



Australian Government

Department of Education, Employment and Workplace Relations

SISXCAI304A Plan and conduct sport and recreation programs

Release: 2

SISXCAI304A Plan and conduct sport and recreation programs

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional sport and recreation programs in a variety of contexts for a diversity of needs and situations. The unit focuses on the application of planning skills to develop a program to safely conduct and supervise a sport and recreation program for participants that takes into account participant needs and resource requirements.

Application of the Unit

This unit applies to those working autonomously in a sport, recreation or fitness environment. This may include program staff working in a variety of after-school activities in a range of locations or working with a range of participants in aquatic programs, sport programs or recreation leisure centres, including gyms.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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| <p>1. Identify participant needs and expectations.</p> | <p>1.1. Clarify the <i>preferences, needs and expectations of participants</i>.</p> <p>1.2. Identify special requirements according to participant needs.</p> <p>1.3. Advise participants of any reasons why they should not participate in a given program.</p> <p>1.4. Recommend participants seek external assistance where appropriate.</p> |
| <p>2. Plan a sport and recreation program.</p> | <p>2.1. Identify a range of <i>information sources</i> and gather relevant information to plan a program of recreation sessions according to <i>organisational policies and procedures</i>.</p> <p>2.2. Identify <i>equipment</i> and <i>resources</i> appropriate for the program.</p> <p>2.3. Design and document a <i>program plan</i> to meet the identified needs and abilities of participants according to <i>relevant legislation</i> and organisational policies and procedures.</p> <p>2.4. Seek agreement on the program plan from staff, participants and organisations where relevant.</p> |
| <p>3. Coordinate and allocate program resources.</p> | <p>3.1. Obtain budget allocation from <i>responsible persons</i>.</p> <p>3.2. Identify and organise a venue appropriate for the program, and participants' needs and abilities.</p> <p>3.3. Identify and confirm availability of appropriate resources and equipment with appropriate staff, <i>support personnel</i>, organisations and participants.</p> <p>3.4. Confirm arrangements to support the planned sequence and safety of the program.</p> <p>3.5. Organise and brief support personnel according to relevant legislation and organisational policies and procedures.</p> |
| <p>4. Prepare for the</p> | <p>4.1. Advise participants on physical resource</p> |

ELEMENT	PERFORMANCE CRITERIA
program.	requirements for the program.
	4.2. Remove required equipment from store, check for damage or deterioration, and report where appropriate to the responsible person.
	4.3. Issue equipment and provide assistance with fitting where necessary.
	4.4. Set up equipment according to approved procedures and instructions.
	4.5. Modify or condition equipment for use by different participant groups according to organisational policies and procedures.
5. Conduct the program.	5.1. Communicate instructions and relevant information in a manner suitable to participants.
	5.2. Observe and assess participants' progress against program aims.
	5.3. Seek feedback from participants regarding their progress during the program and modify as required.
	5.4. Monitor participant numbers to ensure they remain within limits that are safe and allow all participants to benefit from the program.
	5.5. Identify <i>risks</i> to participant safety and take action to minimise according to relevant legislation and organisational policies and procedures.
	5.6. Monitor venue, resources and equipment to ensure they continue to be available and modify program as required.
6. Conclude the program.	6.1. Conclude the program at a pace appropriate to participants, their level of involvement, and duration of the program.
	6.2. Inform participants of follow-up programs.
7. Evaluate the program.	7.1. Seek and acknowledge feedback from <i>relevant stakeholders</i> involved in the program.
	7.2. Evaluate all relevant components of the program according to evaluation criteria and record outcomes.
	7.3. Identify potential areas of improvement of future programs.
	7.4. Review own performance and identify potential improvements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants and elicit information required to determine appropriate sport and recreation activities to meet participant needs
 - source, interpret and confirm information to inform program planning
 - convey information about the safe use of equipment to participants
 - report missing or damaged equipment
- problem-solving skills to:
 - plan a program according to participants' needs, abilities and risk factors
 - modify a program and equipment as required
 - identify reasons for participant discontinuation, and implement strategies to address these
- planning and organising skills to source, allocate and coordinate resources and equipment necessary for planned sport and recreation program
- teamwork skills to liaise with support personnel, other appropriate staff, and organisations in planning and conducting the program
- language and literacy skills to produce and document a program plan and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance to facilitate personal development
- activity-specific skills to conduct the program.

Required knowledge

- legislation to enable safe and non-discriminatory conduct of the program
- principles of inclusive practice to enable participation by a range of participants
- reasons affecting ability to participate in an activity to enable appropriate selection of activities for the program
- organisational policies and procedures to enable:
 - application of appropriate procedures in regard to planning a program
 - checking and storage of equipment
 - referral of participants with special needs
 - establishing and maintaining records systems for equipment use and maintenance
- risk-analysis processes to enable assessment of the potential impact of planned sport and recreation program on participant safety
- activity-specific knowledge of planned program activities to ensure activities match participants' needs

REQUIRED SKILLS AND KNOWLEDGE

- factors affecting group dynamics, and conflict-resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of equipment
- evaluation processes to enable improvements to be made to the program.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- resources and delivers sport and recreation programs within budgetary constraints and demonstrates techniques to build group cohesion and balance individual and group needs
- delivers monitors and adjusts sport and recreation programs that meet the needs of participants and responds to problems or issues that arise
- provides positive feedback to enhance participant motivation and self-esteem
- evaluates and reflects on own work performance to identify ways in which program outcomes and benefits can be improved.

Context of and specific resources for assessment

Assessment must ensure planning and conduct of multiple sport and recreation sessions that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the specific session content
- equipment and resources required for the delivery of the program
- documentation, such as program plans and forms relating to equipment checks.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of preparing for a program, including the development of a program plan
- observation of interacting with a range of participants, including conveying information for safe participation in programs
- observation of dealing with contingencies, such as the changing availability of equipment or venues
- oral and or written questioning to assess knowledge of techniques and activity skills in relation to

program aims and inclusive practices

- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI306A Facilitate groups.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferences, needs and expectations may include:

- physical
- emotional
- motivational
- psychological
- individual
- group.

Participants may include:

- experienced and inexperienced
- adults and children
- school and youth groups.

Information sources may include:

- organisations
- participants
- parents or guardians.

Organisational policies and procedures may include:

- occupational health and safety
- collection and use of information
- privacy
- extent and limitations of responsibilities
- staff behaviour
- reporting of hazards and risks
- risk minimisation
- time constraints and scheduling requirements
- budget allocation
- communication protocols
- equipment selection, use and maintenance.

Equipment may include:

- safety equipment
- program-specific equipment.

Resources may include:

- physical
- human
- financial
- logistical.

Program plan may include:

- aims and objectives
- dates and times
- sessions, stages and structure
- logistics.

Relevant legislation may include:

- equal opportunity
- occupational health and safety
- privacy
- working with children.

Responsible persons may include:

- coordinators
- supervisors
- managers.

Support personnel may include:

- teachers
- carers
- assistant staff
- parents or guardians.

Risks may include:

- level of challenge and difficulty
- behaviour
- physical
- emotional.

Relevant stakeholders may include:

- participants
- staff
- colleagues
- organisations.

Unit Sector(s)

Cross-Sector

Competency Field

Coaching and Instruction