



# Sports Development Program



## Student Handbook

2009



CONTENTS	PAGE NO.
INTRODUCTION.....	2
COURSE STRUCTURE.....	2
INDUCTION/ORIENTATION.....	3
SAMPLE WEEKLY STRUCTURE.....	3
TERM DATES.....	3
CAREER OPPORTUNITIES/STUDENT PATHWAYS.....	3, 4
COURSE DURATION.....	4
EQUIPMENT.....	4
UNIFORM.....	4
PROFESSIONAL PRESENTATION.....	5
FACILITIES/VENUES.....	5, 6
MEDICAL EMERGENCIES.....	7
WELFARE SUPPORT.....	7
STUDENT DISCIPLINE PROCEDURE.....	8
STUDENT TRAVEL ARRANGEMENTS.....	9
ATTENDANCE.....	9
USAGE OF CLASS NOTEBOOKS.....	9,10
QUALIFICATIONS.....	10
SAMPLE CURRICULUM OUTLINE.....	11,12
ASSESSMENT.....	12,13
AUTHENTICATION.....	13
SUBMISSION DATES.....	13,14
APPENDICES 1 – 7.....	15,19

This Student Handbook contains information to help you

- achieve success with your course.
- understand your responsibilities
- understand SEDA and their requirements
- know where to access more information

Please let us know if you experience any difficulties during your course, so that we can take action to assist you. Our aim is for you to achieve high levels of competency in your chosen skills and we will assist you flexibly and fairly to achieve your goals.

If you have any questions after reading this Student Handbook please consult your teacher.

## **INTRODUCTION**

Sports Education and Development Australia Pty Ltd (SEDA) comprises people from various backgrounds who are passionate about sport and education. SEDA is committed to continually raising the standard of sports education, development and training.

SEDA's core business is developing and providing quality Sports Development Programs that link education, training, young people and major sporting organisations throughout the state.

SEDA's Sports Development Programs foster the growth of sport in the state whilst providing students the chance to develop skills in the Sport and Recreation sector that will enhance their opportunities for employment.

Our strong relationships with some of Australia's top sporting organisations enable us to source development, teaching and coaching expertise of the highest quality.

SEDA utilises sporting locations within the community and students have access to elite facilities including the MCG and the wider sporting precinct of inner Melbourne.

SEDA's aim is to become the benchmark for service provision in the areas of sports education and development – via agreements with TAFE's and schools, Registered Training Organisations (RTO's), key sporting organisations and Government agencies.

SEDA offers sports education programs which provide unique opportunities for students to achieve educational outcomes that cannot be taught in a normal school environment. The programs offer applied (real life) learning situations designed to provide the necessary skills for students to gain employment in the sport and recreation industry.

Sports Education and Development Australia (SEDA) has linked the Department of Education and Early Childhood Development, major sporting organisations and Victoria University in the delivery of a Sport and Recreation program for senior students.

In 2007 the inaugural program was implemented in Victoria, involving 20 young people selected from all over the state combining their passion for sport with their studies in a unique education and training program. Since then the program has steadily grown with over 500 students involved in a variety of locations and sports in 2009.

In 2008, after an extensive auditing process by the VRQA, SEDA became Australia's first registered non school senior secondary provider.

## **COURSE STRUCTURE**

Training is delivered in a variety of models including: online, lectures, face to face delivery, and practical experience in a sport and recreation setting. A strong emphasis is on gaining learning experiences during the course through industry related projects. Students have access to training facilities both within major sporting organisations and the wider Sport and Recreation Industry.

Students have been provided with a unique opportunity to gain practical experience in the industry in collaboration with sporting organisation staff, players, coaches, administrators, operations and marketing managers, along with their major sponsors. Students have been involved in organizing and running events in schools, assisting with administration in local clubs and supporting community sport and recreation activities. Student involvement has also been in the areas of Marketing/Promotion, Fitness Instruction, sports management and exercise science.

## INDUCTION/ORIENTATION

Orientation week occurs early February, one week prior to commencement of program. Students will receive induction and/or orientation which is appropriate and which ensures they:

- understand the information contained in the Student Handbook
- understand the policies and procedures;
- are familiar with facilities and resources;
- have identified the key training, administration and support people;
- have necessary course materials and stationery requirements;
- know their timetables;
- know where to access more information.

## SAMPLE WEEKLY STRUCTURE

Mon	Tues	Wed	Thur	Fri
Core Curriculum	Industry Placement	Victoria University Delivery	Core Curriculum	Sports Specific Programs

N.B. Break One – 10.30am to 11.00am

Break Two – 12.30pm to 1.15pm

## TERM DATES

Term 1	Term 2	Term 3	Term 4
Feb 9 – April 3	April 20 – June 26	July 20 – Sept 18	Oct 5 – Nov 20

## CAREER OPPORTUNITIES/STUDENT PATHWAYS

The course offers a professional qualification for young people wishing to pursue a career in the sport and recreation industry. Opportunities for graduates are in the areas of sports management, sports administration, event management, fitness instruction, facility management, coaching and many other areas of the sport and recreation industry. Students have the opportunity to create networks with many major sporting bodies in Victoria. Establishing these networks and creating a positive impression through hard work, reliability and competence, will assist the student to find work in their chosen area.

Upon successful completion of the Diploma year students will have the opportunity, if recommended by SDP Staff, and based on their scored assessment, to articulate into further study within Victoria University. Opportunities exist in areas such as recreation, human movement, physical education, tourism, marketing and business. Over the duration of the program students will be required to demonstrate excellent work, organisational and communication skills and achieve results of a high standard to be recommended for further study. This opportunity is open to all SDP students.

*(See appendix 1 for SDP Pathways)*

## **COURSE DURATION**

The course calendar is in line with most Victorian schools with curriculum delivered over 4 terms, Monday to Friday, 9am to 3pm. Applicants are accepted at different year levels based on age and previous level of education.

## **EQUIPMENT**

Each student is provided with the following materials as part of their enrolment fee:

- Access to a Notebook computer
- Internet Access
- Curriculum via Victoria University intranet and SEDA server
- VU/sporting organisation email address
- Skills passport
- Work Skills Logbook

We ask that students provide the following:

- 2Gb memory stick
- Blue/red pens
- A4 folder
- A4 reinforced notepaper
- Diary
- Private mobile phone

## **UNIFORM**

Students involved in the SDP will be supplied with a full uniform.

- Cap
- Shorts x 2
- Polo x 2
- Training T-Shirt
- Track Pants
- All weather jacket
- Fleece Top
- Sports Bag

Students will be required to wear the uniform at all times when representing the program.

**Students are not permitted to wear their uniform outside of program hours.**

## **PROFESSIONAL PRESENTATION**

Students in the SDP are seen as ambassadors for major sporting organisations and this brings with it a professional responsibility in line with that of sporting organisation staff, officials and players. Students must adopt a professional approach in all aspects of the program in their dealings with sporting organisation linked programs, schools, community groups, councils and people in the wider community.

Students are expected to present themselves in a manner which aligns with the Sport and Recreation environment. Students are expected to be well groomed, have clean clothes and wear subdued jewellery.

Please refer to guidelines below.

- No piercings other than earrings. (Studs or sleepers)
- White runners/sneakers must be worn at all times. No street shoes.
- No thongs
- Caps must be worn during clinics at all times. This is in line with primary schools “No hat, no play policy”.
- Hair must be well groomed

If an SDP staff member determines that a student arrives for a particular day wearing incorrect uniform or is poorly presented they have the right to ask a student to rectify the issue. This may mean the student is asked to return home and change into appropriate SDP attire.

Failure to adopt this approach on a consistent basis will lead to student’s position in the program being reviewed.

## **FACILITIES/VENUES**

Programs will be conducted at various sporting venues throughout metropolitan Melbourne and selected regional areas with base locations sited at local sporting clubs. Students will be placed at a venue closest to home and within easy access to public transport. All equipment for practical activities will be provided by the Sports Development Program and the partnering sporting organisation.

SDP venues are established via partnerships with local councils and clubs. The nature of the partnerships allows the SDP staff and students access to the venue during program hours and full use of club facilities during these times. This relationship places the SDP staff member in full charge of the facility and brings with it the responsibility that the physical environment is maintained and left secure after each day.

Students are expected to treat the facility with respect and ensure that it is left in a neat and tidy manner each day.

A cleaning roster should be established during week one and operate throughout the course of the year.

*Please refer to Table*

<b>SDP GROUP</b>	<b>VENUE</b>	<b>ADDRESS</b>	<b>SUBURB</b>	<b>PC</b>
<b>Northcote</b>	<b>Bill Lawry Oval</b>	<b>Westgarth Street</b>	<b>Northcote</b>	<b>3070</b>
<b>Dandenong</b>	<b>Shepley Oval</b>	<b>Pultney Street</b>	<b>Dandenong</b>	<b>3175</b>
<b>Elsternwick</b>	<b>Elsternwick Park</b>	<b>Glen Huntly Road</b>	<b>Elsternwick</b>	<b>3185</b>
<b>Frank. Pen</b>	<b>Kevin Copolly Pavilion</b>	<b>Jubilee Park</b>	<b>Frankston</b>	<b>3199</b>
<b>Oakleigh</b>	<b>Warrawee Reserve</b>	<b>Warrigal Road</b>	<b>Oakleigh</b>	<b>3166</b>
<b>Doncaster</b>	<b>Schramm's Reserve</b>	<b>JJ Tully Drive</b>	<b>Doncaster</b>	<b>3108</b>
<b>Box Hill</b>	<b>Box Hill City Oval</b>	<b>Cnr Whitehorse &amp; Middleborough Rd's</b>	<b>Box Hill</b>	<b>3128</b>
<b>Essendon</b>	<b>Windy Hill</b>	<b>Napier Street</b>	<b>Essendon</b>	<b>3040</b>
<b>Footscray</b>	<b>Henry Turner Reserve North</b>	<b>Farnsworth Avenue</b>	<b>Footscray</b>	<b>3011</b>
<b>Footscray</b>	<b>Walsh Oval</b>	<b>The Boulevard</b>	<b>Moonee Ponds</b>	<b>3039</b>
<b>Footscray</b>	<b>Keith Miller Oval</b>	<b>Stanford Street</b>	<b>Sunshine</b>	<b>3198</b>
<b>Geelong</b>	<b>Skilled Stadium</b>	<b>Latrobe Terrace</b>	<b>Geelong</b>	<b>3220</b>

## **MEDICAL EMERGENCIES**

1. The welfare of staff and students in the SDP program is of the utmost importance.
2. Should an incident occur, the safety of staff and students is the highest priority
3. In the occurrence of an incident staff should follow the first aid and emergency procedures outlined below.
  - Apply first aid (if able to do so)
  - Call emergency services (e.g. fire, police, ambulance) on 000 if the incident demands
  - Ensure other students are being supervised where possible
  - Contact student's parents or emergency contact (these numbers are available on the students file)
  - Ensure ongoing monitoring of injured student
  - Contact SDP coordinator for further direction
  - SDP coordinator will notify the Host School

Note: A first aid kit is kept at each venue. It is the responsibility of the SDP teacher to maintain the contents of the first aid kit. Requests for replacement materials are to be made to SDP coordinators.

4. The staff member involved in the incident must complete an Incident report within 48 hours of the incident occurring. An Incident Report template can be found on the SEDA server in the staff shared drive.
5. The staff member must then forward the report to the SDP Coordinator to be signed and filed. The report must be signed and filed away within 4 days of the incident occurring
6. The Host School will be contacted within 6 hours of the incident by the SDP Coordinator

## **WELFARE SUPPORT**

The SDP management and staff are at all times concerned with the welfare of our students. Staff are required to respond to, and attempt to, alleviate any signs of distress or discomfort by students. Staff are to practise active listening with a student showing signs of distress or discomfort.

If the staff member is unaware or unsure of the reason for the distress then the staff member is to make a concerned enquiry as to the student's signs of distress or discomfort.

If the staff member feels unable to give the student assistance then the staff member can request the assistance of the SDP Coordinator who may have a background which enables them to offer the student advice or assistance to alleviate feelings of distress or discomfort.

If the student's welfare issue is deemed to be, by the SDP coordinator, an issue which requires assistance of a more professional nature then the issue is referred to the SDP Welfare Coordinator. The welfare coordinator assesses the student and implements an action plan. The issue may require professional assistance from an outside support or counselling service, then the SDP Welfare Coordinator is to assist the student to contact the support or counselling service. If the student does not wish to contact the support or counselling service, then the staff member is to assist with information as to what support or counselling services are available to listen and help.

## **STUDENT DISCIPLINE PROCEDURE**

Students at all times must maintain appropriate behaviour and follow the SEDA Sports Development Program Code of Conduct. Failure to abide by the Code of Conduct may result in expulsion from the program. Students and parents sign the SDP Code of Conduct during week one of the program.

All disciplinary matters will be handled by the Teacher, and where warranted, the Sports Development Program Coordinator.

The following apply to all persons, staff and students:

- An individual's property is to be respected and not interfered with without prior consent.
- Look after your own possessions, SEDA accepts no responsibility for personal property lost or stolen at training sessions.
- Nobody has the right to interfere with another's ability to learn through disruption of classes or harassment of any kind.
- No aggressive physical contact or verbal abuse is to occur between any persons.
- Smoking is not permitted.
- Drinking alcohol is not permitted.
- Eating or drinking is not permitted in any space other than the designated areas.
- Students must wear the SEDA Sports Development Program uniform at all times.
- Students must wear SDP caps whenever outdoors in program activities.
- Student conduct must be of the highest standard along with an enthusiastic and positive approach.
- Appropriate language must be used at all times.
- Students must have all necessary equipment with them each day.
- Students must arrive at venues 15 minutes prior to starting time.
- Students must call their teacher if they are going to be absent or late.
- Mobile phones are to be turned off during classes and in study areas.

Failure to abide by any guidelines within the code of conduct will result in the following consequences:

- First occurrence - a verbal warning from the teacher
- Second occurrence – A phone call to parents to address issue
- Third occurrence – Issue referred to SDP Coordinator, meeting organised with parents and student's position in the program reviewed.

*(Refer to appendix 2 for Student Code of Conduct)*

## STUDENT TRAVEL ARRANGEMENTS

SDP Students are required to travel independently to and from program venues. Upon enrolment students are provided with Concession forms which, when processed, allow them travel on public transport throughout Metropolitan Melbourne. All SDP venues are within easy access to public transport.

Those students who are eligible and choose to drive to venues must do so in accordance with the laws associated with P Plate drivers. **The SDP program does not give permission for students to carry other students in cars during program hours.**

SDP staff are expected to monitor student car usage and where possible enforce the SDP policies in relation to this issue.

## ATTENDANCE

In line with SEDA guidelines SDP students must satisfy a 90% attendance in all aspects of the program. Any absence, not approved by parent/guardian or teacher, outside of this will be considered below the required attendance rate.

A student who is repeatedly absent from the program, and unapproved, will have their position in the program reviewed.

A student who fails to attend 90% of their timetabled sessions does not satisfy the requirements of the course.

In the event that a student is absent from class they are expected to contact their teacher half an hour before scheduled starting time. This must be done via a phone call. **Text messages are not acceptable.**

Upon their return to class, students must supply their teacher with written authorisation relating to their absence/s. Failure to do so will result in an unapproved absence being recorded.

If a student is running late for a particular session they must inform their teacher as early as possible via a phone call.

## USAGE OF CLASS NOTEBOOKS

This document outlines the procedure in which SDP class notebooks are used and maintained.

- Class notebooks will be stored in a designated area at the venue locked in the cupboard provided
- At the beginning of each year student notebook usage will be tracked via a number system. Each student will be allocated a notebook and designated number. This is recorded and tracked by the teacher.
- Teachers/Students are responsible for the safe and correct use of the notebook for the duration of the year.

- No food is to be consumed in the area where notebooks are used.
- Students are liable for any damage caused to notebooks
- All SDP teachers and students are to abide by the DEECD policies and procedures regarding ICT usage.

*Please refer to "DEECD Acceptable use policy for DEECD Information, Communications and Technology Systems". A Copy of this policy can be found in staff shared folder on the SEDA Server.*

- All staff are required to address this policy with students prior to the commencement of ICT usage.
- Students are **not permitted** to take notebooks out of venues for insurance purposes.
- Students are required to store work on the Victoria University server or their own memory stick. **No work or files are to be saved on the computer's hard drive.**

## QUALIFICATIONS

Successful completion of all units by students will make them eligible for the following.

<p><b>Year 1</b> Year 11 Entry</p>	<ul style="list-style-type: none"> <li>◆ VCE English Units 1&amp;2</li> <li>◆ Intermediate VCAL</li> <li>◆ Certificate III in Sport &amp; Recreation</li> </ul>
<p><b>Year 2</b> Year 12 or Year 12 Graduate Entry</p>	<ul style="list-style-type: none"> <li>◆ Senior VCAL (Part A)</li> <li>◆ Certificate IV in Sport &amp; Recreation</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>◆ Diploma In Sport &amp; Recreation</li> <li>◆ Senior VCAL (Part B)</li> </ul>

Students must complete 16 units over the course of the program in order to achieve accreditation in VCE, VCAL and VET Sport and Recreation.

## **SAMPLE CURRICULUM OUTLINE**

### **Year 1 subjects** (Certificate III Sport and Recreation)

Knowledge of the Sport and Recreation Industry  
Level 1 Coaching Qualifications  
Level 1 Officiating Qualifications  
Level 2 First Aid (Apply First Aid)  
Sports Law 1  
Occupational Health and Safety  
Exercise Science and Fitness Industry Essentials  
Introduction to Event Management  
Introduction to Sports Management  
Sports Nutrition 1  
Leadership in Sport  
Basic Computing  
Sports Trainer 1  
Research Project  
Industry Placement

### **Year 2 subjects** (Certificate IV Sport and Recreation)

Sport Management 2  
Applied Recreational Programming  
Exercise Science and Fitness Industry 2  
Event Management 2  
Sport Psychology 1  
Research Project  
Sport Marketing Fundamentals  
Sport Law 2  
Applied Coaching  
Sport Officiating 2  
Club management  
Introduction to Biomechanics  
Risk management  
Leadership in Sport 2  
Advanced Computing  
Industry Placement

\*Year 2 prerequisites are integrated into the curriculum

### **Year 3 subjects** (Diploma of Sports Development)

Sport Management Essentials  
Applied Coach Welfare  
Managing Athlete Fitness  
Event Management 3  
Sport Psychology 2  
Major Research Project  
Sports Nutrition 2  
Sport Marketing 2  
Sport Law 3  
Sports First Aid  
Sport Officiating  
Career Planning  
Level 2 Coaching  
Industry Placement

*(See appendix 3 for Units of Competence)*

### **ASSESSMENT**

Assessment is ongoing and progressive. The assessment structure satisfies the requirements of the National Sport & Recreation Training Package, as set out by the Commonwealth Government's Australian National Training Authority (ANTA).

The curriculum is integrated, comprising elements of VCE, VCAL and VET Sport and Recreation. In consultation with the DEECD and Victoria University, SEDA have packaged a curriculum to satisfy the assessment criteria in these three education streams.

Teachers are required to closely monitor the progress of each student to ensure that they are meeting the requirements of their particular program. Students enrolled in the SDP are entering at different academic levels and it is vital that teachers of the program cater for individuals from different educational backgrounds and abilities

To ensure compliance with the national assessment principles, SEDA, Victoria University and the teacher/trainer ensure:

- Assessment meets the requirements of the relevant training package and that assessment is in the form of on and off the job assessment.
- The assessment process is made clear to the students during the learning process and that the students understand the expectations of the assessment. Maximum opportunity to achieve competence should be given to all students.
- Any student who is deemed not competent will be given the opportunity to be reassessed after further training has been given.

## **AUTHENTICATION**

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

### **Victorian Curriculum Assessment Authority rules**

Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.

Students must acknowledge all resources used, including:

- text and source material
- the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

Students must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

**Unacceptable** forms of assistance include:

- use of, or copying of, another student's work. Students must ensure that all unacknowledged work submitted is genuinely their own.
- actual corrections or improvements made or dictated by another person.

Students must not submit the same piece of work for assessment more than once.

Students who knowingly assist other students in a Breach of Rules may be penalised.

Teachers may require students to submit class work, complete tests, or undergo interview to prove authentication.

## **SUBMISSION DATES**

The teacher will set deadlines for submission of work

If you are unable to meet an initial deadline, approach the teacher before the deadline to negotiate a possible extension.

If a student does not submit the work by the due date and has failed to apply for an extension, a non submission of assessment task letter will be sent home to parents, which will need to be signed by teacher, student, SDP Coordinator, and parent confirming the non submission of work.

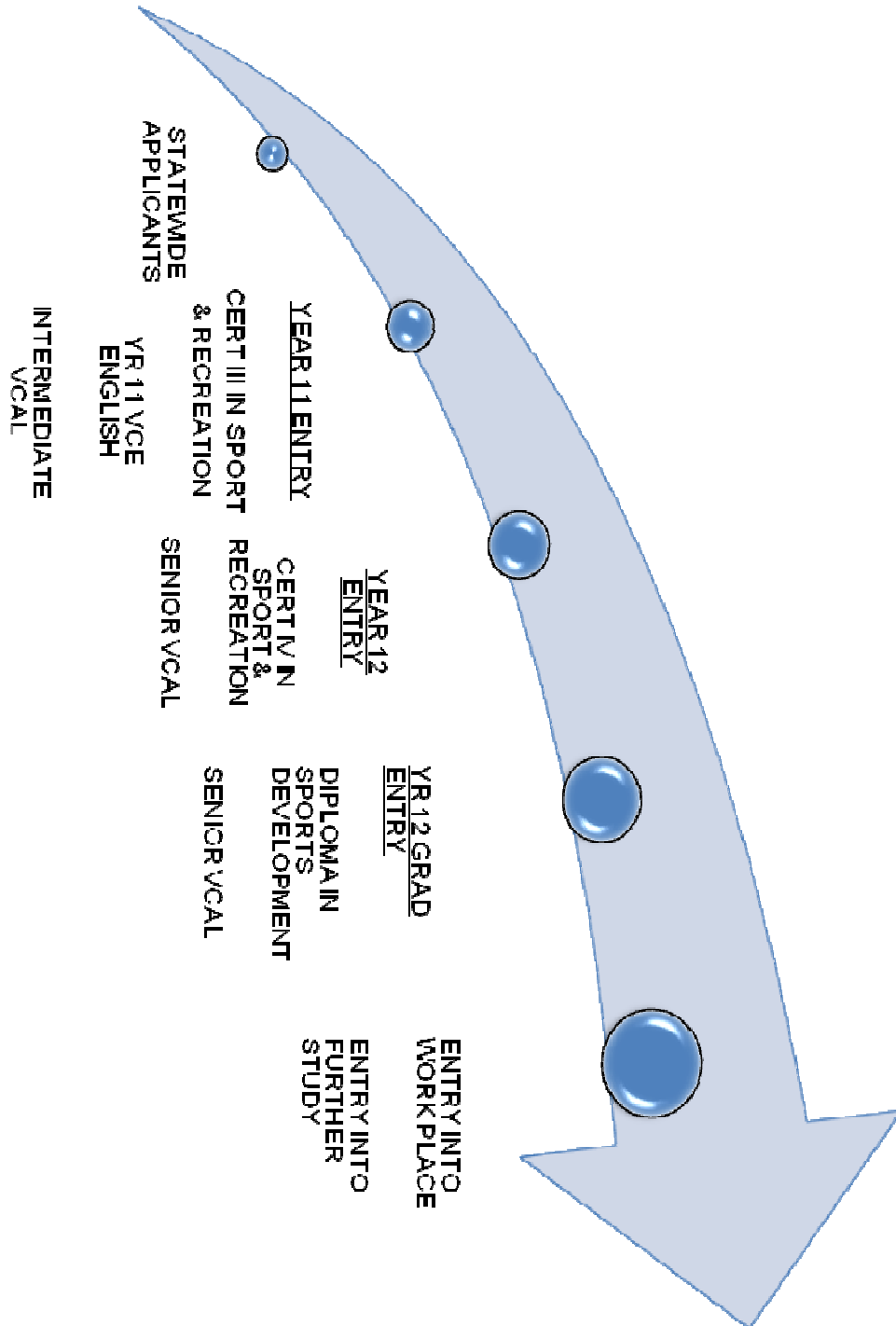
Provided the student has negotiated with their teacher, work submitted after the due date can still be assessed.

If you apply for an extension of time for a piece of work, you must provide evidence of illness, personal hardship, or other cause in writing.

Before the due date, see your class teacher and discuss the reasons for needing an extension. A further submission date may be organised between the student and the teacher which will be recorded by the teacher.

If the extension is not granted the teacher will notify the student, SDP Coordinator and will contact parent/s to discuss the issue in an interview.

APPENDIX 1 – SDP PATHWAYS



## APPENDIX 2 – STUDENT CODE OF CONDUCT

The following is the Code of Conduct contract and is to be followed in relation to welfare and discipline policy within the SDP.

1. During the Enrolment Process participants and parents are provided with information on the requirements of the program with regard to responsibilities and behaviour.
2. Prior to students commencing the SDP they are provided with information on the structure, accreditation and delivery of the program. (Student Handbook)
3. In the first week, students participate in an orientation session where they are reminded that they are in an adult educational setting and are briefed on the expectations of the SDP on them as students.
4. Students are given a thorough venue induction outlining the expectations relating to professional behaviour in sporting clubs, schools and the major sporting organisations.

Should a situation arise, teaching staff are requested to contact the SDP Coordinator to outline the concern. If need be, the coordinator talks to the student/s concerned outlining the resulting action, which varies from a warning, dismissal from the class, or cancellation of enrolment. After an initial meeting with parents, if the decision by the Coordinator warrants dismissal parents will be asked to withdraw their son or daughter from the program.

### STUDENT CONTRACT:

As a student in the SDP, I understand and accept the level of commitment that will be required of me and agree to abide by the following conditions:

1. I am aware of MY responsibility to the sporting organisation and the SDP and accept that I must behave in a manner that reflects positively on the program and the organisation.
2. I will meet the attendance and participation requirements of the program enthusiastically, on time and appropriately dressed.
3. In the event of an unavoidable absence, I will notify my teacher or the training representative before classes commence.
4. I will keep my logbook up to date. I will have my logbook with me for each and every day of the program.
5. I will abide by the rules and expectations of the SDP, Victoria University, or sporting organization where the program is conducted.
6. In the event that I fail to meet any of the above commitments, I will accept the decision of the SDP Coordinator in relation to my future participation in the program.

**Name of Student:** ..... **Venue:** .....

**Signature of Student:** .....

**Signature of Parent:** .....

**Signature of School CVSDP Coordinator** .....

## APPENDIX 3 – UNITS OF COMPETENCY

### Units of competency within the Certificate III in Sport and Recreation

CORE	UNIT DESCRIPTION	DELIVERY
BSBCMN302A	Organise personal work priorities and development	Term 2
BSBFLM303A	Contribute to effective workplace relationships	Term 2
ICIAITU006C	Operate computing packages	Term 2
SRXFAD002A	Provide advanced first aid response	Term 2
SRXGCSO04A	Meet client needs and expectations	Term 3
SRXGCST03A	Process client complaints	Term 3
SRXINU002A	Apply sport and recreation law	Term 2
SRXOHS001B	Follow defined Occupational Health and Safety policies and	Term 2
SRXRIK001A	Undertake risk analysis of activities	Term 2
<b>STREAM</b>		
SRXEVT001B	Coordinate guest/delegate registrations at venue	Term 3
SRXFAC003B	Implement facility maintenance programs	Term 3
SRXRES001B	Educate the public on the safe use of a sport and	Term 1
SRXRES002B	Improve client awareness and implementation of	Term 2
THTFME03A	Develop and update event industry knowledge	Term 3
<b>ELECTIVES</b>		
SRXCAI004B	Plan a session or program for participants	Term 1
SRXCAI005B	Conduct a sport and recreation session for participants	Term 1
SRXCAI006B	Organise a sport and recreation program	Term 1
SRXCAI007B	Conduct a sport and recreation program	Term 1
SRXINU003A	Analyse participation patterns in specific markets of the	Term 3
SRXGRO001A	Facilitate a group	Term 1
SRXGRO002A	Deal with conflict	Term 3
SRCCRO007B	Operate in accordance with accepted instructional practices,	Term 3
SRCCRD003B	Promote access, equity and diversity in community	Term 3
SRSOGP002A	Apply rules and regulations to conduct games and	Term 2

*\*Please note that Units are grouped and delivered as subjects. See Sample Curriculum Outline.*

## Units of competency within the Certificate IV in Sport and Recreation

CORE	UNIT DESCRIPTION	DELIVERY
BSBCMN402A	Develop work priorities	Term 1
ICAITU006C	Operate computing packages	Term 2
SRXGCSO06A	Address client needs	Term 3
SRXGCSO05A	Coordinate client service activities	Term 3
SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry	Term 1
SRXINU004A	Promote compliance with laws and legal principles	Term 2
SRXOGN001A	Conduct projects	Term 3
SRXOHS002B	Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs	Term 2
SRXRIK001A	Undertake risk analysis of activities	Term 2
<b>STREAM</b>		
SRXEVT002B	Organise meeting/event and provide on-site meeting/event management services	Term 3
SRXFAC004B	Plan and provide sport and recreational services	Term 3
SRXRES003B	Contribute to the planning, monitoring and control of resources	Term 2
SRXRES004B	Minimise waste and pollution and their environmental impact	Term 2
<b>ELECTIVES</b>		
THHGCS05B	Organise in house functions	Term 3
THTFME09A	Develop and update knowledge of protocol	Term 3
SRXGRO002A	Deal with conflict	Term 3
SRXGRO003A	Provide leadership to groups	Term 1
SRSSPA008A	Develop and maintain volunteer participation	Term 2
SRSSPA009A	Develop practices to conduct effective club management	Term 3
CHCYTH1C	Work effectively with young people	Term 1
BSBFLM404A	Lead work teams	Term 2
SRSCGP001A	Operate in accordance with accepted coaching principles	Term 1
SRSCGP005A	Customise coaching to include children	Term 2
SRSCGP007A	Customise coaching to include mature aged	Term 2
SRSOGP001A	Officiating practices, styles, legalities, ethics	Term 2
SRSOGP002A	Apply rules/regulations to conduct games	Term 1
SRSCOP015B	Prepare public speaking presentations	Term 2

*\*Please note that Units are grouped and delivered as subjects. See Sample Curriculum Outline.*

## Units of competency within the Diploma of Sport Development

CORE	UNIT DESCRIPTION	DELIVERY
BSBFLM404A	Lead work teams	Term 2
BSBMGT605A	Provide leadership across organisations	Term 2
ICAITU126B	Use advanced features of computer applications	Term 1
SRSCGP009A	Work with officials	Term 1
SRSCGP010A	Provide information on drugs in sport	Term 1
SRSCGP011A	Support athletes in adopting sport psychology practices	Term 2
SRSCGP012A	Support athletes eating for peak performance	Term 2
SRSCGP013A	Monitor coach welfare	Term 2
SRSCGP014A	Implement recovery programs	Term 2
SRSCOP018B	Develop advanced assertive communication	Term 1
SRSCOP019B	Prepare a sponsorship proposal	Term 2
SRSCOP024B	Prepare for an overseas sporting event	Term 2
SRSOGP007A	Evaluate, analyse, modify officiating	Term 2
SRSOGP008A	Manage conflict related to officiating	Term 2
SRSOGP009A	Plan, implement, evaluate a fitness program	Term 2
SRSOGP017A	Conduct an inquiry	Term 1
SRXCAI008B	Plan/prepare a training program	Term 2
SRXCAI009B	Conduct, monitor, adjust training programs	Term 2
SRXCAI010B	Evaluate, analyse high performance training	Term 2
SRXGCSS07A	Determine needs of client population	Term 1
SRXGRO003A	Provide leadership to groups	Term 1
SRXHRM001B	Manage volunteers	Term 1
SRXINU005A	Manage culture and education in leisure	Term 2
SRXOHS003B	Establish, maintain, evaluate OHS	Term 1
SRXRIK002A	Manage an organisations risk	Term 1
THTPPD10B	Develop & implement sponsorship plans	Term 2
BSBADM502A	Manage meetings	Term 3
SRXEVT001B	Coordinate guest/delegate registrations at venues	Term 3
SRXEVT002B	Organise events & provide onsite management	Term 3
SRXEVT003B	Coordinate events	Term 3
SRXOGN002A	Manage projects	Term 3
SRSSPT001A	Implement sports first aid procedures and apply sports first aid	Term 1
BSCMGT501A	Sports Marketing - market services/concepts to customers	Term 3

*\*Please note that Units are grouped and delivered as subjects. See Sample Curriculum Outline.*