.

Qualifications consist of a number of units: some of these units will be core units, and therefore must be completed. A set number will be elective units, and can therefore be selected according to the requirements of the trainee and work role. This means that qualifications and training can be **contextualised** to the needs of the individual and the workplace; units can be selected that are particular to the workplace, and even within units, the things that are covered in the training can also be **contextualised**: for example, when covering the unit *BSBCMN205A - Use Business Technology*, the technology that is covered can differ from examples of photocopiers to facsimile machines to wire binding machines.

Software that is covered can also be flexible, so for financial services units, the software used might be **MYOB** or **QuickBooks**, or other financial services software that is relevant and specific to the workplace.

Training Packages include a set of Qualification Packaging Rules. These rules stipulate the total number of core units and available electives units required, including whether units can be imported from other qualifications, and if so, the number of units that can be imported, and the AQTF level that they can come from. Again, the packaging rules allow you to contextualise a course to suit the requirements of the client.

A single competency standard can be selected and training and assessment conducted against it. The client can then be provided with a Statement of Attainment against the competency standard if they have been assessed against the standard; if the client is assessed against all of the competency standards in all of the units making up the qualification, they can be provided with a Certificate of Completion.

The Victorian Registration and Qualifications Authority (VRQA) is responsible for administering all qualifications in Victoria. It includes courses that are not built on units of competency from National Training Packages to fit with specific needs. Similar authorities exist in other States and Territories.

Workplace performance can be summarised by units of competency. When they are written, someone talks to a group of experienced workers and asks how they do their job, what can go wrong, how they learn to do the job, etc. and then a standard is written from this information. This is checked or validated by others before being put into general use.

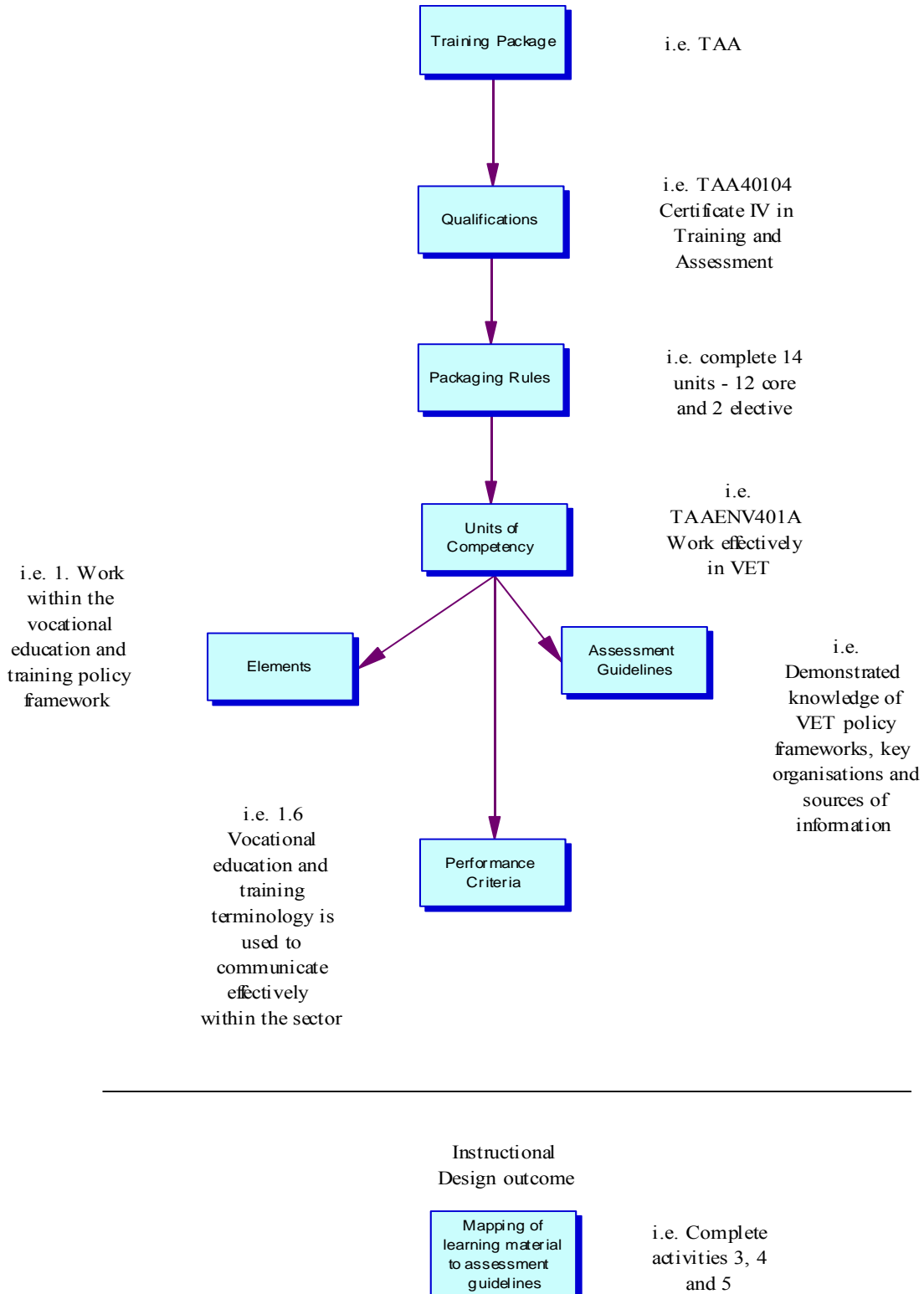
A group of units of competency make up a qualification such as the Certificate IV in Training and Assessment. For different industries, different qualifications and units of competency apply. Some cover all industries such as Training and Assessment, Occupational Health and Safety, First Aid, etc. while others are specific to an industry such as Transport and Distribution, Business, Information Technology.

A Training Package is made up of:

- Units of competency
- Qualification Packaging Rules
- Assessment Guidelines

There are 82 different Training Packages and these cover about 85% - 90% of all workers in Australia. An explanation of Training Packages is provided on the next page.

## Example of Training Package



## **COMPETENCY-BASED TRAINING**

Training that is linked to a training package is competency-based. This is because each qualification found in a training package is linked to competencies.

Competency-based performance is a current concept in business and government. One comprehensive definition of "competency" is:

"A cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development." (Training magazine: July, 1996)

Competencies are gained through a multitude of ways—life experience; formal education; apprenticeship; on-the-job experience; self-help programs; and training programs. All of these together contribute to job competence in an employee. Ultimately, supervisors and employees working together and assessing consistency of job performance over time determine overall "employee competence."

Australia has been developing and implementing a competency-based training system for the past decade or more. Competency-based training is probably the most critical feature which distinguishes the Australian vocational education and training from many other vocational education and training systems.

The aim of competency-based training is to ensure that vocational education and training programmes better meet the needs of industry and Australia's enterprises.

The industry training organisation network in Australia, consisting of Industry Skills Councils (ISCs), has been heavily involved in:

- Identifying the competencies required by industry from formal training at different levels
- Developing industry competency standards for each training programme with a system of national training packages for each industry
- Identifying the qualifications that are included in each industry's national training package
- Developing assessment guidelines for assessing whether or not required competencies specified in national training packages have been achieved by each trainee.

There has been widespread agreement in Australia to make vocational education and training more relevant to industry needs, rather than to continue with the previous system where training providers largely determined the content of vocational education and training courses.

However, the introduction of competency-based training has not been without controversy, which is to be expected with such a major reform. Certainly, the success of competency-based training has varied considerably across the sector.

Perhaps the most controversial element was to shift the focus heavily away from curriculum content and standard amounts of time in each level of training, towards assessing only the competencies required in each case. It has been argued that this is leading to a short-term focus on specific tasks and skills related to existing jobs, with insufficient emphasis on broader vocational knowledge and general skills that are required in the continuous shift in technological knowledge, particularly in emerging technologically based industries and occupations.

There have also been criticisms that the development of competency-based training in Australia has been overly complex and focussed on too much detail prescribed at the national level, with industry bureaucracies replacing the government bureaucracies that once existed.

Incorporation of a focus on the competencies needed in different areas of the labour market is an essential feature of any world class training system. However, care is needed to ensure general skills and more general vocational knowledge are also included, where appropriate, in vocational programmes so that training is not limited to the short-term and immediate needs of industry.

Longer term industry and national considerations are even more important. Those skills that will improve the future job mobility of individuals as nations continually adjust to the unrelenting pressures for structural and technological change are more important now than at any time in the past.

**Sources:**

<http://www.ncver.edu.au/statistics/aag/aus2000/cbt.htm>

<http://www.nps.gov/training/uc/whcbt.htm>

## **COMPETENCY-BASED ASSESSMENT**

*Assessment is the process of collecting evidence and making judgments about whether competency has been achieved. That is, it is a confirmation that an individual can perform to the standards expected in the workplace, as expressed in the competency standards contained in the Training Package. Assessment Guidelines, Rural Production Training Package (RTE03), ANTA, 2003.*

Training Packages are competency-based and include Assessment Guidelines, developed by industry, to ensure the quality and consistency of assessment. Each Unit of Competency lists Performance Criteria that specify the standard of performance required as well as the context of assessment and assessor qualifications.

Individuals who are already competent in some areas can be assessed before the training starts, and then training can be tailored to meet their exact needs. The individual can gather evidence of competency as they practise what they have learned.

Competency-Based Assessment is different from other types of assessment, particularly that generally used in schools.

Competency-Based Assessment is criterion based. Students are assessed against endorsed industry standards or benchmarks.

Competency-Based Assessment is evidence based. The evidence may be demonstrated or produced by the student or gathered by the assessor.

Competency Based Assessment is participatory. Students are involved in the assessment process and have scope to negotiate the form that assessment activities might take.

**Competency-based Assessment** is the gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.

There are four key principles of assessment.

**Validity:** Assessments cover the range of knowledge and skills needed to demonstrate competency and integrate these with their practical application.

**Reliability:** There is consistency in the interpretation of evidence from one assessment to the next.

**Flexibility:** Assessment procedures should provide for the recognition of competencies in a range of situations and contexts.

**Fairness:** Assessment procedures and practices must be clear and not disadvantage any student. Provision must also be made for reassessment.

All assessments undertaken as part of the VETiS programs should follow these principles and the principles of competency-based training and competency-based assessment.

## **AQTF**

The Australian Quality Training Framework is a framework for RTO's. It defines the standards that are required for an RTO to ensure the quality of vocational education and training.

The AQTF – 2007 standards can be found on the OTTE web site.

## COMPETENCIES

Competencies define the level of skill that is required to perform a given task. As the trainer, you provide the training and then assess the students against these competencies. If you are able to demonstrate that you can perform to this standard then you can be assessed as being '**Competent**' in that competency. If you are unable to demonstrate that you are competent, then you are assessed as '**Not Yet Competent**'. One of the key elements of competency-based assessment is that there are no grades or marks given – you are either competent, or not yet competent.

## FEES AND CHARGES

AIET charges fees directly to the school. Each school has a different policy on how they collect and recover VET fees from their students.

AIET will never directly ask VETiS school students for course fees.

## STUDENT SUPPORT

Where students have specific individual needs, this should be discussed in the first instance with them. You should then notify the student of the support services that are available within your school, such as a school nurse, psychologist, Student Welfare Coordinator, Careers Advisor, Peer Support Network, etc.

## Complaints Procedure

If the student has a complaint, it is best to try to discuss the matter in the first instance with the student.

If the complaint is with the trainer, the trainer and the student are encouraged to resolve the matter informally. If the matter cannot be resolved informally, the student is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO of AIET. The CEO will interview the trainer and the student to determine the problem. The CEO will then issue a suggested course of action and result. If the student is not happy with the result, the student is able to request that an independent person reviews the complaint. If there is a perceived conflict of interest then the external nominated person, Norena Kavanagh, will review the complaint.

If the complaint is made by the trainer against a student, then the trainer is encouraged to discuss the complaint with the student. If the matter cannot be resolved informally, the trainer is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO. If

there is a perceived conflict of interest then the external nominated person, Norena Kavanagh, will review the complaint.

The CEO will interview the trainer and the student to determine the problem. The CEO will then issue a suggested course of action and result. If the trainer is not happy with the result, they can request that an independent person, Norena Kavanagh, review the complaint.

If the complaint is made by a student against another student, then the trainer of the students is encouraged to discuss the complaint with the students concerned. If the matter cannot be resolved informally, the student is given the opportunity to submit a formal complaint using the **Complaints Resolution Form**. The matter will then be dealt with by the CEO. The CEO will interview the trainer and the students to determine the problem. The CEO will then issue a suggested course of action and result. If the student is not happy with the result, the student is able to request that an independent person (Norena Kavanagh) reviews the grievance.

End results may incorporate: an official warning to the student or trainer; suspension from the training program; expulsion from the training program; suspension of assessment and results. All complaints dealt with by the CEO or Managing Director will be formally documented, and all parties to the dispute will receive an explanatory letter detailing the decision and outcome.

## **Appeals**

Where a student lodges an appeal against an assessment decision, they will be advised to discuss the nature of their appeal in the first instance with the assessor who assessed their submission.

If the appeal is not resolved at this level, the student is provided with the opportunity to submit a formal appeal using the **Appeals Form**. The matter will be dealt with by the CEO. The CEO will interview the student and the assessor and will then issue a suggested course of action and result. If the student is not happy with the result, or there is a perceived conflict of interest, the student is able to request that an independent assessor reviews the assessment decision. Currently, the external nominated person is Norena Kavanagh.

Outcomes of the appeal process include:

- (a) The original assessment decision is upheld and is confirmed, and the appeal is dismissed; or
- (b) The original assessment decision is overturned and the new assessment decision will be implemented

Each appeal will be acted on, and the results of all appeals will be communicated to the student and the assessor, and will be maintained in their file.

## **ASSESSMENT VALIDATION**

In June/July of each year, AIET asks that you send a sample of student work to us – a minimum of three units of work from each of three students in your class – a total of 9 units of work.

We require you to send in the student work, all assessment tools and activities that were used to come to your judgment of competent / not yet competent, the overall assessment decision, any instructions provided to students, the name of the student clearly written on the work, clearly identified unit names and unit codes, and your signature on the assessment checklists and tools.

We will then look at the work, conduct an assessment validation exercise, and pass on feedback to you and your coordinator.

## **INDUCTION / ORIENTATION PROCEDURE**

The teacher / trainer should read through this handbook and discuss it with the VET coordinator.

## **QUALIFICATIONS**

What follows on the next pages are the qualifications that AIET currently delivers as part of our VETiS program with schools. Each qualification lists the units that are required to complete the qualification.

If you have any queries about your enrolment, please discuss it initially with your trainer. If you have further queries that have not been clarified please contact us.

Qualification: <b>BSB10101 Certificate I in Business</b>
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<b>CORE UNITS – All units must be completed.</b>	
BSBCMN101A	Prepare for work
BSBCMN102A	Complete daily work activities
BSBCMN105A	Use business equipment
BSBCMN106A	Follow workplace safety procedures
BSBCMN107A	Operate a personal computer
BSBCMN108A	Develop keyboard skills

The Certificate I in Business can be undertaken as part of the Certificate I in Vocational Preparation by students enrolled in VCAL.

Graduates can progress to Certificate II in Business and/or seek a traineeship in the Business Services sector.

**Pre-requisites:** There are no pre-requisites for entry into this course.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
BSBCMN101A	<ul style="list-style-type: none"> <li>• Ability to express the organisation's requirements including goals and values,</li> <li>• To identify workplace procedures for maintaining employee and employer rights</li> <li>• To develop strategies for effective work practices</li> </ul>
BSBCMN102A	<ul style="list-style-type: none"> <li>• Seeks advice and acts on feedback from supervisors and colleagues to plan, organise and complete own work activities,</li> <li>• Follows instructions given</li> <li>• Uses available business technology appropriate to the task, under direct instruction</li> </ul>
BSBCMN105A	<ul style="list-style-type: none"> <li>• Provides evidence of listening carefully and following instructions on how to select and operate equipment,</li> <li>• Undertakes routine maintenance while following instructions in accordance with operating manual</li> <li>• Communicates faults and/or risks to appropriate people</li> </ul>
BSBCMN106A	<ul style="list-style-type: none"> <li>• Ability to follow workplace safety directions/procedures</li> <li>• Recognise and report hazards</li> <li>• Raise OHS issues and contribute to participative arrangements for OHS management in the workplace</li> </ul>
BSBCMN107A	<ul style="list-style-type: none"> <li>• Ability to perform start up and filing procedures, file name conventions</li> <li>• To navigate and manipulate the desktop environment within the range of assigned workplace tasks</li> </ul>
BSBCMN108A	<ul style="list-style-type: none"> <li>• Knowledge of organisational requirements for simple documents</li> <li>• Application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required</li> </ul>

Qualification: <b>BSB20101 Certificate II in Business with selected Certificate III in Business units</b>
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<b>CORE UNITS – All units must be completed.</b>			
BSBCMN202A	Organise and complete daily work activities		
BSBCMN203A	Communicate in the workplace		
BSBCMN204A	Work effectively with others		
BSBCMN205A	Use business technology		
BSBCMN209A	Provide information to clients		
BSBCMN211A	Participate in workplace safety procedures		
BSBCMN213A	Produce simple word processed documents		
BSBCMN207A	Prepare and process financial/business documents		
BSBCMN302A	Organise personal work priorities and development		
BSBCMN305A	Organise workplace information		
BSBCMN306A	Produce business documents		
BSBADM305A	Create and use databases		
<b>ELECTIVE UNITS – SELECT TWO FROM THE FOLLOWING (✓)</b>			
BSBCMN201A	Work effectively in a business environment		
BSBCMN206A	Process and maintain workplace information		
BSBCMN208A	Deliver a service to customers		
BSBCMN210A	Implement improved work practices		
BSBCMN212A	Handle mail		
BSBCMN214A	Create and use simple spreadsheets		
BSBCMN215A	Participate in environmental work practices		

Graduates of the Certificate II in Business program can progress to the Certificate III in Business or seek work or a traineeship/apprenticeship in the Business Services sector. For school students, graduates may progress through the VCE and then to TAFE or University in the Business field.

Graduates of the Certificate III in Business Administration (partial completion) can progress to the Certificate IV in Business or Business Administration or seek work / traineeship in the business services sector. School students completing VCE may apply for entry into a business or commerce course in a higher education institution, and may be provided with Recognition of Prior Learning for unit already completed.

**Pre-requisites:** There are no pre-requisites for entry into this course.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
BSBCMN202A	<ul style="list-style-type: none"> <li>• Organises and completes own work activities</li> <li>• Seeks and acts on feedback from clients and colleagues</li> </ul>
BSBCMN203A	<ul style="list-style-type: none"> <li>• Communication methods used are appropriate to the audience</li> <li>• Messages and written communication are clear, concise and correct</li> <li>• Requests for information are responded to promptly</li> <li>• Information is given to clients in a clear and concise format</li> <li>• Correspondence produced is relevant to request</li> </ul>
BSBCMN204A	<ul style="list-style-type: none"> <li>• Provides support to team members to ensure goals are met</li> <li>• Seeks and acts on feedback from clients and colleagues</li> <li>• Accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes</li> </ul>
BSBCMN205A	<ul style="list-style-type: none"> <li>• Selection and application of functional software applications to produce workplace documents</li> <li>• Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances</li> <li>• Access, retrieval and storage of required data</li> </ul>
BSBCMN209A	<ul style="list-style-type: none"> <li>• Application of organisational requirements for responding to client enquiries and promoting products and services</li> <li>• Visitors or telephone enquiries are greeted promptly and politely</li> <li>• Correct and current information about the organisation's products and services is provided</li> </ul>
BSBCMN211A	<ul style="list-style-type: none"> <li>• Hazards are recognised and reported to designated personnel</li> <li>• All relevant workplace procedures are accurately followed</li> <li>• Hazards and risks in the workplace are communicated</li> <li>• Contribute to the management of Occupational Health and Safety of the workplace at level of own responsibility</li> </ul>
BSBCMN213A	<ul style="list-style-type: none"> <li>• Knowledge of simple word processing functions</li> <li>• Knowledge of standard document layout</li> <li>• Knowledge of simple document design principles</li> <li>• Knowledge of organisational requirements for simple word processed documents</li> </ul>
BSBCMN207A	<ul style="list-style-type: none"> <li>• Application of organisations policy and procedures for financial transactions in regard to petty cash, invoicing and bank processes</li> <li>• Accurate processing of petty cash claims and vouchers including identification of irregularities or errors</li> <li>• Accurate preparing and processing of banking documents including identification of irregularities or errors</li> <li>• Accurate reconciliation and payment of invoices for creditors and debtors including identification of irregularities or errors</li> <li>• The recording and reporting of transactions</li> </ul>

BSBCMN302A	<ul style="list-style-type: none"> <li>• Preparing work plans</li> <li>• Prioritising and scheduling work objectives and tasks</li> <li>• Seeking and acting on feedback from clients and colleagues</li> <li>• Reviewing own work performance against achievements through self-assessment</li> <li>• Accessing learning opportunities to extend own personal work competencies</li> </ul>
BSBCMN305A	<ul style="list-style-type: none"> <li>• Providing accurate information for defined purposes</li> <li>• Maintaining and handling data and documents systematically</li> <li>• Checking and reviewing data for relevance and accuracy</li> <li>• Presenting information and data clearly</li> <li>• Identifying and complying with organisational requirements</li> <li>• Using business technology to manage information</li> </ul>
BSBCMN306A	<ul style="list-style-type: none"> <li>• Selecting and applying appropriate technology and software</li> <li>• Designing and producing business documents using a software application</li> <li>• Using of a range of functions which enhance the presentation and readability of the document</li> <li>• Applying OHS procedures for set up of workstation and operation of computer</li> <li>• Using data storage options</li> </ul>
BSBADM305A	<ul style="list-style-type: none"> <li>• Integrated demonstration of all elements of competency and their performance criteria</li> <li>• Databases are appropriate to task requirements and efficient input of data</li> </ul>
BSBCMN201A	<ul style="list-style-type: none"> <li>• Able to identify, locate and express the organisation's requirements including goals and values</li> <li>• Work reflects the relationship between own role and organisational requirements</li> <li>• Own future career plans are developed</li> <li>• Workplace procedures for upholding employee and employer rights and responsibilities can be identified and clearly explained</li> </ul>
BSBCMN206A	<ul style="list-style-type: none"> <li>• Application of organisational policies and procedures for collecting and processing workplace information</li> <li>• Maintains accuracy in recording and documenting information</li> <li>• Correct storage and classification of documents</li> <li>• Maintenance of information records</li> </ul>
BSBCMN208A	<ul style="list-style-type: none"> <li>• Accurate identification of customer needs through the use of appropriate interpersonal skills</li> <li>• Treating customers in a courteous and professional manner through all stages of service procedure</li> <li>• Application of organisational policy and procedures for responding to customer needs</li> </ul>
BSBCMN210A	<ul style="list-style-type: none"> <li>• The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>• Knowledge of the importance of contributing to improved work practices</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding the organisation's processes and procedures to plan and implement change</li> <li>• Knowledge of sources of change and their impact on the organisation</li> <li>• Understanding how to respond positively to new situations and/or challenges</li> </ul>
BSBCMN212A	<ul style="list-style-type: none"> <li>• Integrated demonstration of all elements of competency and their performance criteria</li> <li>• Knowledge of the organisation's policies and procedures relating to mail and electronic mail</li> <li>• Justification for choice of carrier for urgent and same day deliveries</li> <li>• Knowledge of carriers' requirements (eg postal and courier)</li> </ul>
BSBCMN214A	<ul style="list-style-type: none"> <li>• Integrated demonstration of all elements of competency and their performance criteria</li> <li>• Design appropriate to type and use of spreadsheet</li> <li>• Use of cell-based formulae</li> </ul>
BSBCMN215A	<ul style="list-style-type: none"> <li>• Evidence must be provided of the ability to follow workplace procedures according to instructions given, to recognise hazards, and report to designated personnel as instructed and to participate in the improvement of environmental work practices at own level of responsibility</li> <li>• N.B. Particular note must be taken that evidence is not intended to include detailed technical aspects of environmental science</li> </ul>

Qualification: <b>21625VIC Certificate I in Vocational Preparation</b>
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<b>CORE UNITS – All units must be completed.</b>			
BSBCM106A	Follow workplace safety procedures		
VBK137	Personal effectiveness		
VBK139	Orientation to work		
<b>ELECTIVE UNITS – SELECT A MINIMUM OF THREE UNITS</b>			
VBK138	Orientation to learning		
VBH722	Career planning		
VBH724	Workplace skills		
VBN046	Managing personal change		
VBN047	Job seeking		
VBN500	Practical placement		
BSBCM101A	Prepare for work		
BSBCM102A	Complete daily work activities		
BSBCM104A	Plan skills development		
BSBCM107A	Operate a personal computer		
BSBCM108A	Develop keyboard skills		

\* Please note that in order to complete the Certificate I in Business as part of this program, students must enrol in all 6 Business units: that is - BSBCM106A Follow workplace safety procedures; BSBCM101A Prepare for work; BSBCM102A Complete daily work activities; BSBCM104A Plan skills development; BSBCM107A Operate a personal computer; BSBCM108A Develop keyboard skills.

21625VIC Certificate I in Vocational Preparation aims to provide: participants with knowledge and skills which will enhance their continued education and employment prospects; provide experience in, and knowledge of, an industry so that learners can make a more informed choice of vocational and career paths; foster the development of social and personal skills relevant to participation in the workforce; provide an understanding of the nature of work relevant to specific industries; enable participants to gain a recognised credential

**Pre-requisites:** There are no pre-requisites for entry into this course.

Unit	Summary of critical aspects of evidence
BSBCM106A	<ul style="list-style-type: none"> <li>• Ability to follow workplace safety directions/procedures,</li> <li>• Recognise and report hazards and</li> <li>• Raise OHS issues and contribute to participative arrangements for OHS management in the workplace</li> </ul>
VBK137	<ul style="list-style-type: none"> <li>• Develop an awareness of the uniqueness of the individual self.</li> <li>• Discuss the elements of self-confidence.</li> <li>• Co-operate with others as part of a group.</li> <li>• Demonstrate a range of personal strategies for handling conflict and stress in familiar situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop strategies for setting and implementing personal goals.</li> <li>• Identify appropriate dress/language/behaviour for a range of interpersonal situations.</li> </ul>
VBK139	<ul style="list-style-type: none"> <li>• Identify the skills, attitudes and values required to gain employment in the Australian workforce.</li> <li>• Describe the key features of a selected industry.</li> <li>• Describe basic conditions and entitlements of the Australian workplace.</li> <li>• Describe the major features of occupational health and safety (OH&amp;S) in the workplace.</li> <li>• Describe workplace functions and layout of a range of workplaces.</li> <li>• Research an employment opportunity.</li> <li>• Prepare a current resume and/or portfolio to showcase skills.</li> </ul>
VBK138	<ul style="list-style-type: none"> <li>• Identify the elements of own preferred learning style.</li> <li>• Outline strategies for approaching a writing task.</li> <li>• Develop strategies for effective time management.</li> <li>• Locate and use sources of information.</li> <li>• Investigate and list a range of training programs appropriate to individual needs, interests and abilities.</li> </ul>
VBH722	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal skills</li> <li><input type="checkbox"/> Matching yourself to a vocation</li> <li><input type="checkbox"/> Sources of employment information</li> <li><input type="checkbox"/> Australia's employment services</li> <li><input type="checkbox"/> Setting out an action plan</li> <li><input type="checkbox"/> Preparing personal vocation documents</li> </ul>
VBH724	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication</li> <li><input type="checkbox"/> Working with others</li> <li><input type="checkbox"/> Following directions – oral and written</li> <li><input type="checkbox"/> Using tools and equipment safely</li> <li><input type="checkbox"/> Maintaining tools and equipment</li> <li><input type="checkbox"/> Making efficient use of tools</li> </ul>
VBN046	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate strategies to overcome barriers and improve motivation towards employability and/or work readiness.</li> <li><input type="checkbox"/> Demonstrate a range of stress management strategies.</li> <li><input type="checkbox"/> Demonstrate anger management skills.</li> <li><input type="checkbox"/> Develop strategies for fostering own self-esteem.</li> <li><input type="checkbox"/> Describe differences in communication styles and identify barriers and strategies for overcoming these barriers.</li> <li><input type="checkbox"/> Demonstrate effective communication in preparing for employment.</li> </ul>
VBN047	<ul style="list-style-type: none"> <li>• Gather and evaluate information on employment opportunities.</li> <li>• Access the hidden job market.</li> <li>• Prepare and apply for a job.</li> <li>• Develop a range of application documentation.</li> <li>• Undertake a job interview as an interviewee.</li> <li>• Evaluate personal performance in the job application process.</li> </ul>

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
VBN500	<ul style="list-style-type: none"> <li>• Plan practical placement</li> <li>• Negotiate practical placement arrangements</li> <li>• Communicate in the workplace</li> <li>• Participate as a member of the workplace under supervision</li> <li>• Evaluate own performance in a work experience program</li> </ul>
BSBCMN101A	<ul style="list-style-type: none"> <li>• Ability to express the organisation's requirements including goals and values</li> <li>• To identify workplace procedures for maintaining employee and employer rights</li> <li>• To develop strategies for effective work practices</li> </ul>
BSBCMN102A	<ul style="list-style-type: none"> <li>• Seeks advice and acts on feedback from supervisors and colleagues to plan, organise and complete own work activities</li> <li>• Follows instructions given</li> <li>• Uses available business technology appropriate to the task, under direct instruction</li> </ul>
BSBCMN104A	<ul style="list-style-type: none"> <li>• Seeks to identify and document current competencies, personal strengths and weaknesses and areas for future skill development and career direction and prepares</li> <li>• Evidence of current competencies</li> </ul>
BSBCMN107A	<ul style="list-style-type: none"> <li>• Ability to perform start up and filing procedures, file name conventions</li> <li>• To navigate and manipulate the desktop environment within the range of assigned workplace tasks</li> </ul>
BSBCMN108A	<ul style="list-style-type: none"> <li>• Knowledge of organisational requirements for simple documents</li> <li>• Application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required</li> </ul>

Qualification: <b>WRR20102 Certificate II in Retail Operations (partial completion)</b>
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<b>CORE UNITS – All units must be completed.</b>	
WRRCS1B	Communicate in the workplace
WRRCS2B	Apply point of sale handling procedures
WRRCS3B	Interact with customers
WRRER1B	Work effectively in a retail environment
WRRCA1B	Operate retail equipment
WRRM2B	Perform routine housekeeping duties
WRRLP1B	Apply safe working practices
WRRLP2B	Minimise theft
WRR11B	Perform stock control procedures
WRRF1B	Balance register/terminal

Graduates of the Certificate II in Retail Operations can progress to the Certificate III in Retail Operations or seek work / traineeship in the retail services sector. For school students, other graduates may progress through the VCE and on into TAFE to continue studies in the Retail sector or other related areas such as Business or Commerce.

**Pre-requisites:** There are no pre-requisites for entry into this course.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
WRRCS1B	<ul style="list-style-type: none"> <li>• Provides a consistently welcoming environment by treating customers in a courteous and helpful manner.</li> <li>• Uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality.</li> <li>• Interprets and communicates information accurately to customers, supervisors and peers both face to face and via other electronic communication equipment.</li> <li>• Accesses, comprehends and processes information accurately according to store policies and procedures.</li> <li>• Consistently follows routine instructions and seeks advice/assistance if required.</li> <li>• Participates actively and positively within a workplace team.</li> <li>• Consistently applies store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct.</li> <li>• Consistently meets store scheduling routines and uses time effectively.</li> <li>• Interprets, calculates and records numerical information accurately.</li> </ul>

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
WRRCS2B	<ul style="list-style-type: none"> <li>• Consistently operates point of sale equipment according to manufacturer's instructions and store policies and procedures.</li> <li>• Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.</li> <li>• Processes sales transaction information responsibly and accurately according to store policies and procedures.</li> <li>• Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.</li> </ul>
WRRCS3B	<ul style="list-style-type: none"> <li>• Consistently applies store policies and procedures and industry codes of practice in regard to customer service.</li> <li>• Provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure.</li> <li>• Accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies.</li> <li>• Uses effective questioning/active listening and observation skills to identify customers' special requirements.</li> <li>• Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.</li> <li>• Collaboratively works within a team to meet customers' needs.</li> </ul>
WRRER1B	<ul style="list-style-type: none"> <li>• Consistently and responsibly applies store policies and procedures, in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description.</li> <li>• Consistently applies store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes.</li> <li>• Knows employee's own rights and responsibilities in regards to awards/agreements.</li> <li>• Identifies and describes the role of various parties including employer and employee associations.</li> </ul>
WRRCA1B	<ul style="list-style-type: none"> <li>• Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.</li> <li>• Operates and maintains a range of store retail equipment according to manufacturers' instructions and design specifications.</li> <li>• Applies store maintenance program and reports faults/problems.</li> <li>• Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice.</li> <li>• Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.</li> <li>• Uses keyboard skills to enter and edit data accurately.</li> <li>• Completes tasks in set time frame.</li> </ul>

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
WRRM2B	<ul style="list-style-type: none"> <li>• Consistently applies housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas.</li> <li>• Consistently applies safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:               <ul style="list-style-type: none"> <li>• store policy and procedures</li> <li>• occupational health and safety legislation/regulations/codes of practice</li> <li>• industry codes of practice</li> <li>• manufacturers' instructions and design specifications.</li> </ul> </li> <li>• Applies store housekeeping program of work area and reports faults/problems to relevant person/department.</li> <li>• Reads, accurately interprets and consistently applies manufacturers' instructions for cleaning products, tools and equipment.</li> <li>• Completes tasks in set time frame.</li> </ul>
WRRLP1B	<ul style="list-style-type: none"> <li>• Consistently applies safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.</li> <li>• Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.</li> <li>• Identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures.               <ul style="list-style-type: none"> <li>• Reads, accurately interprets and consistently applies manufacturers' instructions for storage and use of hazardous goods.</li> </ul> </li> <li>• Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.</li> </ul>
WRRLP2B	<ul style="list-style-type: none"> <li>• Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.</li> <li>• Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.</li> <li>• Monitors stock, work area, customers and staff to minimise opportunities for theft.</li> </ul>

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
WRR11B	<ul style="list-style-type: none"> <li>• Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.</li> <li>• Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.</li> <li>• Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.</li> <li>• Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.</li> <li>• Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.</li> <li>• Assists with stocktaking and cyclical counts according to store policies and procedures.</li> <li>• Interprets and processes information accurately and responsibly.</li> </ul>
WRRF1B	<ul style="list-style-type: none"> <li>• Operates register/terminal equipment according to manufacturers' instructions and store policy.</li> <li>• Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.</li> <li>• Consistently applies store policies and procedures in regard to reading registers and recording information.</li> <li>• Processes documentation/records responsibly and according to store policies and procedures.</li> <li>• Reconciles takings according to store policies and procedures.</li> </ul>

Qualification: <b>ICA10105 Certificate I in Information Technology</b>
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<b>CORE UNITS – All units must be completed.</b>	
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ICAU1128B	Operate a personal computer
ICAU1129B	Operate a word processing application
ICAU1133B	Send and retrieve information over the Internet using browsers and email

<b>ELECTIVE UNITS - SELECT THREE FROM THE LIST BELOW</b>	
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ICAU1130B	Operate a spreadsheet application	
ICAU1131B	Operate a database application	
ICAU1132B	Operate a presentation package	
ICAU2005B	Operate computer hardware	
BSBCM106A	Follow workplace safety procedures	

Certificate I in Information Technology can be undertaken as part of the Certificate I in Vocational Preparation by students enrolled in VCAL or as a separate standalone qualification.

Graduates can progress to Certificate II in Information Technology and/or seek a traineeship in the I.T. sector.

**Pre-requisites:** There are no pre-requisites for entry into this course.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
ICAU1128B	Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work.
ICAU1129B	Assessment must ensure the ability to create open and retrieve documents, customise basic settings, format documents, create tables, add objects and images, and save and print documents.
ICAU1133B	Assessment must confirm the ability to browse the internet, search for information, send and receive emails and organise the e-mail client application on the computer.
ICAU1130B	Assessment must confirm ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts.
ICAU1131B	Assessment must ensure a person has the ability to design and develop a simple database using a standard database package. The person must add data, use queries, and create forms and reports.
ICAU1132B	Assessment must ensure the learner can create, format and prepare presentations for distribution and display.
ICAU2005B	Assessment must confirm the ability to determine, select, explain and use hardware components, peripheral equipment and consumables correctly and efficiently according to the task requirement.

BSBCM106A	Assessment must confirm the ability to follow workplace safety directions/procedures, recognise and report hazards, and raise OHS issues and contribute to participative arrangements for OHS management in the workplace
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Qualification: <b>ICA20105 Certificate II in Information Technology</b>
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<b>CORE UNITS – All units must be completed</b>		<b>Nominal Hours</b>
ICAU1128A	Operate a personal computer	
BSBCM106A	Follow workplace safety procedures	10
ICAW2002A	Communicate in the Workplace	20
ICAW2001A	Work effectively in an information technology environment	20
ICAU2006A	Operate computing packages	60
ICAD2012A	Design organisational documents using computing packages	40
ICAU2231A	Integrate commercial computing packages	30
ICAU2005A	Operate computer hardware	20
ICAU2231A	Use computer operating system	20
<b>Subtotal</b>		<b>220</b>
<b>SELECT SIX OF THE FOLLOWING ELECTIVES (✓)</b>		
ICAS2017A	Maintain system integrity	20
ICPMM263A	Access the Internet	20
ICAD2003A	Receive and process oral and written communication	20
ICAS2009A	Interact with clients	20
ICAS2016A	Record client support requirements	10
ICAS2010A	Apply problem solving techniques to achieve organisation goals	20
ICAI2015A	Install software applications	20
ICAS2008A	Maintain inventories for equipment, software & documentation	10
ICAS2014A	Connect hardware peripherals	20
ICAS2243A	Detect and protect from spam and destructive software	10
ICAU2007A	Maintain equipment and consumables	20
ICAW2011A	Work individually or as a team member to achieve organisational goals	20
<p><b>Note:</b> The Certificate I unit of competence ICAU1128A Operate a personal computer is a prerequisite for the Certificate II common core units of competence ICAD2012A, ICAU2005A, ICAU2013A and ICAU2231A. Prerequisites may be undertaken concurrently.</p>		

**Pre-requisites:** There are no pre-requisites for entry into this course.

Graduates of the Certificate II in Information Technology can progress to the Certificate III in Information Technology at VCE level or at TAFE, or seek work or a traineeship/apprenticeship in the Information Technology or related sector. For school students, graduates may progress through the VCE and then to TAFE or University in the Information Technology field.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
ICAU1128A	Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work.
BSBCM106A	Assessment must confirm the ability to follow workplace safety directions/procedures, recognise and report hazards, and raise OHS issues and contribute to participative arrangements for OHS management in the workplace
ICAW2002A	Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the processing of internal and external requests, including from colleagues.
ICAW2001A	Assessment must confirm the ability to effectively integrate into and operate in the IT environment of an organisation. An individual would be expected to demonstrate an understanding of the organisation's IT policies, systems, management structure and operating arrangements.
ICAU2006A	Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package.
ICAD2012A	Competency must be demonstrated by building several workplace documents, without explicit instruction on their design from end-user or supervisor A range of features of software applications are accessed and employed successfully to produce a workplace document.
ICAU2231A	Assessment must confirm the ability to use an operating system in a variety of scenarios and across all functions including (1) scheduling, loading, initiating, and supervising the execution of programs; (2) allocating storage; (3) initiating and controlling input/output operations; and (4) handling errors.
ICAU2005A	Assessment must confirm the ability to determine, select, explain and use hardware components, peripheral equipment and consumables correctly and efficiently according to the task requirement.
ICAU2013A	Assessment must verify the ability to manipulate, convert and integrate data between commercial application software.
ICAS2017A	Assessment must confirm the ability to protect and secure standalone or networked client server environments and operating systems according to system maintenance procedures. Undertaking file back-up, restore, delete and archive are carried out according to back-up and restore procedures.

ICAU2007A	Assessment must confirm the ability to maintain equipment in working order and to replace equipment and consumables.
ICAS2014A	Assessment must confirm the ability to safely connect hardware peripherals according to vendor instructions with a minimum of down time to the system. Competency is required in the connection of five different peripherals. Ability to interpret vendor manuals in relation to the storage and connection of hardware peripherals is demonstrated. OH&S regulations relating to working with electrical equipment are adhered to.
ICAI2015A	Assessment must confirm the ability to install software applications through operating system instructions and to configure computer to accept new software or upgrade.
ICAW2011A	Assessment must confirm the ability to participate in a team or act individually to meet organisational requirements, and be able to respond to requests and prioritise work schedules to meet organisational guidelines and deadlines.
ICPMM263A	Access the Internet and retrieve data using WWW and email and newsgroups; send e-mails or newsgroup posting with correctly formatted attachments; perform a search and save the text of a web page to disk; extract and virus-scan downloaded files; demonstrate an ability to find and use information relevant to the task from a variety of information sources.

Qualification: **ICA30105 Certificate III in Information Technology (Partial Completion)**

<b>CORE UNITS</b>		<b>Nominal Hours</b>
ICAU1128A	Operate a personal computer	
BSBCM106A	Follow workplace safety procedures	10
ICAW2002A	Communicate in the Workplace	20
ICAW2001A	Work effectively in an information technology environment	20
ICAU2006A	Operate computing packages	60
ICAD2012A	Design organisational documents using computing packages	40
ICAU2013A	Integrate commercial computing packages	30
ICAU2005A	Operate computer hardware	20
ICAU2231A	Use computer operating system	20
<b>Subtotal</b>		<b>220</b>
<b>VCE VET 3 - 4 Scored Sequence</b>		
<b>Common Core compulsory units</b>		
ICAD3218A	Create user documentation	20
ICAI302A	Install and optimise operating system software	20
ICAT3025A	Run standard diagnostic tests	20
ICAU3004A	Apply occupational health & safety procedures	20
IICAS3031A	Provide advise to clients	40
<b>Units selected from the specialist Core Streams-select ONE stream only</b>		
<b>APPLICATIONS STREAM</b>		
ICAU3126A	Use advanced features of computer applications	40
ICAU3028A*	Customise packaged software applications for clients	60
<b>NETWORK ADMINISTRATION STREAM</b>		
ICAI3101A	Install and manage network protocols	40
ICAS3024A	Provide basic system administration	20
ICAS3032A**	Provide network systems administration	20
ICAS3121A	Administer network peripherals	20
<b>SUPPORT STREAM</b>		
ICAS3024A	Provide basic system administration	20
ICAS3115A	Maintain equipment and software in working order	
ICAI3021A	Connect internal hardware components	
ICTCC330A	Manage customer relationships	
<p><b>Note:</b> The Certificate I unit of competence ICAU1128A Operate a personal computer is a prerequisite for the Certificate II common core units of competence ICAD2012A, ICAU2005A, ICAU2013A and ICAU2231A. Prerequisites may be undertaken concurrently. *ICAU3126A is a prerequisite for ICAU3028A **ICAI3101A &amp; ICAS3024A are prerequisites for ICAS3032A</p>		

**Pre-requisites:** There are no pre-requisites for entry into this course.

Graduates of the Certificate III in Information Technology (partial completion) can progress to the Certificate IV in Information Technology or Diploma in Information Technology at TAFE, or seek work or a traineeship/apprenticeship in the Information Technology or related sector. For school students, graduates may progress through the VCE and then to TAFE or University in the Information Technology field.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
ICAU1128A	Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work.
BSBCMN106A	Assessment must confirm the ability to follow workplace safety directions/procedures, recognise and report hazards, and raise OHS issues and contribute to participative arrangements for OHS management in the workplace
ICAW2002A	Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the processing of internal and external requests, including from colleagues.
ICAW2001A	Assessment must confirm the ability to effectively integrate into and operate in the IT environment of an organisation. An individual would be expected to demonstrate an understanding of the organisation's IT policies, systems, management structure and operating arrangements.
ICAU2006A	Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package.
ICAD2012A	Competency must be demonstrated by building several workplace documents, without explicit instruction on their design from end-user or supervisor A range of features of software applications are accessed and employed successfully to produce a workplace document.
ICAU2013A	Assessment must verify the ability to manipulate, convert and integrate data between commercial application software.
ICAU2005A	Assessment must confirm the ability to determine, select, explain and use hardware components, peripheral equipment and consumables correctly and efficiently according to the task requirement.
ICAU2231A	Assessment must confirm the ability to use an operating system in a variety of scenarios and across all functions including (1) scheduling, loading, initiating, and supervising the execution of programs; (2) allocating storage; (3) initiating and controlling input/output operations; and (4) handling errors.

ICAU3126A	Assessment must confirm the ability to use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages.
ICAU3028A	Competency must be demonstrated in customising existing software applications, such as relational databases. Competency must also be demonstrated in the analysis, implementation and review of customisation of packaged software applications.
ICAI3101A	Assessment must confirm knowledge of network protocols and how this knowledge can be used internally and to facilitate interconnectivity. Assessment must confirm the ability to install and manage network protocols in a network, including troubleshooting procedures.
ICAS3024A	Assessment must confirm the ability to perform systems back-up, restore and maintain correct usage according to licensing agreements in a standalone or client server environment.
ICAS3032A	Assessment must confirm competency in sustaining the operation of the network through maintenance of network integrity and the performing of diagnostic tests. Assessment must also confirm competency in contributing to the formulation of a disaster recovery plan and providing the client with an optimised network that complies with organisational guidelines.
ICAS3121A	Assessment must confirm knowledge of peripheral technologies and how network peripherals (hardware and software) are installed and configured. Assessment must confirm the ability to maintain networked peripherals in working order.
ICAS3115A	Assessment must confirm the ability to undertake maintenance according to maintenance procedures, resolve a defined range of equipment and software problems, and maintain accurate records according to organisational guidelines.
ICAI3021A	Assessment must confirm the ability to ascertain and meet client requirements for modification of a system's hardware. An ability to plan the modification and to connect the internal hardware components according to vendor and technical specifications is essential. Installation of components must be across a variety of situations and include unexpected contingencies.
ICTCC330A	Assessment candidates should produce evidence of the following: <ul style="list-style-type: none"> <li>• Understanding of enterprise mission, goals and plans</li> <li>• Knowledge of enterprise products, standards, policies and practices</li> <li>• Identification, dimensioning and satisfaction of</li> </ul>

	<p>customer needs</p> <ul style="list-style-type: none"><li>• Application of enterprise policies in satisfying customer needs</li><li>• Clear and concise communication of needs expressed by customers</li><li>• Measurement of customer needs and satisfaction</li><li>• Obtaining feedback from customers</li><li>• Recognition and understanding of customer problems and resolution or timely referral of problem in a manner satisfactory to the customer</li><li>• Projection of a professional image in representing the company</li></ul>
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Qualification: <b>CUF20601 Certificate II in Multimedia</b>
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<b>CORE UNITS – All units must be completed.</b>			
CUFGEN01A	Develop and apply industry knowledge		
CUFSAF01A	Follow health, safety and security procedures		
CUFMEM14A	Create, manipulate and incorporate 2D graphics		
ICPMM11BA	Identify components of multimedia		
ICPMM41CA	Incorporate text into multimedia presentations		
CUFIMA01A	Produce and manipulate digital images		
CUFMEM12A	Update web pages		
CUFMEMOIA	Use an authoring tool to create an interactive sequence		
<b>ELECTIVE UNITS – SELECT ONE FROM THE FOLLOWING (✓)</b>			
ICPMM44CA	Incorporate audio into multimedia presentations		
CUFMEM13A	Incorporate, design and edit digital video		

Graduates of the Certificate II in Multimedia can progress to the Certificate III in Multimedia at school or the Certificate IV in Multimedia or Diploma of Multimedia at TAFE or seek work in the Multimedia / I.T. sector. School students completing VCE may apply for entry into an I.T. / Multimedia course in a higher education institution.

**Pre-requisites:** There are no pre-requisites for entry into this course.

Unit	Summary of critical aspects of evidence
CUFGEN01A	The following evidence is critical to the judgement of competence in this unit: <ul style="list-style-type: none"> <li>• ability to source industry information</li> <li>• general knowledge of the industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</li> </ul>
CUFSAF01A	The following evidence is critical to the judgement of competence in this unit: <ul style="list-style-type: none"> <li>• following established procedures and understanding of the implications of disregarding those procedures</li> <li>• understanding of the legal requirement to work in accordance with health, safety and security procedures</li> </ul>

CUFMEM14A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• produce two different multimedia sequences incorporating 2D graphics according the job specifications and the listed performance criteria</li> <li>• knowledge and application of a range of 2D graphic production methods and equipment</li> </ul>
ICPMM11BA	<p>Identify the digital components of multimedia and explain their distinguishing features and functions.          Demonstrate an ability to find and use information relevant to the task from a variety of information sources.          Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>* electronic components of multimedia</li> <li>* the scope of multimedia</li> <li>* features and functions of multimedia operating systems</li> <li>* the role of multimedia</li> </ul>
ICPMM41CA	<p>Produce TWO different multimedia sequences incorporating text according to job specifications and the listed performance criteria.          Demonstrate an ability to find and use information relevant to the task from a variety of information sources.          Demonstrate detailed knowledge of:</p> <ul style="list-style-type: none"> <li>* multimedia text software</li> <li>* creating multimedia text</li> <li>* the principles of on screen typography and electronic publishing</li> <li>* information sources</li> </ul>
CUFIMA01A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• ability to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome</li> </ul>
CUFMEM12A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the ability to add to or revise information on web pages and check the accuracy of the information, the links and document the process</li> </ul>
CUFMEMOIA	<p>Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.          The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the development of a discrete multimedia sequence that operates as planned and provides appropriate interactivity and effective design</li> </ul>

ICPMM44CA	<p>Produce TWO different multimedia sequences incorporating audio elements according to job specifications and the listed performance criteria.</p> <p>Demonstrate an ability to find and use information relevant to the task from a variety of information sources.</p> <p>Demonstrate detailed knowledge of:</p> <ul style="list-style-type: none"> <li>* the principles of analog and digital audio</li> <li>* contemporary digital audio formats</li> <li>* methods for saving and producing digital audio outputs</li> <li>* the principles of editing audio tracks</li> <li>* information sources</li> </ul>
CUFMEM13A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the development of an integrated and functional interactive multimedia product that conforms to the navigation design and shows creativity</li> </ul>

Qualification: <b>CUF30601 Certificate III in Multimedia</b>
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<b>CORE UNITS – All units must be completed.</b>			
CUFGEN01A	Develop and apply industry knowledge		
CUFSAF01A	Follow health, safety and security procedures		
CUFMEM14A	Create, manipulate and incorporate 2D graphics		
ICPMM11BA	Identify components of multimedia		
ICPMM41CA	Incorporate text into multimedia presentations		
CUFIMA01A	Produce and manipulate digital images		
CUFMEM12A	Update web pages		
CUFMEMOIA	Use an authoring tool to create an interactive sequence		
ICAITU126A	Use advanced features of computer applications		
CUFMEM07A	Apply principles of visual design and communication to the development of a media product		
CUFIMA03A	Create 2D digital animation		
ICPMM15DA	Develop a multimedia script		
ICPMM65DA	Create web pages with multimedia		
CUFWRT05A	Write content and/or copy		
<b>ELECTIVE UNITS – SELECT ONE FROM THE FOLLOWING (✓)</b>			
ICPMM44CA	Incorporate audio into multimedia presentations		
CUFMEM13A	Incorporate, design and edit digital video		

Graduates of the Certificate III in Multimedia can progress to the Certificate IV in Multimedia or Diploma of Multimedia or seek work in the Multimedia / I.T. sector. School students completing VCE may apply for entry into an I.T. / Multimedia course in a higher education institution.

**Pre-requisites:** There are no pre-requisites for entry into this course.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
CUFGEN01A	The following evidence is critical to the judgement of competence in this unit: <ul style="list-style-type: none"> <li>• ability to source industry information</li> <li>• general knowledge of the industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</li> </ul>
CUFSAF01A	The following evidence is critical to the judgement of competence in this unit: <ul style="list-style-type: none"> <li>• following established procedures and understanding of the implications of disregarding those procedures</li> <li>• understanding of the legal requirement to work in accordance with health, safety and security procedures</li> </ul>

CUFMEM14A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• produce two different multimedia sequences incorporating 2D graphics according the job specifications and the listed performance criteria</li> <li>• knowledge and application of a range of 2D graphic production methods and equipment</li> </ul>
ICPMM11BA	<p>Identify the digital components of multimedia and explain their distinguishing features and functions.          Demonstrate an ability to find and use information relevant to the task from a variety of information sources.          Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>* electronic components of multimedia</li> <li>* the scope of multimedia</li> <li>* features and functions of multimedia operating systems</li> <li>* the role of multimedia</li> </ul>
ICPMM41CA	<p>Produce TWO different multimedia sequences incorporating text according to job specifications and the listed performance criteria.          Demonstrate an ability to find and use information relevant to the task from a variety of information sources.          Demonstrate detailed knowledge of:</p> <ul style="list-style-type: none"> <li>* multimedia text software</li> <li>* creating multimedia text</li> <li>* the principles of on screen typography and electronic publishing</li> <li>* information sources</li> </ul>
CUFIMA01A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• ability to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome</li> </ul>
CUFMEM12A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the ability to add to or revise information on web pages and check the accuracy of the information, the links and document the process</li> </ul>
CUFMEMOIA	<p>Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.          The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the development of a discrete multimedia sequence that operates as planned and provides appropriate interactivity and effective design</li> </ul>
ICAITU126A	<p>Assessment must confirm the ability to utilise computer applications to their full capacity employing all advanced features and import / export capacities for efficiency and productivity purposes</p>

CUFMEM07A	<p>Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.</p> <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• design/produce of an effective and creative design for a multimedia product which demonstrates the application of visual design and communication principles</li> </ul>
CUFIMA03A	<p>This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.</p> <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• production of two different sequences incorporating 2D animation according to job specifications and the listed performance criteria</li> <li>• finding and using information relevant to the task from a variety of information sources</li> <li>• the development of creative graphic images which met practical requirements including type of production and resource constraints, in particular budgetary constraints</li> <li>• effective verbal and written communication with a range of individuals/organisations</li> <li>• knowledge and application of a range of 2D graphic production methods and equipment</li> </ul>
ICPMM15DA	<p>Produce TWO multimedia scripts incorporating several sequences and a range of different elements according to job specifications and the listed performance criteria.</p> <p>Demonstrate an ability to find and use information relevant to the task from a variety of information sources.</p> <p>Demonstrate detailed knowledge of</p> <ul style="list-style-type: none"> <li>* multimedia script formats and processes</li> <li>* scripting language and components</li> <li>* information sources</li> </ul>

ICPMM65DA	<p>Create and validate at least TWO linked web pages incorporating multimedia and prepare them for distribution on the Internet or other medium.</p> <p>Demonstrate an ability to find and use information relevant to the task from a variety of information sources.</p> <p>Demonstrate a detailed knowledge of:</p> <ul style="list-style-type: none"> <li>* software used for web authoring, how used and advantages and disadvantages</li> <li>* types of adjustments required when converting printable artwork to web pages</li> <li>* Internet-related issues such as bandwidth, platform-independence and screen types, and how they are resolved</li> <li>* the purpose and process of validation and the role of standards and extensions</li> <li>* hardware, software and configurations required to view completed work</li> <li>* information sources</li> </ul>
CUFWRT05A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the ability to write content and/or copy for industrial use</li> <li>• knowledge of occupational health and safety issues</li> <li>• knowledge of effective communication techniques</li> </ul>
ICPMM44CA	<p>Produce TWO different multimedia sequences incorporating audio elements according to job specifications and the listed performance criteria.</p> <p>Demonstrate an ability to find and use information relevant to the task from a variety of information sources.</p> <p>Demonstrate detailed knowledge of:</p> <ul style="list-style-type: none"> <li>* the principles of analog and digital audio</li> <li>* contemporary digital audio formats</li> <li>* methods for saving and producing digital audio outputs</li> <li>* the principles of editing audio tracks</li> <li>* information sources</li> </ul>
CUFMEM13A	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• the development of an integrated and functional interactive multimedia product that conforms to the navigation design and shows creativity</li> </ul>

Qualification: <b>Certificate III in Sport &amp; Recreation (selected units)</b>
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<b>CORE UNITS – All units must be completed.</b>	
SRXINU002A	Apply sport and recreation law
SRXRIK001A	Undertake risk analysis of activities
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry
SRXCAI004B	Plan a session or program for participants
SRXCAI005B	Conduct a sport and recreation session for participants
SRXGRO001A	Facilitate a group
SRXRES001B	Educate the public on the safe use of sport and recreational resource
SRXGRO002A	Deal with conflict
SRCCRO007B	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
<b>Complete ONE option</b>	
<b>Option 1: Aquatics focus</b>	
SRCAQU003B	Respond to an aquatic emergency using basic water rescue techniques
SRCAQU007B	Respond to an aquatic emergency using advanced water rescue techniques
SRCAQU008B	Apply the principles of movement in water to aquatics activities
SRCAQU009B	Instruct water familiarisation, buoyancy and mobility skills
SRCAQU010B	Instruct water safety and survival skills
<b>Option 2: Fitness focus</b>	
SRFFIT001B	Provide orientation to clients prior to undertaking a fitness program
SRFFIT003B	Undertake client induction and screening
SRFFIT004B	Develop basic fitness programs
SRFFIT005B	Apply basic exercise science to exercise instruction
SRFFIT006B	Use and maintain core fitness industry equipment
<b>Option 3: Outdoor Recreation focus</b>	
SROODR002A	Plan outdoor recreation activities
SROODR005A	Guide outdoor recreation sessions
SROOPS002B	Plan for minimal environmental impact
SROOPS003B	Apply weather information
<b>Option 4: Sport focus</b>	
SRXFAC003B	Implement facility maintenance program
SRXCAI007B	Conduct a sport and recreation program
SRCCR003B	Promote access equity and diversity in community recreation
SRSOGP002A	Apply rules and regulations to conduct games and competitions

**Pre-requisites:** There are no pre-requisites for entry into this course.

Graduates of the Certificate III in Sport and Recreation (partial completion) can progress to the Certificate IV in Sport and Recreation or the Diploma of Sport and Recreation at a TAFE institution. Alternatively, students could seek employment in a Sport and Recreation such as a sports gymnasium, pool, fitness centre, work as a personal trainer, or in the sports administration stream. School students completing VCE may apply for entry into a Sport and Recreation / Sports Administration course at a higher educational institution.

<b>Unit</b>	<b>Summary of critical aspects of evidence</b>
SRXINU002A	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge and understanding of sport and recreation law applicable in the work environment</li> <li>• Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learners work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ identify laws which are applicable to the sport and recreation industry</li> <li>○ determine the impact of the laws on the organisation and the nature of services provided</li> <li>○ apply relevant laws as applicable</li> <li>○ take adequate steps to minimise legal liability within area of responsibility</li> <li>○ apply organisation's policies and procedures with respect to legal compliance</li> </ul> </li> </ul>
SRXRIK001A	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety policy, procedures and risk management plan</li> <li>• Assessment must confirm the ability to apply knowledge of the organisations' emergency procedures, techniques and operating parameters to conduct a risk analysis of individual activities (more than one activity or one activity with different client groups and/or in different locations) in accordance with the organisation's risk management policy and procedures, taking into account all categories of the Range Statements statement applicable to the learner's work environment</li> <li>• In particular, assessment must confirm the ability to               <ul style="list-style-type: none"> <li>○ effectively implement a structured analysis methodology to a particular recreation activity</li> <li>○ evaluate risk treatment options and develop a risk treatment plan</li> <li>○ clearly and concisely document analysis results and recommendations</li> </ul> </li> </ul>

SRXINU003A	<p>Assessment must confirm integrated demonstration of all elements of competency and their performance criteria, in particular the ability to</p> <ul style="list-style-type: none"> <li>○ build organisational knowledge by researching and recording information from a wide range of sources on key matters relating to industry and in accordance with organisational policies and procedures</li> <li>○ analyse information for gaps, accuracy and industry significance</li> <li>○ communicate effectively with colleagues, management and external individuals/organisations within the range of situations required for the job role</li> <li>○ analyse comparative importance of the variety of influences on participation patterns for differing market segments</li> <li>○ present a logical rationale for interpretation of measurements and provision of recommendations</li> </ul>
SRXCAI004B	<p>Assessment must confirm sufficient knowledge of the factors influencing the planning of a session or program for participants using a particular facility or location</p> <p>Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment</p> <p>In particular, assessment must confirm the ability to</p> <ul style="list-style-type: none"> <li>• collect information to plan a session or program</li> <li>• produce a session or program plan</li> <li>• resource a session or program</li> </ul>
SRXCAI005B	<p>Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for participants using a particular facility or location</p> <p>Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment</p> <p>In particular, assessment must confirm the ability to conduct a particular recreation session to suit</p> <ul style="list-style-type: none"> <li>• Different participants needs</li> <li>• different session aims</li> <li>• different types of participant groups</li> </ul>
SRXGRO001A	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of group dynamics and facilitation techniques to apply to a group of clients or persons in a sport or recreation context</li> <li>• Assessment of performance should be over the facilitation of an activity with a minimum of two (2) different groups, covering all prescribed categories from the Range Statements applicable to facilitating a group</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>○ identify and clarify group and individual goals</li> <li>○ analyse problems and barriers to group development and participation and develop appropriate strategies for removal/resolution</li> <li>○ establish strong commitment to group goals, strategies, outcomes and priorities</li> <li>○ handle uncertainty and conflict in a positive manner</li> <li>○ interact effectively with group members who have diverse styles, aspirations, cultures and perspectives</li> <li>○ communicate clearly and concisely with group</li> <li>○ demonstrate an understanding of group dynamics</li> <li>○ provide leadership to the group in varying contexts and situations</li> <li>○ encourage group to openly propose, discuss and resolve issues</li> <li>○ create opportunities to celebrate and promote group/individual success</li> <li>○ deal with conflict before it adversely affects group performance</li> <li>○ strive to achieve consensus in group decisions</li> </ul> </li> </ul>
SRXRES001B	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of safety issues and methods to convey safe usage of a recreation or sport resource</li> <li>• Assessment of performance should be over a period of time covering all categories from the Range Statements that are applicable in the learners work environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>○ identify problem areas and possible changes to current educational programs</li> <li>○ plan and conduct public presentations</li> <li>○ maintain and update records of information and presentations</li> </ul> </li> </ul>
SRXGRO002A	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques</li> <li>• Assessment of performance should be over the resolution of a minimum of three (3) different conflict situations, covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>○ identify sources of conflict in the workplace</li> <li>○ resolve a range of different conflict situations, using different options for resolution</li> <li>○ use suitable communication skills to facilitate discussion between all parties and achieve resolution</li> </ul> </li> </ul>

SRCCRO007B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ access ongoing professional development</li> <li>○ operate in accordance with the legal responsibilities of an instructor</li> <li>○ operate in accordance with the ethical responsibilities of an instructor</li> <li>○ work with colleagues and other support personnel</li> <li>○ identify, explain and justify common styles of instruction in relation to particular situations and client groups</li> <li>○ determine the appropriateness of activities in relation to each client's stage of development</li> <li>○ develop session plans that select and sequence tasks or activities to meet both the session aim and the client's needs</li> <li>○ articulate and justify personal philosophies relating to winning/losing and holistic development of the client in relation to particular situations and client groups</li> <li>○ implement the best practice principles of the activity</li> </ul> </li> </ul>
SRCAQU003B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ identify the factors that contribute to an aquatic emergency</li> <li>○ correctly identify and evaluate an aquatic emergency requiring basic water rescues</li> <li>○ determine and implement a basic water rescue plan which minimises risk to self and other bystanders</li> <li>○ assess the condition of the casualty and apply appropriate treatment in line with approved resuscitation techniques and standards</li> <li>○ accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements</li> </ul> </li> </ul>
SRCAQU007B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ identify the factors that contribute to an aquatic emergency</li> <li>○ develop and implement an appropriate emergency response for the situation and the people involved, minimising risk to self and other bystanders</li> <li>○ respond as part of a team to an aquatic emergency which involves more than one casualty</li> <li>○ determine type of rescue technique/s required, select the appropriate rescue equipment and carry out the rescue according to accepted industry best practice principles of aquatic rescues</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ assess casualty's condition and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards</li> <li>○ organise further emergency care as required</li> <li>○ accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements</li> </ul>
SRCAQU008B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ identify and explain the principles of movement in water</li> <li>○ accurately determine the factors effecting the movement of the body in water</li> <li>○ evaluate the efficiency of a client's movement through water and provide feedback to improve client's performance</li> </ul> </li> </ul>
SRCAQU009B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ evaluate whether conditions are suitable to commence the session</li> <li>○ introduce the beginner to the water appropriately</li> <li>○ instruct water familiarisation, buoyancy and mobility skills</li> <li>○ observe clients and recognise when and how intervention should take place to improve individual skill performance</li> <li>○ conduct activities and games to develop water familiarisation, buoyancy and mobility skills in accordance with the accepted best practice principles of aquatic activities</li> <li>○ modify instructional methods and activities on an individualised and/or group basis to improve skill performance</li> </ul> </li> </ul>
SRCAQU010B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ evaluate whether conditions are suitable to commence the session</li> <li>○ determine the range and type of activities, drills and games required to develop water safety and survival skills appropriate to client readiness</li> <li>○ instruct water safety and survival skills appropriate to the particular clients</li> <li>○ observe clients and recognise when and how intervention should take place to improve individual skill performance</li> <li>○ conduct drills, activities and games to develop water</li> </ul> </li> </ul>

	<p>safety and survival skills in accordance with the accepted best practice principles of aquatic activities</p> <ul style="list-style-type: none"> <li>○ analyse client's survival stroke technique and provide feedback in order to improve client's stroke technique</li> <li>○ modify instructional methods and activities on an individualised and/or group basis to improve skill performance</li> <li>○ structure a session to meet instructional aims by correct sequencing of activities, drills and games</li> </ul>
SRFFIT001B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ accurately assess client requirements</li> <li>○ develop appropriate strategies to maintain communication with clients and address their requirements</li> <li>○ quickly and accurately complete and review a screening questionnaire</li> <li>○ match client needs with available services</li> </ul> </li> </ul>
SRFFIT003B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ work effectively with a range of clients based on gender, age, physical capacity, fitness goals and level of motivation</li> <li>○ make effective recommendations to a client that they make an appointment with a medical practitioner or allied health professional, if required</li> </ul> </li> </ul>
SRFFIT004B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ develop and deliver a program specific to the client needs</li> </ul> </li> </ul>
SRFFIT005B	<ul style="list-style-type: none"> <li>• Assessment must confirm the integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ apply a basic knowledge of musculoskeletal anatomy to exercise</li> <li>○ apply a basic knowledge of neuromuscular anatomy to exercise</li> <li>○ apply a basic knowledge of cardiovascular physiology to exercise</li> </ul> </li> </ul>
SRFFIT006B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to <ul style="list-style-type: none"> <li>○ clean to the standard required in the workplace</li> <li>○ follow general maintenance procedures</li> <li>○ report maintenance faults to the standard required in the workplace</li> <li>○ perform basic equipment maintenance to standards</li> </ul> </li> </ul>

	<p>required in the workplace</p> <ul style="list-style-type: none"> <li>o conform to relevant occupational health and safety standards</li> </ul>
SROODR002A	<p>The selection and preparation of equipment and its use, as well as food, fluid and clothing requirements for independent participation in outdoor recreation activities</p> <ul style="list-style-type: none"> <li>• Assessment of performance should be over a minimum of three (3) different occasions covering all prescribed categories from the Range Statements that are applicable to planning for and participation in outdoor activities independently in conditions as specified in the Range Statements in a range of typical weather conditions at a range of different locations or sites</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>o apply knowledge of factors affecting the context in order to plan for safe participation</li> <li>o apply in-depth knowledge of equipment and clothing suitable to different contexts</li> <li>o discriminate between features of relevant equipment and clothing</li> <li>o define requirements for specific needs</li> <li>o select the most appropriate equipment, food and clothing</li> <li>o plan for contingencies</li> <li>o operate independently (as part of a group or team) in both routine and predictable non-routine situations</li> <li>o use knowledge of equipment to select and use that which is most appropriate in different contexts</li> <li>o establish and maintain in a safe manner all categories of temporary site relevant to outdoor recreation participation, minimising environmental impact</li> <li>o maintain personal physiological well-being during activities in a range of typical weather conditions</li> </ul> </li> </ul>
SROODR005A	<p>Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of an outdoor recreation session for clients using a particular facility or location</p> <ul style="list-style-type: none"> <li>• Assessment of performance should be over a minimum of three (3) different occasions with three (3) different client groups covering all prescribed categories from the Range Statements in an outdoor recreation activity</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>o different client needs</li> <li>o different session aims</li> <li>o different types of client groups</li> </ul> </li> </ul>
SROOPS002B	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the following as the basis for planning activities that cause minimal impact</li> </ul>

	<ul style="list-style-type: none"> <li>o underpinning principles of ecology</li> <li>o underpinning principles of resource management</li> <li>• Assessment of performance should be over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for minimal environmental impact relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>o apply knowledge of ecological concepts, processes, interrelationships, social aspects and management strategies to plan activities that are appropriate to the proposed location/site with respect to environmental impact</li> <li>o plan for minimal impact during at least one type of outdoor recreation activity</li> <li>o comply with minimal impact practices during the conduct of an activity</li> <li>o monitor and review the conduct of activities in light of impacts caused</li> </ul> </li> </ul>
SROOPS003B	<p>Assessment must confirm sufficient knowledge of types and sources of meteorological data relevant to at least one type of outdoor recreation activity</p> <ul style="list-style-type: none"> <li>• Assessment of performance should be over two (2) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to applying weather information relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements</li> <li>• In particular, assessment must confirm the ability to <ul style="list-style-type: none"> <li>o Apply weather information in an activity - specific context to at least one type of outdoor recreation activity to make reasonable predictions, based on different meteorological data</li> </ul> </li> </ul>
SRXFAC003B	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of maintaining equipment and facilities in the work environment as well as contributing to the development of a maintenance program</li> <li>• Assessment of performance should be over a period of time covering all categories of facility maintenance from the Range Statements that are applicable in the learners environment</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>o schedule and implement short and long term maintenance programs for facilities and equipment</li> <li>o respond appropriately to equipment failures</li> <li>o implement maintenance program within budget,</li> </ul> </li> </ul>

	<p>scheduled timeframes and without inconveniencing clients</p> <ul style="list-style-type: none"> <li>○ inspect the cleanliness and safety of facilities to ensure their compliance with standards</li> <li>○ maintain supplies/stock levels to ensure the smooth running of the organisation within area of responsibility</li> <li>○ maintain accurate records and deal with discrepancies</li> <li>○ account for supplies/stock</li> </ul>
SRXCAI007B	<p>Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation program for participants using a particular facility or location</p> <p>Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment</p> <p>In particular, assessment must confirm the ability to conduct a sport and recreation program including</p> <ul style="list-style-type: none"> <li>• co-ordinate resources</li> <li>• conduct a program and monitor participants condition and performance</li> <li>• adjust the program to meet new needs and circumstances</li> <li>• conclude a program</li> <li>• evaluate the effectiveness of a program of activities</li> </ul>
SRCCRD003B	<ul style="list-style-type: none"> <li>• Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to</li> <li>○ identify preferred communication methods of individuals or groups from specific communities</li> <li>○ identify historical, cultural or physical factors which affect the access and participation of people from specific communities</li> <li>○ determine and implement strategies to overcome cultural or physical factors which affect the access and participation of people from specific communities</li> <li>○ work effectively with a specific group, validated by community acceptance and the impact of work undertaken</li> <li>○ apply all relevant anti-discrimination and equal opportunity legislation</li> </ul>
SRSOGP002A	<ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of relevant rules, regulations and guidelines and ability to apply them to facilitate the outcome of an activity</li> <li>• Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners environment</li> <li>• In particular, assessment must confirm the ability to</li> <li>○ assess conditions and react in accord with the best</li> </ul>

	<p>practice activity principles</p> <ul style="list-style-type: none"><li>○ observe the conduct of an activity and identify information on which to base decisions</li><li>○ observe the competition and interpret and apply rules and regulations in accord with the best practice activity principles</li><li>○ communicate decisions and manage outcomes in accordance with relevant rules, regulations and guidelines</li></ul>
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