NATIONAL
FITNESS INDUSTRY TRAINING
PACKAGE SRF01

Volume 1

IMPORTANT

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As a user of the Training Package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:

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Australian Training Products website for version comparison: http://www.atpl.net.au

The Modification History is also visible on the website of the developer of the Training Package: **http://www.srtaustralia.org.au**

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

http://www.ntis.gov.au

MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information. (http://www.ntis.gov.au)

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GENERAL ADMINISTRATION

ADM

Contents

SRX ADM 001A HANDLE MAIL TO FACILITATE COMMUNICATION

ADM General administration

DESCRIPTION: This unit covers recording and distributing incoming mail and collecting and dispatching outgoing mail within organisation timelines. This unit is based on unit BSA INF 101A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Receive and distribute incoming mail	a. Incoming **mail** is checked and registered to ensure accuracy of **records** b. Titles and locations of organisation personnel are identified and understood c. Urgent and confidential **mail** is identified and distributed to the addressee promptly d. **Mail** is sorted and dispatched to the nominated person/location e. Damaged, suspicious or missing items are recorded and where necessary reported promptly
2. Receive and dispatch outgoing mail	a. Outgoing **mail** is collected from each section of the organisation, checked and sorted to ensure all items are correctly prepared for dispatch b. Outgoing **mail** is processed to ensure all items are correctly prepared for dispatch c. **Mail** is recorded in a **register** d. **Mail** is dispatched to meet designated timelines
3. Collate and dispatch documents for bulk mailing	a. Quantities/resources/time to complete bulk mailing of documents estimated correctly b. Documents are collated as required c. Envelopes are sorted and batched in accordance with **Australia Post specifications** d. Numerical information is self-checked e. Batched items are lodged for delivery

Range of Variables

HANDLE MAIL TO FACILITATE COMMUNICATION

VARIABLE STATEMENT	CATEGORIES
1. **Australia Post specifications**	a. size of envelope/parcel b. weight of envelope/parcel c. destination d. bulk mailing quantities/procedures e. franking procedures f. addressing of mail procedures
2. **Legislation**	a. Occupational Health and Safety b. copyright
3. **Mail**	a. internal b. external c. e-mail d. facsimiles e. bulk mail
4. **Organisation's policies and procedures**	a. distribution of internal mail within designated timelines b. security procedures
5. **Records**	system for recording details of a. incoming mail b. outgoing mail
6. **Register**	system recording details of incoming/outgoing mail a. manual b. electronic
7. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

HANDLE MAIL TO FACILITATE COMMUNICATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the procedures for the efficient receipt and distribution of incoming mail and the collection and dispatch of outgoing mail in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Distribute mail within the accepted organisation timelines
			c.2 Dispatch mail on time, in appropriate mail/style envelopes
			c.3 Account for all mail
			c.4 Ensure all numerical information is correct
			c.5 Ensure bulk quantities are greater than 50 items
			c.6 Ensure documents are bulk mailed according to instructions
			c.7 Clarify problems and seek assistance when necessary
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 SRX ADM 002A Handle information to maintain access to and security of records
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX COM 001A Communicate in the workplace
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policies and procedures for distribution of incoming mail
			a.2 Organisation's policies and procedures for collection and dispatch of outgoing mail
			a.3 Manufacturer's operating instructions in relation to the correct operation of a franking machine
		b.	Underpinning skills
			b.1 Use of technology in order to record incoming and outgoing mail on an electronic register system
			b.2 Referral skills to identify to whom to refer damaged, suspicious and missing items
			b.3 Research skills to seek information on the correct procedures for the receipt of incoming mail and the dispatch of outgoing mail
			b.4 Problem solving skills to identify the best course of action if a non routine event occurs during the receipt and dispatch of mail
			b.5 Literacy skills to clarify information on set procedures in the receipt and dispatch of mail
4.	Resource implications	a.	Assessment of this competency requires access to documented mail procedures, franking machine and mail room facilities in a real or simulated work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
	b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	-	1	-	-	-	-

SRX ADM 002A HANDLE INFORMATION TO MAINTAIN ACCESS TO AND SECURITY OF RECORDS

ADM   General administration

DESCRIPTION: This unit covers handling files, records etc so that documents can be found and accessed in accordance with organisation policies and procedures. This unit is based on unit BSA INF 102A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **File documents**	a. Documents are ***classified*** and sorted to maintain the integrity of the system b. Classification uncertainties are referred to an ***appropriate authority*** c. Documents are indexed and filed in ***correct location*** and ***sequence***
2. **Identify and retrieve documents**	a. Specified files/records are located within the designated timelines b. Located files are extracted from the system and dispatched to the nominated person c. Security and confidentiality procedures are followed

Range of Variables

HANDLE INFORMATION TO MAINTAIN ACCESS TO AND SECURITY OF RECORDS

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate authority**	a. supervisor b. manager
2. **Classified**	a. confidential b. urgent c. coding system d. active/inactive
3. **Correct location**	a. filing cabinet b. compactus c. designated location's filing cabinet/compactus d. storeroom e. archive
4. **Legislation**	a. Occupational Health and Safety b. copyright
5. **Organisation's policies and procedures**	a. classification of documents b. security of documents c. dispatch and collection of documents d. confidentiality
6. **Records system**	a. databases b. filing system c. stock register
7. **Recording mechanisms/ systems**	a. paper-based b. electronic
8. **Sequence**	a. organisation's coding system
9. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

HANDLE INFORMATION TO MAINTAIN ACCESS TO AND SECURITY OF RECORDS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of procedures for the filing and retrieval of documents in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Understand filing system codes
		  c.2 Maintain the integrity of the filing system
		  c.3 Correctly file documents
		  c.4 Seek assistance when necessary

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX ADM 001A Handle mail to facilitate communication
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 003A Apply knowledge of the organisation to complete routine administration tasks
		  c.2 SRX ADM 004A Operate a range of office equipment to complete routine tasks
		  c.3 SRX COM 001A Communicate in the workplace
		  c.4 SRX TEC 001A Operate a computer to gain access to and retrieve data using keyboard skills

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures in relation to classification of documents
		  a.2 Organisation's policy and procedures in relation to coding system used for documents/records/files
		  a.3 Organisation's policy and procedures in relation to timelines for location of files/records
		  a.4 Organisation's policy and procedures in relation to security and confidentiality for documents/files/records
		
		b. Underpinning skills
		  b.1 Use of technology in order to record documents on an electronic filing system
		  b.2 Referral skills to identify to whom to refer classification uncertainties
		  b.3 Research skills to seek information on the correct procedures for the filing and retrieval of documents/files/records
		  b.4 Problem solving skills to identify the best course of action if a non routine event occurs during filing or retrieval of documents/files/records
		  b.5 Literacy skills to clarify information on set procedures in the filing or retrieval of documents/files/records

4.	**Resource implications**	a. Assessment of this competency requires access to documented procedures for the classification and sorting of documents, designated timelines for the retrieval of documents/files/records and security and confidentiality procedures that would be used in a real or simulated

			work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	-	1	-	-	-	-

SRX ADM 003A   APPLY KNOWLEDGE OF THE ORGANISATION TO COMPLETE ROUTINE ADMINISTRATION TASKS

ADM   General administration

DESCRIPTION: This unit requires the learner to demonstrate knowledge of the organisation's main business and the main function of each department/staff member. It also covers knowledge of organisation's format and procedures for documents. This unit is based on unit BSA ENT 101A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify key functions and personnel/ departments**	a. The nominated title of the organisation is used for all official business dealings b. The key purpose/prime function of the organisation is identified upon request c. The correct names of all key departments are identified upon request d. The function(s) of all key departments are identified upon request
2. **Apply office procedures**	a. Office procedures are adopted in relation to correct documentation and format b. Irregularities and/or difficulties are referred to the ***designated person*** for resolution

Range of Variables

APPLY KNOWLEDGE OF THE ORGANISATION TO COMPLETE ROUTINE ADMINISTRATION TASKS

VARIABLE STATEMENT	CATEGORIES
1. **Designated person**	a. supervisor b. section manager
2. **Organisation's policies and procedures**	a. document procedures/format b. procedures manual c. availability of staff directory
3. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

APPLY KNOWLEDGE OF THE ORGANISATION TO COMPLETE ROUTINE ADMINISTRATION TASKS	

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the organisation to complete routine administration tasks in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Identify accurate information about the organisation
		   c.2 Identify situations outside the employee's area of responsibility and promptly request assistance
		   c.3 Apply organisation procedures, eg, 'house style' for documents

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 SRX ADM 004A Operate a range of office equipment to complete routine tasks
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 SRX ADM 001A Handle mail to facilitate communication
		   c.2 SRX ADM 002A Handle information to maintain access to and security of records
		   c.3 SRX ADM 004A Operate a range of office equipment to complete routine tasks
		   c.4 SRX COM 001A Communicate in the workplace
		   c.5 SRX TEC 001A Operate a computer to gain access to and retrieve data using keyboard skills
		   c.6 SRX TEM 001A Work in teams

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Organisation's policy and procedures for the correct formatting of documents
		   a.2 Organisation's key purpose, prime functions and key departments
		
		b. Underpinning skills
		   b.1 Use of technology in order to create and format documentation
		   b.2 Referral skills to identify to whom to refer irregularities and/or difficulties
		   b.3 Research skills to seek information on the correct procedures for identifying key purpose, prime functions and key departments of the organisation
		   b.4 Problem solving skills to identify the best course of action if a non routine event occurs during the completion of a routine administrative task
		   b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with:
		   a.1 documented procedures for the use of official titles
		   a.2 documented procedures for formatting official documents
		   a.3 documents detailing the key purpose/prime function of the organisation

		a.4	documents detailing the key departments of the organisation
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	-	-	-	-

SRX ADM 004A   OPERATE A RANGE OF OFFICE EQUIPMENT TO COMPLETE ROUTINE TASKS

ADM   General administration

DESCRIPTION: This unit covers selecting and using the correct office equipment (for example, computer, fax, telephone) to complete a task. This unit is based on unit BSA TEC 101A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Select and locate equipment to be used for task(s)**	a. *Equipment* selected is appropriate for the task to be undertaken b. *Equipment* is located and checked for availability of use by operator
2. **Operate equipment**	a. The *equipment* is used in accordance with *instructions* b. *Equipment* faults are identified c. *Equipment* faults are reported to *nominated person* d. Shutdown procedures are followed, as appropriate

Range of Variables

OPERATE A RANGE OF OFFICE EQUIPMENT TO COMPLETE ROUTINE TASKS

VARIABLE STATEMENT	CATEGORIES
1. **Equipment used**	a. computer b. printer c. telephone d. intercom/paging system e. telephone answering machine f. facsimile machine g. photocopier
2. **Instructions**	a. manufacturer's guidelines b. procedures manual c. training notes
3. **Legislation**	a. Occupational Health and Safety b. copyright
4. **Nominated person**	a. supervisor b. manager c. manufacturer
5. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range f. policies and procedures regarding organisation's storage facilities

Evidence Guide

OPERATE A RANGE OF OFFICE EQUIPMENT TO COMPLETE ROUTINE TASKS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of how to operate a range of office equipment needed to complete routine tasks in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Understand the various functions of office equipment and demonstrate when each should be used
		  c.2 Operate equipment correctly
		  c.3 Report faulty equipment if necessary
		  c.4 Return equipment is returned to appropriate place after use, if appropriate
		  c.5 Store equipment is stored according to organisation and manufacturers guidelines, if appropriate

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX ADM 003A Apply knowledge of the organisation to complete routine administration tasks
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 001A Handle mail to facilitate communication
		  c.2 SRX ADM 002A Handle information to maintain access to and security of records
		  c.3 SRX ADM 003A Apply knowledge of the organisation to complete routine administration tasks
		  c.4 SRX COM 001A Communicate in the workplace
		  c.5 SRX TEC 001A Operate a computer to gain access to and retrieve data using keyboard skills
		  c.6 SRX TEM 001A Work in teams

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures in relation to use of office equipment by users
		  a.2 Organisation's policy and procedures in relation to routine maintenance of equipment
		
		b. Underpinning skills
		  b.1 Use of technology in order to operate a range of office equipment
		  b.2 Referral skills to identify to whom to refer equipment faults
		  b.3 Research skills to seek information on the correct use of a selected piece of office equipment
		  b.4 Problem solving skills to identify the best course of action if a fault occurs
		  b.5 Literacy skills to clarify information on correct operating procedures for a range of office equipment

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with documentation on, and access to, a range of office equipment

		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	-	-	-	-	1	1

SRX ADM 005A   HANDLE MAIL TO FACILITATE THE INFORMATION FLOW OF THE ORGANISATION

ADM   General administration

DESCRIPTION: This unit covers recording and distributing incoming mail and collecting and dispatching outgoing mail within organisation timelines. It also covers collating and despatching bulk mail according to Australia Post specifications. This unit is based on unit BSA INF 201A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Receive and distribute incoming mail	a. Incoming **mail** is checked and registered to ensure accuracy of **records** b. Titles and locations of company personnel and departments are identified and understood c. Urgent and confidential mail is identified and distributed to the addressee **promptly** d. **Mail** is sorted and dispatched to the **nominated person/location** e. Damaged, suspicious or missing items are recorded and where necessary reported **promptly**
2. Receive and dispatch outgoing mail	a. Outgoing mail is collected from each section of the organisation, checked and sorted to ensure all items are **correctly prepared for dispatch** b. Outgoing mail is processed correctly for dispatch c. **Mail** is recorded in a **register** d. **Mail** is dispatched to meet **designated timelines**
3. Collate and dispatch documents for bulk mailing	a. Quantities/resources/time to complete bulk mailing of documents estimated correctly b. Documents are collated as required c. Envelopes are sorted and batched in accordance with **Australia Post specifications** d. Batched items are lodged for delivery e. Numerical information is self-checked
4. Organise courier for emergency – same day deliveries	a. Items for emergency delivery are weighed, wrapped and addressed b. Cheapest and best option for delivery is determined and selected c. Follow-up is made if necessary

Range of Variables

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HANDLE MAIL TO FACILITATE THE INFORMATION FLOW OF THE ORGANISATION

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VARIABLE STATEMENT	CATEGORIES
1. **Australia Post specifications**	a. size of envelope/parcel b. weight of envelope/parcel c. destination d. bulk mailing procedures e. franking procedures f. addressing of mail procedures
2. **Correctly prepared for dispatch**	a. envelope/parcel is properly closed/wrapped and is secure b. address is correctly displayed c. return address is correctly displayed d. envelope is correctly franked/stamped according to Australia Post procedures
3. **Courier selection**	a. location of receiver b. urgency of delivery
4. **Designated timelines**	a. organisation's policy and procedures for dispatching of mail
5. **Mail**	a. e-mail b. facsimiles c. bulk mail quantities d. internal e. external
6. **Nominated person/location**	a. supervisor b. manager
7. **Organisation's policies and procedures**	a. security procedures b. mail register
8. **Promptly**	a. within organisation's designated timelines
9. **Records**	system for recording details of a. incoming mail b. outgoing mail
10. **Register**	system recording details of incoming/outgoing mail a. manual b. electronic
11. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

HANDLE MAIL TO FACILITATE THE INFORMATION FLOW OF THE ORGANISATION

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the receipt and distribution of incoming mail and the collection and dispatch of outgoing mail in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Distribute mail within the accepted organisation timelines
		  c.2 Collect outgoing mail within the accepted organisation timelines
		  c.3 Dispatch mail on time, in appropriate mail style/envelopes
		  c.4 Account for mail
		  c.5 Ensure bulk mail quantities are greater than 50 items
		  c.6 Ensure documents are bulk mailed according to instructions
		  c.7 Clarify problems and seek assistance when necessary
		  c.8 Organise emergency dispatches when necessary

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ADM 001A Handle mail to facilitate communication
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX ADM 006A Process and analyse information to provide access to and security of records
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 007A Select, operate and maintain a range of office equipment to complete a range of tasks
		  c.2 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		  c.3 SRX TEM 002A Support the work of a team

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the registration of incoming mail
		  a.2 Organisation's key purpose, prime functions, key personnel and key departments
		  a.3 Organisation's policies and procedures for distribution of incoming mail
		  a.4 Organisation's policies and procedures for collection and dispatch of outgoing mail
		  a.5 Manufacturer's operating instructions in relation to the correct operation of a franking machine
		
		b. Underpinning skills
		  b.1 Use of technology in order to record incoming and outgoing mail on an electronic register system
		  b.2 Referral skills to identify to whom to refer damaged, suspicious and missing items
		  b.3 Research skills to seek information on the correct procedures for the receipt of incoming mail and the dispatch of outgoing mail
		  b.4 Problem solving skills to identify the best course of action if a non routine event occurs during the receipt and dispatch of mail
		  b.5 Literacy skills to clarify information on set procedures in the receipt and dispatch of mail

4.	Resource implications	a.	Assessment of this competency requires access to documented mail procedures, franking machine and mail room facilities in a real or simulated work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	-	-

SRX ADM 006A   PROCESS AND ANALYSE INFORMATION TO PROVIDE ACCESS TO AND SECURITY OF RECORDS

ADM   General administration

DESCRIPTION: This unit covers locating information about the organisation and using and maintaining the organisation's records and filing system. This unit is based on unit BSA INF 202A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Process and analyse information requests	a. Main sources of everyday information are located within the office b. Information about organisation products and services is understood and utilised
2. File documents	a. Documents are classified and sorted to maintain the integrity of the system b. Classification uncertainties are referred to an *appropriate authority* c. Documents are indexed and filed in the *correct location and sequence*
3. Identify and retrieve documents	a. Specified files/records are located within the *designated timelines* b. Located files are extracted from system and dispatched to the *nominated person* c. *Security and confidentiality procedures* are followed
4. Update and modify existing organisational records	a. Records are kept up to date to maintain the integrity of the system b. Records are kept accurate to maintain the integrity of the system c. Records are filed to maintain the integrity of the system d. Individual items are gathered and entered into the filing system e. New files are recorded and indexed
5. Remove inactive and dead files	a. Designated inactive files are removed from the working system, recorded and stored to ensure the system is maintained in an up-to-date manner b. Designated dead files are removed from the working system and archived c. File index is updated to show current status of records on file

Range of Variables

PROCESS AND ANALYSE INFORMATION TO PROVIDE ACCESS TO AND SECURITY OF RECORDS

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate authority**	a. supervisor b. manager
2. **Correct location and sequence**	a. filing cabinet b. compactus c. designated location's filing cabinet/compactus d. storeroom e. archive f. confidential g. urgent h. coding system i. active/inactive
3. **Designated timelines**	a. organisation's policy and procedures for retrieval of documents within timelines that allow new documents to be attached to files/records and reasonable time to respond
4. **Nominated person**	a. organisation's policy and procedures that determine to whom files/records should be sent for action when new documents are attached
5. **Organisation filing system coding**	a. numbers b. colours c. letter combinations
6. **Organisation's policies and procedures**	a. security procedures b. dispatching and collecting procedures c. organisation formats d. procedures for updating records e. archiving procedures
7. **Records system**	a. data bases b. filing system b.1 paper based b.2 electronic c. stock register
8. **Security and confidentiality procedures**	a. documents are received and processed in a manner that restricts access to those persons authorised only b. access to file/records is restricted by password or lock c. documents/files/records are processed in a manner that will maintain confidentiality

Evidence Guide

PROCESS AND ANALYSE INFORMATION TO PROVIDE ACCESS TO AND SECURITY OF RECORDS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the factors influencing the processing of information to provide access to and security of documents/files/records in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Understand filing system codes
			c.2 Handle information requests within organisation timelines
			c.3 Maintain filing system integrity
			c.4 Correctly file documents
			c.5 Keep up to date and accurate records
			c.6 Seek assistance when necessary
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX ADM 002A Handle information to maintain access to and security of records
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 SRX ADM 005A Handle mail to facilitate the information flow of the organisation
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX ADM 007A Select, operate and maintain a range of office equipment to complete a range of tasks
			c.2 SRX ADM 008A Organise the copying and collating of documents
			c.3 SRX COM 002A Receive and pass on information to facilitate effective routine communication
			c.4 SRX TEC 002A Operate a computer and printer to produce and print simple documents
			c.5 SRX TEM 002A Support the work of a team
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policy and procedures for the security and confidentiality of files/records
			a.2 Organisation's policy and procedures for retrieval of documents
			a.3 Organisation's policy and procedures for the distribution of files/records
			a.4 Organisation's key purpose, prime functions, key personnel and key departments
		b.	Underpinning skills
			b.1 Use of technology in order to record documents on an electronic filing system
			b.2 Referral skills to identify to whom to refer classification uncertainties
			b.3 Research skills to seek information on the correct procedures for the filing and retrieval of documents/files/records
			b.4 Problem solving skills to identify the best course of action if a non routine event occurs during filing or retrieval of documents/files/records

		b.5 Literacy skills to clarify information on set procedures in the filing or retrieval of documents/files/records, and security and confidentiality procedures
4.	**Resource implications**	a. Assessment of this competency requires access to documented procedures for the classification and sorting of documents, designated timelines for the retrieval of documents/files/records and security and confidentiality procedures that would be used in a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	-	-	-	1

SRX ADM 007A   SELECT, OPERATE AND MAINTAIN A RANGE OF OFFICE EQUIPMENT TO COMPLETE A RANGE OF TASKS

ADM   General administration

DESCRIPTION: This unit covers choosing equipment to complete a variety of tasks and includes operating the equipment, undertaking routine maintenance and reporting faults to the appropriate person. This unit is based on unit BSA TEC 201A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Select equipment to be used for task(s)**	a. *Equipment* selected is appropriate for the task to be undertaken b. *Equipment* is checked for availability of use by operator
2. **Operate equipment**	a. *Equipment* is used in accordance with *instructions* b. A range of equipment functions are used c. Shutdown procedures are followed, as appropriate
3. **Identify and/or rectify minor faults**	a. Routine maintenance is undertaken to ensure equipment meets specifications of manufacturer b. *Equipment* faults are accurately identified c. Action is taken to ensure equipment is repaired in accordance with instructions d. Repairs outside operator's area of responsibility are reported to the *nominated person* for rectification

Range of Variables

SELECT, OPERATE AND MAINTAIN A RANGE OF OFFICE EQUIPMENT TO COMPLETE A RANGE OF TASKS

VARIABLE STATEMENT	CATEGORIES
1. **Equipment used**	a. computer b. telephone c. intercom/paging system d. telephone answering machine e. facsimile machine f. photocopier g. binding machine
2. **Instructions**	a. manufacturer's guidelines b. procedures manual c. training notes
3. **Nominated person**	a. supervisor b. manager c. manufacturer
4. **Organisation's policies and procedures**	a. storage facilities
5. **Relevant legislation**	a. Occupational Health and Safety b. copyright
6. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

SELECT, OPERATE AND MAINTAIN A RANGE OF OFFICE EQUIPMENT TO COMPLETE A RANGE OF TASKS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the selection, operation and maintenance of a range of office equipment to complete a range of tasks in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Understand the various functions of office equipment and demonstrate when to use them
		  c.2 Operate equipment correctly
		  c.3 Investigate and fix faulty equipment or report on if necessary
		  c.4 Return equipment to appropriate place after use, as appropriate
		  c.5 Store equipment according to organisation and manufacturer's guidelines

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ADM 004A Operate a range of office equipment to complete routine tasks
		  a.2 SRX TEC 001A Operate a computer to gain access to and retrieve data using keyboard skills
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 005A Handle mail to facilitate the information flow of the organisation
		  c.2 SRX ADM 006A Process and analyse information to provide access to and security of records
		  c.3 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		  c.4 SRX TEC 002A Operate a computer and printer to produce and print simple documents
		  c.5 SRX TEM 002A Support the work of a team

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures in relation to use of office equipment by users
		  a.2 Organisation's policy and procedures in relation to routine maintenance of equipment
		
		b. Underpinning skills
		  b.1 Use of technology in order to operate a range of office equipment
		  b.2 Referral skills to identify to whom to refer equipment faults
		  b.3 Research skills to seek information on the correct use of a selected piece of office equipment
		  b.4 Problem solving skills to identify the best course of action if a fault occurs
		  b.5 Literacy skills to clarify information on correct operating procedures for a range of office equipment

4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with documentation on, and access to, a range of office equipment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	-	-	1	1

SRX ADM 008A   ORGANISE THE COPYING AND COLLATING OF DOCUMENTS

ADM   General administration

DESCRIPTION: This unit covers organising and completing the copying, and collating of documents using the appropriate media and materials. This unit is based on unit BSA TEC 204A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Select appropriate media**	a. Appropriate *media* and *materials* are identified and selected for the task
2. **Copy and collate documents**	a. Quantities and resources are correctly estimated to complete the task b. Documents are copied to the designated standards for presentation c. Copies are collated in accordance with *designated specifications* and bound, if necessary d. Task is completed within *designated timelines*
3. **Distribute documents**	a. Completed documents are dispatched to the *nominated person* for distribution within the *designated timelines* b. Completed documents are filed to ensure integrity and security of contents

Range of Variables

ORGANISE THE COPYING AND COLLATING OF DOCUMENTS

VARIABLE STATEMENT	CATEGORIES
1. **Confidentiality**	a. safe b. locked compactus/filing cabinet c. locked store room
2. **Designated specifications**	a. quantity b. size c. colour d. format e. style f. type
3. **Designated timelines**	a. organisation's policy and procedures for completion of these tasks b. timeline requested by client c. timeline requested by printer/production house
4. **Equipment used**	a. photocopier b. binding machine
5. **Instructions**	a. manufacturer's guidelines b. procedures manual c. training notes
6. **Legislation**	a. Occupational Health and Safety b. copyright
7. **Materials**	a. paper b. cardboard c. section dividers d. binders e. covers
8. **Media**	a. printing b. photocopying
9. **Nominated person**	a. supervisor b. manager c. client d. colleague
10. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

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ORGANISE THE COPYING AND COLLATING OF DOCUMENTS

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1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the copying and collating of documents in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		    c.1 Copy and collate documents within designated organisation timelines
		    c.2 Copy documents accurately
		    c.3 Check documents for missing pages
		    c.4 Distribute documents within designated organisation timelines
		    c.5 Select media appropriate to the task
		    c.6 Minimise wastage of paper and other resources

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		    a.1 SRX ADM 004A Operate a range of office equipment to complete routine tasks
		
		b. This unit must be assessed in conjunction with the following unit(s):
		    b.1 SRX ADM 007A Select, operate and maintain a range of office equipment to complete a range of tasks
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		    c.1 SRX ADM 005A Handle mail to facilitate the information flow of the organisation
		    c.2 SRX ADM 006A Process and analyse information to provide access to and security of records
		    c.3 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		    c.4 SRX TEC 002A Operate a computer and printer to produce and print simple documents
		    c.5 SRX TEM 002A Support the work of a team

3.	**Required knowledge and skills**	a. Underpinning knowledge
		    a.1 Organisation's policy and procedures in relation to producing bound documents
		    a.2 Organisation's policy and procedures in relation to designated timelines for the completion of tasks that involve copying, collating and binding documents
		    a.3 Organisation's policy and procedures in relation to the minimisation of wastage of paper and other resources, with the impact on the environment underpinning office administration procedures
		
		b. Underpinning skills
		    b.1 Use of technology in order to operate a range of office equipment, including photocopying, printing and binding equipment
		    b.2 Referral skills to identify to whom to refer equipment faults and difficulties
		    b.3 Research skills to seek information on the correct use of photocopying, printing and binding equipment
		    b.4 Problem solving skills to identify the best course of action if a fault occurs

		b.5	Literacy skills to clarify information on correct operating procedures for a range of office equipment, including photocopying, printing and binding equipment
4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with documentation on and access to a range of office equipment, including photocopying, printing and binding equipment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	-	1	-	-	-	1

SRX ADM 009A   MAINTAIN INFORMATION RECORDS SYSTEM TO ENSURE ITS INTEGRITY

ADM   General administration

DESCRIPTION: This unit covers creating new files, removing files that are no longer active and maintaining the organisation's filing system. This unit is based on unit BSA INF 301A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Assemble new files**	a. Information to be incorporated in new file is collected and collated b. New files are established in an accurate and up-to-date manner c. New file is placed on *file recording system* d. New files are indexed e. Files are sorted by *appropriate codes*
2. **Identify and process inactive and dead files**	a. Inactive and dead files are identified and removed and/or relocated
3. **Record documentation movements**	a. Movement of all documentation is recorded on *file recording system* b. Overdue records and documentation are identified and a *system for their return* implemented

Range of Variables

MAINTAIN INFORMATION RECORDS SYSTEM TO ENSURE ITS INTEGRITY

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate codes**	a. numbers b. colour c. letter combinations
2. **File recording system**	a. paper based b. electronic
3. **Legislation**	a. Occupational Health and Safety b. copyright
4. **Organisation's policies and procedures**	a. initiation of new files and processing of inactive files b. correspondence presentation c. security procedures d. archiving procedures
5. **System for their return**	a. note regarding the need to return file b. letter of demand to return file c. systematic search d. interview e. report to supervisor/manager
6. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

MAINTAIN INFORMATION RECORDS SYSTEM TO ENSURE ITS INTEGRITY

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the maintenance of an information record system in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Display an understanding of the procedure for sorting files by code
		  c.2 Enter new files into the system when required
		  c.3 Access the system in the correct manner
		  c.4 Ensure accountability for files
		  c.5 Operate the filing system efficiently
		  c.6 Identify problems and implement solutions with assistance if necessary

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ADM 006A Process and analyse information to provide access to and security of records
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 010A Use the advanced functions of a range of office equipment to complete daily tasks
		  c.2 SRX COM 003A Collect and provide information to facilitate communication flow
		  c.3 SRX TEC 003A Design, develop and produce documents, reports and worksheets using advanced functions
		  c.4 SRX TEM 003A Work autonomously
		  c.5 SRX TEM 004A Deal with conflict

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the creating of new files
		  a.2 Organisation's policy and procedures for the coding of files
		  a.3 Organisation's policy and procedures for the archival of inactive and dead files
		  a.4 Organisation's policies and procedures for the security and confidentiality of files
		
		b. Underpinning skills
		  b.1 Use of technology in order to record new files on an electronic filing system
		  b.2 Referral skills to identify to whom to refer difficulties
		  b.3 Research skills to seek information on the correct procedures for the creation of new files
		  b.4 Problem solving skills to identify the best course of action if a file/document/record becomes overdue
		  b.5 Literacy skills to clarify information on the creation and recording of new files

4.	**Resource implications**	a. Assessment of this competency requires access to documented procedures for the classification of new files, and the removal or b. relocation of inactive and dead files that would be used in a real or

			simulated work environment
		c.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2		1	-	1	-	1

SRX ADM 010A   USE THE ADVANCED FUNCTIONS OF A RANGE OF OFFICE EQUIPMENT TO COMPLETE DAILY TASKS

ADM   General administration

DESCRIPTION: This unit covers coordinating the advanced functions of a range of office equipment (for example, a computer and an audio transcriber or a computer and a financial calculator) to complete daily tasks. This unit is based on unit BSA TEC 301A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Operate equipment**	a. The range of the equipment's functions is known b. A range of ***advanced functions*** of office equipment is used c. ***Advanced functions*** are operated correctly
2. **Complete tasks**	a. Task is completed coordinating the advanced functions of a range of office equipment within the designated timelines
3. **Ensure equipment is maintained**	a. ***Maintenance program*** for equipment is scheduled to ensure minimum down time is experienced b. Signs of problems are identified and/or anticipated, then options for solutions are clarified with colleagues and/or supervisor

Range of Variables

USE THE ADVANCED FUNCTIONS OF A RANGE OF OFFICE EQUIPMENT TO COMPLETE DAILY TASKS

VARIABLE STATEMENT	CATEGORIES

1. **Advanced functions**	a. printing from an electronic whiteboard
	b. calculation on a financial calculator
	  b.1 eg, percentages
	c. image overlapping/separation on a photocopier
	d. sending and receiving e-mail with attachments
	e. down loading information from a web site
	f. setting up a web site
	g. performing complex operations on a range of computer software programs
	  g.1 word processing
	  g.2 data base
	  g.3 spreadsheet
	  g.4 desk top publishing
	h. setting up a conference call
	i. using group dialling on a facsimile

2. **Equipment used**	a. computer(s) b. audio transcribing machine c. financial calculator d. overhead projector e. electronic whiteboard f. photocopier g. facsimile
3. **Legislation**	a. Occupational Health and Safety b. copyright
4. **Maintenance program**	a. sufficient spare parts are on hand for repair work b. equipment complies with specification data c. production schedules are not adversely affected
5. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

USE THE ADVANCED FUNCTIONS OF A RANGE OF OFFICE EQUIPMENT TO COMPLETE DAILY TASKS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the use of advanced functions for a range of office equipment to complete tasks in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Use a range of specialist office equipment
		  c.2 Operate the equipment according to manufacturer's instructions
		  c.3 Complete the tasks within designated timelines
		  c.4 Check equipment for faults and rectify where possible or report to appropriate persons
		  c.5 Use equipment to ensure efficient use of resources, eg, time, paper

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ADM 007A Select, operate and maintain a range of office equipment to complete a range of tasks
		  a.2 SRX TEC 002A Operate a computer and printer to produce and print simple documents
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 009A Maintain information records system to ensure its integrity
		  c.2 SRX COM 003A Collect and provide information to facilitate communication flow
		  c.3 SRX TEC 003A Design, develop and produce documents, reports and worksheets using advanced functions
		  c.4 SRX TEM 003A Work autonomously
		  c.5 SRX TEM 004A Deal with conflict

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures in relation to use of office equipment by users
		  a.2 Organisation's policy and procedures in relation to routine maintenance of equipment
		
		b. Underpinning skills
		  b.1 Use of technology in order to operate a range of office equipment at an advanced level
		  b.2 Referral skills to identify to whom to refer equipment faults
		  b.3 Research skills to seek information on the correct use of a selected piece of office equipment at an advanced level
		  b.4 Problem solving skills to identify the best course of action if a fault occurs
		  b.5 Literacy skills to clarify information on correct operating procedures for a range of office equipment at an advanced level

4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with documentation on and access to a range of office equipment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	-	1	-	2

SRX ADM 011A   PREPARE MEETING DETAILS

ADM   General administration

DESCRIPTION: This unit covers the organisation of meeting requirements and documentation, and the recording and distribution of minutes within timelines.

ELEMENT	PERFORMANCE CRITERIA
1. **Make meeting arrangements**	a. Purpose of *meeting* is clarified and established with designated person b. Time and venue of *meeting* is arranged to reflect the participant's needs c. Participants are identified and notified of meeting arrangements d. Meeting room and *associated details* are prepared in accordance with specified requirements of participants
2. **Prepare documentation prior to meeting**	a. Agenda is developed in line with stated purpose of the *meeting* and in consultation with designated person b. Other relevant material is identified and prepared for dispatch c. Documentation is checked for accuracy and any errors are corrected d. Agenda, meeting details and other *relevant material* is prepared for dispatch to participants within designated timelines e. Spare sets of documents are prepared
3. **Record and produce minutes of meeting**	a. Notes are taken during the *meeting* to ensure an accurate record of the *meeting* is obtained b. Notes are developed into official Minutes that reflect a true and accurate account of the *meeting* c. Minutes are checked for accuracy and approved by designated person d. Copies of minutes are dispatched to the designated persons within specified timelines e. Originals are securely filed in the designated place as a timely record of the events which took place

Range of Variables

PREPARE MEETING DETAILS

VARIABLE STATEMENT	CATEGORIES
1. **Associated details**	a. refreshments b. seating arrangements c. name tags d. whiteboard e. pens and paper f. visual aids and A-V equipment g. other equipment h. lighting i. access and parking

2. **Meeting**	a. teleconference
	b. video conference
	c. annual general meeting
	d. board meeting
	   d.1 formal
	   d.2 informal
	   d.3 semi-formal
	e. committee

3. **Meeting context**	varies with respect to a. size of organisation b. type of organisation c. range of services provided by organisation d. client base e. meeting location f. number of meeting participants g. participant's requirements h. equipment required
4. **Organisation's policies and procedures**	a. relating to meeting arrangements b. designated person/s c. specified timelines
5. **Relevant material**	a. information items b. reports c. policy statements d. committee reports

Evidence Guide

PREPARE MEETING DETAILS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the process of organising all details associated with the conduct of a meeting and the production and distribution of meeting Minutes in the work environment
		b. Assessment of performance should be over a period of time covering two categories of meeting and all relevant categories of associated details and relevant materials from the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Arrange and check meeting arrangements and notify changes to all relevant people
		  c.2 Produce pre-meeting documentation
		  c.3 Correctly order and itemise documents for the meeting
		  c.4 Send documents to participants within the designated timelines
		  c.5 Ensure the minutes are accurate and sent to participants within the designated timelines

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX COM 003A Collect and provide information to facilitate communication flow
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 010A Use advanced functions of a range of office equipment to complete daily tasks
		  c.2 SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation
		  c.3 SRX TEM 003A Work autonomously

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policies and procedures with respect to meeting procedures
		  a.2 Confidentiality requirements
		  a.3 Suitable locations for meetings, booking requirements, etc
		  a.4 Copyright legislation relevant to reproduction of documents
		
		b. Underpinning skills
		  b.1 Literacy skills to produce meeting minutes
		  b.2 Numeracy skills to calculate quantities of resources for meeting participants

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment b. In cases where the learner does not have the opportunity to cover two

categories of meeting and all relevant categories of associated details and relevant materials from the range of variables statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	1	1

SRX ADM 012A   SUPERVISE AN ESTABLISHED RECORDS SYSTEM TO ENSURE ITS INTEGRITY

ADM   General administration

DESCRIPTION: This unit covers supervising the creation of new files, the maintenance of the organisation's system, including the security of confidential files and training new and existing staff using the filing system. This unit is based on unit BSA INF 401A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain existing filing arrangements	a. New documents are allocated to their designated category b. Issue and return of documents are monitored to ensure the integrity of the system is maintained c. Documents are archived/removed/updated to ensure that maximum space is available to house current records
2. Ensure distribution of files and records	a. Required files are correctly identified and located b. Files are dispatched to the ***nominated person*** or section within ***designated timelines*** c. File and document movements are monitored and recorded d. Documents are maintained in good condition and correct location
3. Maintain security of filing system	a. Confidential files are kept separate from general files b. Confidential files are only accessed by ***nominated persons*** c. Security system is monitored to ensure issued files are traceable at all times
4. Train staff in records management	a. Staff training needs are determined b. Training is provided for the new staff in records system c. Retraining for existing staff is organised if necessary

Range of Variables

SUPERVISE AN ESTABLISHED RECORDS SYSTEM TO ENSURE ITS INTEGRITY

VARIABLE STATEMENT	CATEGORIES
1. **Designated timelines**	a. organisation's policy and procedures for dispatch of documents within timelines that allow new documents to be attached to files/records and dispatched so as to allow a reasonable time for addressee to respond
2. **Legislation**	a. Occupational Health and Safety b. copyright
3. **Nominated person**	a. addressee b. organisation's policy and procedures detailing to whom documents/files/records are to be sent c. supervisor d. manager
4. **Organisation's policies and procedures**	a. confidentiality b. initiation of new files and processing of inactive or dead files c. correspondence presentation d. security procedures e. archiving procedures
5. **Records system**	a. coding system b. size c. type d. complexity
6. **Recording mechanisms/ systems**	a. paper based b. electronic
7. **Security access**	a. read only access b. edit access c. print access
8. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

SUPERVISE AN ESTABLISHED RECORDS SYSTEM TO ENSURE ITS INTEGRITY	

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of supervising a records system in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Find and replace files in their designated category
		  c.2 Control issue and return of documents
		  c.3 Ensure the system is not overcrowded
		  c.4 Maintain confidential files and ensure their security
		  c.5 Ensure staff training is appropriate to the records system
		  c.6 Monitor filing systems to ensure nominated access only is available, ie, read only, edit, print

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ADM 009A Maintain information records system to ensure its integrity
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX COM 004A Source and present information in response to requests
		  c.2 SRX TEC 004A Assist with analysis and use of emerging technology
		  c.3 SRX TEM 005A Lead, manage and develop work teams

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the creating of new files and distribution and monitoring of files and records
		  a.2 Organisation's policy and procedures for the archival of inactive and dead files
		  a.3 Organisation's policy and procedures for the security and confidentiality of files
		  a.4 Organisation's policy and procedures for the training of new and existing staff
		
		b. Underpinning skills
		  b.1 Use of technology in order to monitor and maintain files/records on an electronic filing system
		  b.2 Referral skills to identify to whom to refer difficulties
		  b.3 Research skills to seek information on the correct procedures for the monitoring and maintaining a records system
		  b.4 Problem solving skills to identify the best course of action if a document/file/ record cannot be located or if the security of a document/file/record is compromised
		  b.5 Literacy skills to clarify information in regard to the maintenance and monitoring of a records system

4.	**Resource implications**	a. Assessment of this competency requires access to an established record system in a real or simulated workplace, documented procedures for the classification of new files, the removal or relocation

		of inactive and dead files and the treatment of confidential files
	b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. **Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. **Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
	b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	2	-	1	2

SRX ADM 013A   PLAN BUSINESS TRIP AND ASSOCIATED ITINERARY TO ENSURE EFFICIENT TRAVEL

ADM   General administration

DESCRIPTION: This unit covers organising someone else's travel arrangements, for example meetings, documents, itinerary, within designated timelines. This unit is based on unit BSA ORG 401A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Organise business itinerary**	a. Purpose of travel is clarified b. Meeting details are identified c. Arrangements for meetings are made and confirmed d. Daily itinerary details are *recorded* e. Relevant documents and support material for meetings are sourced and prepared within *designated timelines* f. Points of contact and names of contact persons are identified g. Relevant documents are dispatched to the traveller within *designated timelines*
2. **Identify credit facilities**	a. *Methods of payment* are checked and confirmed b. Credit transfers, *currency* and traveller's cheques are arranged

Range of Variables

PLAN BUSINESS TRIP AND ASSOCIATED ITINERARY TO ENSURE EFFICIENT TRAVEL

VARIABLE STATEMENT	CATEGORIES
1. **Designated timelines**	a. organisation's policy and procedures for the preparation of travel documentation within timelines that allow travel to be undertaken with all relevant documentation in place
2. **Methods of payment**	a. credit card b. direct debit c. invoice/account d. credit transfer
3. **Currency**	a. travellers cheques b. local currency c. credit card
4. **Recorded**	a. type of diary/appointments system b. memo
5. **Specialist texts**	a. timetables and forms b. currency/credit documentation
6. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity

Evidence Guide

PLAN BUSINESS TRIP AND ASSOCIATED ITINERARY TO ENSURE EFFICIENT TRAVEL

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of planning a business trip and associated itinerary for management in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Ensure travel arrangements are appropriate and time is not wasted
			c.2 Ensure itinerary is correct and supplied to the traveller
			c.3 Communicate and confirm meeting arrangements
			c.4 Receive documents within timelines
			c.5 Ensure adequate payment/credit facilities are provided
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX COM 004A Source and present information in response to requests
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policies and procedures in regard to travel
			a.2 Credit facilities approved for use by the organisation
			a.3 Organisation's diary/appointment system
		b.	Underpinning skills
			b.1 Organisation skills to produce a travel itinerary
			b.2 Communication skills to arrange meetings
			b.3 Numeracy skills to arrange currency and travellers cheques
4.	Resource implications	a.	Assessment of this competency requires access to a real or simulated work environment with documentation of travel arrangement system and access to a range of diary/appointment systems
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required

attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	1	-

SRX ADM 014A   MANAGE AND COORDINATE PROJECTS

ADM   General administration

DESCRIPTION: This unit covers how to plan, prepare, implement and document projects ensuring all resources are available to achieve project goals and that the project complies with all legislation and the organisation's policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan project**	a. ***Project*** scope and objectives are developed in consultation with appropriate colleagues and clients b. A resource strategy for the ***project*** is developed following formulation of a budget and required ***resources*** are identified, availability assessed and allocated for effective management and completion of the ***project*** c. Areas for potential over-run and resource complications are assessed d. Administrative structure for the ***project*** is planned and created e. ***Project*** responsibilities are agreed upon and clearly communicated to all those involved f. The preparation of technical specifications is coordinated and achieved within key dates g. Availability of up-to-date documentation, material and equipment as referred to in specifications, is ensured h. Agreements with ***service providers*** are coordinated and established within key dates i. Internal and external communications, public relations and marketing strategies are planned in conjunction with appropriate colleagues j. Communication processes such as regular meetings are organised to meet the needs of project clients and ***service providers*** k. An integrated project management plan is prepared and distributed for review by personnel involved in and/or influenced by the ***project*** l. Evaluation methods suitable to the ***project*** are agreed m. Key ***project*** milestones are identified and communicated
2. **Administer and monitor project**	a. ***Project*** strategies are implemented and monitored in conjunction with project team members b. Support and assistance is provided to team members as appropriate c. Sound interpersonal and communication styles are employed to build trust and respect within the project team d. Progress against project goals is assessed and reviewed in consultation with project team members e. Deviations from plan are identified and actions taken to recover original ***project*** goals f. Need for specialist equipment or additional resources and/or personnel is assessed and action taken accordingly g. Financial control systems are implemented and monitored according to ***project*** guidelines h. ***Project*** is regularly reviewed in relation to safety, quality resources**,** time frame and equipment and regular reports on project progress are provided to all appropriate colleagues/clients i. The ***project*** is finalised within agreed timelines
3. **Evaluate project**	a. Quality Assurance documents and outage reports are provided in accordance with statutory and organisation requirements b. Where required, records indicating the completion of project work are updated in accordance with organisation's requirements

c.   Agreed evaluation methods are used to assess the effectiveness of the *project* at specified stages
d.   Evaluation takes account of agreed goals and priorities
e.   *Project* evaluation involves project team members, appropriate colleagues and clients
f.   Results of evaluation are incorporated into ongoing project management
g.   Information from project evaluation is shared with appropriate colleagues and incorporated into future planning

Range of Variables

MANAGE AND COORDINATE PROJECTS

VARIABLE STATEMENT	CATEGORIES
1. **Legislative context**	requires application of a. relevant employment awards and agreements within a changing industrial environment b. occupational health and safety legislation c. relevant Australian Standards d. environmental legislation (where applicable) e. Contract Law f. Taxation Law
2. **Projects**	include any major task undertaken within the work environment, excluding construction/renovation, and may include a. conferences and major meetings b. promotional or other events c. introduction of new technology or systems d. product development e. research projects f. ongoing business projects
3. **Resources**	a. all service providers b. materials c. equipment d. tools e. finances
4. **Service providers**	a. internal staff and specialists b. external specialists c. contractors
5. **Work environment**	varies with respect to organisation a. size b. type c. location d. type of service(s) provided e. availability of resources f. type of project undertaken

Evidence Guide

MANAGE AND COORDINATE PROJECTS

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of project management processes and systems in the work environment
		b.	Assessment of performance should be over a period of time covering one category of project from the range of variables statements and all categories of resources and service providers from the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to: c.1 Identify the key elements of a project c.2 Identify resources to support the project, including, financial, human, physical and technical c.3 Coordinate the use of financial, human, physical and technical resources to achieve the project goals c.4 Monitor and review project and adjust as necessary to achieve project goals c.5 Document the completion of the project to comply with statutory and organisation's requirements c.6 Use planning and effective leadership skills c.7 Apply the critical elements of effective project management
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX ORG 006A Conduct projects
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s): c.1 SRX COM 005A Research, prepare and present information c.2 SRX TEM 006A Create, maintain and enhance effective working relationships c.3 BSX FMI 502A Provide leadership in the workplace c.4 BSX FMI 504A Participate in, lead and facilitate work teams
3.	**Required knowledge and skills**	a.	Underpinning knowledge a.1 Relevant Occupational Health and Safety regulations and organisation safety procedures, emergency procedures and techniques a.2 Relevant statutory legislation applicable to contracts a.3 Organisation recording procedures a.4 Quality assurance and control procedures a.5 Project management processes and systems a.6 Nature of the project being managed including internal and external issues to be considered a.7 Procedures to engage internal and external services a.8 Organisation financial and contractual procedures a.9 Work scope coordination and preparation
		b.	Underpinning skills b.1 Management skills to effectively conduct meetings b.2 Communication skills to liaise with internal and external service providers b.3 Literacy skills to use organisation documentation and procedures effectively b.4 Skills to use organisation computer packages effectively b.5 Ability to identify sources of conflict, resolve conflict and/or use

			negotiation techniques b.6 Planning and contingency management to act on deviations from original plan b.7 Financial administration b.8 Leadership skills to motivate and encourage staff and encourage input
4.	**Resource implications**	a. b.	Assessment of this competency requires access to documentation on projects conducted in the work environment Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. b. c. d.	Competency must be demonstrated in a real work environment In cases where the learner does not have the opportunity to cover one category of project from the range of variables statements and all categories of resources and service providers from the range of variables statements that are applicable in the learners work environment the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	1

SRX ADM 015A   ESTABLISH AND MAINTAIN A RECORDS SYSTEM TO ENSURE INTEGRITY OF THE SYSTEM

ADM   General administration

DESCRIPTION: This unit covers selecting and developing an appropriate filing system for the organisation. It covers implementing the system, ensuring it is adequate and is being used correctly by staff, and providing the necessary training. This unit is based on unit BSA INF 501A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Determine the needs of the organisation**	a. The ***requirements*** of the organisation are identified b. Options for development of a system are identified to meet the requirements of the organisation c. Requirements of the system are identified and agreed upon by users
2. **Select appropriate system**	a. Suppliers of systems are sourced in line with the identified requirements b. Quotations for supply and delivery of nominated system are obtained using the ***designated quotation criteria*** c. Selection of most appropriate supplier is determined using designated guidelines
3. **Implement new/ improved system**	a. New/improved system is implemented and monitored to ensure operation is in line with identified ***requirements*** b. Transfer of documents and records is monitored to maintain the integrity of the system c. Users of new/improved system are monitored to ensure the system is being accessed in the ***designated manner***
4. **Identify and organise staff training in accessing and using records system**	a. Staff training needs are determined b. Training is provided for staff new to ***records system*** c. Retraining is organised for those employees who do not access the system in the designated manner

Range of Variables

ESTABLISH AND MAINTAIN A RECORDS SYSTEM TO ENSURE INTEGRITY OF THE SYSTEM

VARIABLE STATEMENT	CATEGORIES
1. **Designated quotation criteria**	a. price b. quality c. availability d. service e. reputation
2. **Designated manner**	a. according to manufacturer's guidelines b. in compliance with Occupational Health and Safety guidelines c. organisation's procedures for the use of the system
3. **Legislation**	a. Occupational Health and Safety b. copyright
4. **Organisation's policies and procedures**	a. confidentiality b. initiation of new files and processing of inactive or dead files c. correspondence presentation d. security procedures e. archiving procedures f. sourcing and selecting procedures
5. **Records system**	a. coding system b. size c. type d. complexity
6. **Recording mechanisms/ system**	a. paper based b. electronic
7. **Requirements**	a. electronic b. paper based c. central system d. individual systems e. security needs f. physical resources g. staffing needs h. staff training needs
8. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

ESTABLISH AND MAINTAIN A RECORDS SYSTEM TO ENSURE INTEGRITY OF THE SYSTEM

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of establishing and maintaining a records system in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Ensure the new records system is appropriate to the organisation
			c.2 Source the system in accordance with organisation guidelines
			c.3 Implement the system and transfer files whilst maintaining integrity of records
			c.4 Ensure staff training is appropriate to new records system
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX ADM 012A Supervise an established records system to ensure its integrity
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX ADM 016A Establish and maintain library/resource collection
			c.2 SRX ADM 017A Plan and establish office administration systems and procedures
			c.3 SRX ADM 018A Review office administration systems and procedures to meet changing demands
			c.4 SRX TEM 006A Create, maintain and enhance effective working relationships
			c.5 BSX FMI 502A Provide leadership in the workplace
			c.6 BSX FMI 504A Participate in, lead and facilitate work teams
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policy and procedures in regard to the purchasing of services, equipment and resources
			a.2 Organisation's policy and procedures for the security and confidentiality of files
			a.3 Organisation's policy and procedures for the training of new and existing staff
			a.4 Various systems available for the maintenance of records
		b.	Underpinning skills
			b.1 Use of technology in order to monitor and maintain files/records on an electronic filing system
			b.2 Referral skills to identify to whom to refer difficulties
			b.3 Research skills to seek information on the most appropriate record system to suit the organisation's needs
			b.4 Problem solving skills to identify the best course of action if a staff training need arises
			b.5 Literacy skills to clarify information in regard to the purchase of a records system
4.	Resource implications	a.	Assessment of this competency requires access to a real or simulated work environment with documentation on a variety of records system, their features and prices

		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

SRX ADM 016A   ESTABLISH AND MAINTAIN LIBRARY/RESOURCE COLLECTION

ADM   General administration

DESCRIPTION: This unit covers ordering new publications as required, maintaining the existing library/resource collection, circulating publications as required, keeping a record of circulation and then sorting publications so that they are accessible. This unit is based on unit BSA INF 502A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Update incoming publications	a. New issues of currently held publications are added to ***library/resource collection*** b. Out-of-date material is removed and ***stored*** to ensure allocated space is used efficiently c. Superseded publications are replaced with current editions to ensure the latest information is available d. New publications with relevance to the organisation are sourced and appraised for inclusion in the ***library/resource collection*** e. New publications are ordered as required within given budget
2. Circulate publications	a. Publications for circulation are recorded in the ***register*** to maintain accurate records for stocktaking purposes b. Publications are circulated to ***nominated persons*** within the ***designated timelines***
3. Store publications	a. Publications are indexed and filed using ***designated system*** b. Publications are coded and stored to provide access in accordance with designated ***classification system***

Range of Variables

ESTABLISH AND MAINTAIN LIBRARY/RESOURCE COLLECTION

VARIABLE STATEMENT	CATEGORIES
1. **Classification system**	a. organisation's procedures detailing those in the organisation that have access to various classifications of publications, taking into account security and confidential requirements
2. **Designated system**	a. paper based b. electronic
3. **Designated timelines**	a. organisation's procedures for the circulation of publications within a timeline that allows publications to be read while still topical and allows time to respond if necessary
4. **Library/Resource collection**	a. size b. complexity c. budget available for maintaining collection
5. **Nominated persons**	a. organisation's procedures for the circulation of publications
6. **Organisation's policies and procedures**	a. security procedures b. circulation practices c. archiving procedures
7. **Register**	a. paper-based b. electronic
8. **Stored**	a. archived b. storeroom c. microfiche
9. **Work environment**	varies with respect to organisation a. size b. complexity c. library budget

Evidence Guide

ESTABLISH AND MAINTAIN LIBRARY/RESOURCE COLLECTION

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of establishing and maintaining a library/resource collection in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Operate library/resource system efficiently
		  c.2 Ensure publications are accessible/accounted for
		  c.3 Ensure the system is up-to-date
		  c.4 Ensure filing system is maintained
		  c.5 Ensure new publications are relevant to organisation
		  c.6 Ensure publications are circulated and returned within designated timelines

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX ADM 015A Establish and maintain a records system to ensure integrity of system
		  c.2 SRX ADM 017A Plan and establish office administration systems and procedures
		  c.3 SRX ADM 018A Review office administration systems and procedures to meet changing demands
		  c.4 SRX TEM 006A Create, maintain and enhance effective working relationships

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures in regard to the purchasing of publications within a given budget
		  a.2 Organisation's policy and procedures for the circulation of publications
		  a.3 Various systems available for the recording and maintenance of publications
		
		b. Underpinning skills
		  b.1 Use of technology in order to monitor and maintain publications on an electronic filing system
		  b.2 Referral skills to identify to whom to refer difficulties
		  b.3 Research skills to seek information on the most appropriate publications to purchase to suit the organisation's needs
		  b.4 Problem solving skills to identify the best course of action for storing superseded publications to ensure allocated space is used efficiently
		  b.5 Literacy skills to clarify information in regard to the purchase of a records system

4.	**Resource implications**	a. Assessment of this competency requires access to a working library/resource collection in a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	1	1

SRX ADM 017A   PLAN AND ESTABLISH OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES

ADM   General administration

DESCRIPTION: This unit covers determining the requirements of effective office administration systems and procedures for the organisation, implementing, monitoring and reviewing the system and providing training where necessary. This unit is based on unit BSA ORG 503A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Plan office administration system	a. Identify requirements of the office administration system through consultation with system users b. Suppliers of system requirements are sourced in line with **organisation's procedures** c. Quotations for supply and delivery of nominated equipment, stationery and software for planned **administration system** are obtained d. Selection of most appropriate supplier is determined using **designated guidelines**
2. Implement office administration system	a. System is implemented b. System can produce accurate and secure data as required c. Procedures for using the new system are defined and circulated to staff d. Training for staff on use of new system is provided
3. Monitor office administration system	a. System is monitored for **correct usage** b. **Contingencies** are dealt with to ensure minimal effect on users c. System is modified to meet changing needs in a **timely way** d. Modifications are clearly defined and users are **notified** e. Staff training needs are monitored and new staff trained on **administration system**

Range of Variables

PLAN AND ESTABLISH OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES

VARIABLE STATEMENT	CATEGORIES
1. **Administration system**	type a. paper based b. electronic
2. **Contingencies**	a. possible problems and solutions are anticipated b. capacity and possible need for upgrade is monitored c. maintenance is carried out in downtime to avoid impact on users
3. **Correct usage**	a. according to manufacturer's instructions b. according to organisation's policies and procedures c. is used for the intended purpose d. allows access to system by all users
4. **Designated guidelines**	a. price b. quality c. service d. availability e. reputation
5. **Legislation**	a. Occupational Health and Safety b. copyright
6. **Notified**	a. memo b. notice-board c. staff newsletter d. internal mail e. procedures manual
7. **Organisation's policies and procedures**	a. organisation's procedures for the purchasing of equipment, stationery, software including obtaining a number of quotes from suppliers who have an established relationship with the organisation b. security procedures
8. **Requirements**	a. size b. complexity c. word processing d. data base e. desk top publishing f. Computer Aided Drafting (CAD) g. Internet h. network i. main frame j. security k. access l. capacity m. maintenance
9. **Timely way**	a. modifications are anticipated and solutions planned b. increases in capacity and upgrades are built into budgets to allow

	purchase of new hardware/software when required c. maintenance is carried out in downtime to avoid impact on users
10. Work environment	varies with respect to organisation a. size b. type c. location d. complexity e. product/service range

Evidence Guide

PLAN AND ESTABLISH OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the establishment of an administrative system and procedures which will support the needs of users in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Ensure planned system meets needs of organisation c.2 Ensure that the system operates effectively c.3 Ensure personnel are consulted and trained in system use c.4 Ensure glitches in the system are fixed promptly with minimal disruption
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): b.1 SRX ADM 018A Review office administration systems and procedures to meet changing demands c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX ADM 014A Manage and coordinate projects c.2 SRX ADM 015A Establish and maintain a records system to ensure integrity of system c.3 SRX ADM 016A Establish and maintain library/resource collection c.4 SRX TEM 006A Create, maintain and enhance effective working relationships c.5 BSA FMI 502A Provide leadership in the workplace c.6 BSA FMI 504A Participate in, lead and facilitate work teams
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Organisation's policy and procedures in regard to the purchasing of services, equipment and resources a.2 Organisation's policy and procedures for the security and confidentiality of administration systems a.3 Organisation's policy and procedures for the training of new and existing staff b. Underpinning skills b.1 Use of technology in order to monitor and maintain administrative systems b.2 Referral skills to identify to whom to refer difficulties b.3 Research skills to seek information on the most appropriate administrative system to suit the organisation's needs b.4 Problem solving skills to identify the best course of action if staff training needs arise b.5 Literacy skills to clarify information in regard to the purchase of an administrative system
4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with documentation of the various administrative systems available and their characteristics

		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	1	-	1	-

SRX ADM 018A   REVIEW OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES TO MEET CHANGING DEMANDS

ADM   General administration

DESCRIPTION: This unit covers determining the limits of the office administrative systems and identifying strategies for ensuring the system can meet the organisation's needs, including training and new procedures. This unit is based on unit BSA ORG 504A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Determine capacity of administrative structure to meet organisational goals**	a. *Obstacles* to achieving organisation's goals are identified b. Suggestions for *improvements* to structure are sought from staff at appropriate levels of the organisation
2. **Enable administrative change**	a. *Strategies* are identified and developed in consultation with staff b. Staff are encouraged to participate at all stages in the process of change c. Appropriate training and support is provided to staff affected by change
3. **Implement change**	a. New office administrative procedures/process are implemented b. New procedures/process are circulated c. Appropriate training and support is provided to staff affected by change

Range of Variables

REVIEW OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES TO MEET CHANGING DEMANDS

VARIABLE STATEMENT	CATEGORIES
1. **Administration systems**	a. paper based b. electronic
2. **Change**	a. Number of staff involved in change b. Degree of change and impact on personnel c. implications of change on existing organisation procedures
3. **Improvements**	a. staff workshops held to discuss, clarify and seek feedback b. goals clarified and circulated to all staff c. goals modified to be realistic and achievable
4. **Legislation**	a. Occupational Health and Safety b. copyright
5. **Obstacles**	a. administrative systems inadequate b. staff training needs identified c. lack of commitment to goals d. lack of understanding of goals and input required e. lack of leadership f. lack of information
6. **Optional strategies**	a. administrative system upgraded b. staff training implemented c. incentives offered d. goals circulated to all staff and feedback encouraged e. modify goals
7. **Organisation's policies and procedures**	a. security procedures b. change management c. consultation process d. training and support
8. **Work environment**	varies with respect to organisation a. size b. type c. location d. complexity e. structure f. product/service range g. records system

Evidence Guide

REVIEW OFFICE ADMINISTRATION SYSTEMS AND PROCEDURES TO MEET CHANGING DEMANDS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of reviewing administrative procedures and processes to meet changing demands in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Identify the need for change c.2 Ensure change strategies are relevant and appropriate c.3 Ensure staff are involved in the change process c.4 Ensure staff are trained in new skills and systems c.5 Ensure change is implemented in a positive manner
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): b.1 SRX ADM 017A Plan and establish office administration systems and procedures c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX ADM 014A Manage and coordinate projects c.2 SRX ADM 015A Establish and maintain a records system to ensure integrity of system c.3 SRX ADM 016A Establish and maintain library/resource collection c.4 SRX TEC 007A Manage the establishment and maintenance of a workgroup network c.5 SRX TEM 006A Create, maintain and enhance effective working relationships c.6 BSX FMI 502A Provide leadership in the workplace c.7 BSX FMI 504A Participate in, lead and facilitate work teams
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Organisation's policy and procedures for the management of change a.2 Organisation's policy and procedures for conducting a consultation process a.3 Organisation's policy and procedures for the training of new and existing staff b. Underpinning skills b.1 Use of technology in order to monitor and maintain administrative systems b.2 Referral skills to identify to whom to refer difficulties in the management of a change process b.3 Research skills to seek information on the most appropriate process to follow in the management of a change process b.4 Problem solving skills to identify the best course of action if staff training needs arise b.5 Literacy skills to clarify information in regard to the changing needs of the organisation

4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with documentation of the ways to manage a change process
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	2	-

SRX ADM 019A   MANAGE THE MEETING PROCESS

ADM   General administration

DESCRIPTION: This unit covers the knowledge and skills required to effectively manage the meeting process according to protocol and to take action on decisions reached.

ELEMENT	PERFORMANCE CRITERIA
1. Enforce meeting protocol	a. Purpose of the ***meeting*** is established and agenda is developed according to organisational protocol b. Agreement about meeting goals and conduct is reached c. Appropriate interpersonal and communication styles are used to encourage open and constructive communication and all participants are given the opportunity to contribute d. Discussions at ***meetings*** are managed to maintain focus to maximise effective time management e. Discussions at ***meetings*** are controlled to ensure that the organisation's aims and objectives remain of central importance to the issues at hand f. Established organisational meeting protocol is adhered to at all times to achieve meeting objectives g. Decisions are made at meetings which reflect the organisation's aims and objectives and are in line with organisational policy h. Meetings are conducted within agreed times or adjusted with the agreement of participants
2. Take action on decisions reached	a. Tasks are identified and assigned for completion between ***meetings*** b. Documentation from meetings is correctly processed and distributed c. Follow up is conducted to ensure tasks are performed to required standards and expectation levels d. Decisions made by participants are implemented according to directions and specifications provided e. Decisions between ***meetings*** are made definitively in order to achieve organisational goals and objectives f. Between ***meetings*** other committee members are liaised with to establish directives and monitor the implementation of decisions made g. The effectiveness of tasks completed is evaluated and reports are prepared for presentation to the appropriate person(s)
3. Supervise the election of office bearers	a. Notice and call for nominations of officer bearers is conducted within established timeframes b. Nominee information voting materials, background information and procedure for voting are circulated to all members within established timeframes c. The meeting is facilitated in accordance with organisational protocol d. All ***relevant individuals/bodies*** are advised as to election results e. Induction process for new office bearers is undertaken in accordance with organisational policy and relevant legal obligations

Range of Variables

MANAGE THE MEETING PROCESS

VARIABLE STATEMENT	CATEGORIES

1. **Meetings**	a. teleconference
	 b. video conference
	 c. Annual General Meeting
	 d. Board meeting
	   d.1 formal
	   d.2 informal
	   d.3 semi-formal
	 e. committee
	 f. extraordinary

2. **Meeting context**	varies with respect to a. size of organisation b. type of organisation c. range of services provided by organisation d. client base e. meeting location f. number of meeting participants g. participant's requirements h. equipment required
3. **Relevant individuals/bodies**	a. financial institutions b. law firms c. solicitors d. accountants e. government departments f. members

Evidence Guide

MANAGE THE MEETING PROCESS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the management of meetings according to protocol and the facilitation of election of office bearers in an organisation within the work environment
		b. Assessment of performance should be over a period of time covering three categories of meeting from the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Conduct a meeting, enforcing the organisation's meeting protocol
		  c.2 Facilitate a meeting to maximise time
		  c.3 Use effective communication skills in the conduct of meetings
		  c.4 Ensure that tasks are assigned and decisions implemented
		  c.5 Liaise with meeting participants, as required, between meetings and take follow up action
		  c.6 Supervise the election of office bearers in accordance with relevant legislation

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ORG 005A Participate in the meeting process
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other unit(s):
		  c.1 SRX TEM 006A Create, maintain and enhance effective working relationships
		  c.2 BSX FMI 502A Provide leadership in the workplace
		  c.3 BSX FMI 504A Participate in, lead and facilitate work teams

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Relevant legislation such as Corporations Law, Associations Incorporation Act or equivalent
		  a.2 Organisation's policy and procedures with respect to meeting protocol
		  a.3 Organisation's Constitution
		  a.4 Standard meeting practice
		
		b. Underpinning skills
		  b.1 Negotiation and conflict resolution skills to achieve resolution of issues
		  b.2 Problem-solving skills
		  b.3 Effective communication skills both face to face and via video/teleconferences
		  b.4 Time management

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover three categories of meeting from the range of variable statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	1	2	1

CLIENT SERVICE

CLS

Contents

BSX FMI 507A   MANAGE QUALITY CLIENT SERVICE

CLS   Client service

DESCRIPTION: This unit includes the competency involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the client. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice. This unit is based upon BSX FMI 507A Manage quality customer service.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan to meet internal and external client requirements**	a. The needs of **clients** are researched, understood and assessed and included in the planning process b. Provision is made in plans to achieve the quality, time and cost specifications agreed with **clients** c. Plans are in accord with organisation goals, strategies and operational plans d. Processes and systems are established to monitor and review progress in the achievement of plans e. Key performance indicators for function/section are developed and measured, using collaborative processes with individuals and teams f. Strategies are planned and introduced which support the establishment of long term relationships with **clients**
2. **Ensure delivery of quality products and services**	a. Products/ services are **delivered** to client specifications within the team's/organisation's business plan and the organisation's policies and procedures b. Team/ individual performance consistently meet quality, safety, resource and delivery standards c. Coaching and mentoring assists colleagues overcome difficulty in meeting client service standards
3. **Monitor, adjust and report client service**	a. The organisation's systems and technology are used to monitor progress in achieving products/service targets and standards b. Customer feedback is sought and used to improve the provision of products and services c. Product and service delivery is adjusted promptly and decisively to satisfy client and organisation requirements d. **Resources** are used effectively and efficiently to provide quality products/services to customers e. Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups f. Adjustments are made to products/services and those who have a role in their planning and delivery are informed of changes g. Recommendations for improving the management of future processes/projects are made to individuals and groups who have appropriate responsibilities h. **Records, reports** and recommendations are managed within the organisation's systems and processes i. The contribution of individuals and teams in achieving the planned results is recognised

Range of Variables

MANAGE QUALITY CLIENT SERVICE

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. internal b. external c. existing sources d. new sources
2. **Delivery and maintenance of products and services**	a. customer needs b. strategic goals of the organisation c. quality and continuous improvement processes and standards d. workplace industrial agreements e. established systems and procedures f. competencies of workforce g. international best practice and benchmarking relevant to the industry h. legislation, codes and practices i. access and equity principles and practices j. ethical practices k. resource parameters, whether defined or negotiated l. productivity and profitability targets m. technical standards established by industry and/or enterprise n. business and performance plans
3. **Records/reports**	a. oral b. written c. computer based
4. **Resources**	a. people b. finances c. equipment d. power/energy e. buildings/facilities f. technology g. information h. time
5. **Workplace context**	a. autonomous, working under broad guidance b. may supervise others c. may guide teams d. may have responsibility for planning and managing the work of others e. will be involved in self-directed application of knowledge f. requires substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions g. operates in varied or highly specific contexts h. uses competencies independently for routine and non-routine purposes i. uses judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Evidence Guide

MANAGE QUALITY CLIENT SERVICE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of all aspects affecting the delivery and maintenance of quality products/services in a diverse and complex workplace
		b. Assessment of performance should be over a period of time covering all categories of the clients and delivery/maintenance considerations within the range of variables statements and categories of resources and reports that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		c.1 manage work effectively to achieve goals and results
		c.2 research, acquire and use information appropriate to work responsibility
		c.3 manage products/services within budget constraints
		c.4 make decisions within responsibility and authority in a diverse and complex workplace
		c.5 use effective consultative processes
		c.6 monitor and introduce ways to improve products/services
		c.7 ensure that legislation and standards are met in providing client service
		c.8 develop and maintain effective communication with clients
		c.9 seek client feedback and act on constructive advice
		c.10 treat people openly and fairly
		c.11 prepare and negotiate recommendations to improve customer service
		c.12 promote available learning methods to enable colleagues to maintain current competence
		c.13 use information management systems
		c.14 select and use technology appropriate to the task
		c.15 use the key competencies to achieve results
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following units(s):
		a.1 SRX CLS 004A Provide advice in order to meet current and anticipated client requirements
		b. This unit must be assessed in conjunction with the following unit(s):
		b.1 Nil
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		c.1 Nil
3.	**Required knowledge and skills**	a. Underpinning knowledge
		a.1 Client requirements for products and services
		a.2 Best practice and benchmarking procedures to improve products and services
		a.3 Methods to measure the quality of the products and services
		a.4 Consultative processes
		a.5 Communication systems within and external to the organisation
		a.6 Legislation and codes of practice in own work and in influencing the work behaviour of others
		a.7 Organisation's policies and procedures, business and performance plans
		a.8 Required format and procedures for recording information, recommendations and reports
		a.9 Continuous improvement strategies to monitor, review and improve products and services
		a.10 Sources of expertise within the organisation to access as

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage quality client service   **BSX FMI 507A**

		required

		b. Underpinning skills
		    b.1 Interpersonal skills to enable communication, problem solving/negotiation and consultation with staff and clients
		    b.2 Research
		    b.3 Planning to enable time and cost efficient delivery of quality service/product
		    b.4 Time management

4.	**Resource implications**	a. Assessment of this competency requires access to a work environment delivering products/services to clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	3

SRX CLS 001A   INTERACT WITH CLIENTS

CLS   Client service

DESCRIPTION: This unit covers the knowledge and skills to greet clients and determine their needs in accordance with the organisation's policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish contact with clients**	a. Welcoming environment is maintained and **clients** are greeted warmly and according to **organisation procedures** b. Clients are shown respect, care and consideration and discriminatory practice or behaviour regarding ethnic origin, gender disability, age religion or other such factors are avoided at all times c. Effective service environment is created through verbal and non-verbal presentation according to organisation policy d. The learner's behaviour and relationships with clients is in line with recognised good practice e. Confidentiality and tact is demonstrated
2. **Communicate with clients**	a. **Communications** are clear and accurate and are in line with approved procedures b. Appropriate efforts are made to find out information not immediately available c. Questioning and active listening is used to determine client needs d. Problems and requests outside of the learners competence are promptly passed on to a responsible colleague e. **Client's requests** are dealt with promptly and politely, in line with approved procedures f. Any necessary interventions to minimise disruptions, maintain order or resolve conflicts takes place in a professional way g. Efforts are made to ensure that clients understand what has been said and that the message is understood

Range of Variables

INTERACT WITH CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. new b. repeat c. internal (ie, work colleagues) d. external to the organisation e. socio-economic background f. cultural background g. ethnic background h. physical and mental abilities i. gender j. age k. religious background
2. **Client requests**	a. routine b. special
3. **Communication**	a. verbal b. simple written c. by demonstration
4. **Organisation's policies and/or procedures**	a. contact with clients b. interaction with work colleagues, supervisors and management
5. **Work environment**	varies with respect to a. size b. type of organisation and complexity c. service(s) provided d. staff numbers and supervision e. staff training

Evidence Guide

INTERACT WITH CLIENTS

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of developing relationships with clients in the work environment
		b. Assessment of performance should be over a period of time covering all categories of clients and communication in the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		  c.1 Show clients respect, care and consideration
		  c.2 Deal with requests promptly and understand the possible consequences of not doing so
		  c.3 Understand and avoid discriminatory practices in relations with clients behaviour which may be negatively interpreted and ways of avoiding this
		  c.4 Recognise good practice in forming relationships with clients
		  c.5 Recognise the learner's role and limits of responsibility and identify the approved person who should deal with any problems or requests which fall outside these
		  c.6 Identify sources of information within the learner's organisation
		  c.7 Ensure the client understands what has been said and the appropriate ways of doing this
		  c.8 Show an understanding of the importance of equal opportunities at work

2.	Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX COM 001A Communicate in the workplace
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	Required knowledge and skills	a. Underpinning knowledge
		  a.1 Organisational policies and procedures in regard to external and internal client contact
		  a.2 Organisational policies and procedures in regard to verbal and non-verbal presentation
		  a.3 Basic operational knowledge of relevant Occupational Health and Safety legislation pertaining to application in the workplace
		  a.4 Knowledge of goods and services provided by the organisation
		
		b. Underpinning skills
		  b.1 Questioning/listening techniques to seek clarification
		  b.2 Referral skills to meet the immediate needs of clients

4.	Resource implications	a. Assessment of this competency requires access to real clients and a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of clients and communication within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	1	-	1	-	1	-

SRX CLS 002A   DELIVER SERVICE TO CLIENTS

CLS   Client service

DESCRIPTION: This unit covers knowledge of specific organisation personnel/departments and procedures and encompasses the competencies required to deliver service to clients, either internal or external.

ELEMENT	PERFORMANCE CRITERIA
1. Deliver service to clients	a. Key functions, office procedures and personnel/departments within the organisation which are essential to serving **client needs** are identified b. Communication with **clients** is conducted in a professional, courteous manner, according to **organisation policy** c. Details of client inquiry are established by questioning and summarising d. Client needs and reasonable **requests** are met or referred to supervisor according to organisation policy e. Client details and information are recorded where necessary f. Possible problems are identified, anticipated and action taken to minimise effect on client satisfaction g. Opportunities to deliver additional levels of service beyond the clients immediate request are recognised and acted upon h. Verbal and non-verbal communication is used to develop rapport with clients during service delivery i. Repeat custom is encouraged by promotions of appropriate services of products according to organisation policy j. Where relevant, client returns or refunds processed according to organisation policy and procedures k. Client is farewelled appropriately and courteously according to organisation policy
2. Respond to client complaints	a. A positive helpful attitude is conveyed to clients when handing complaints b. Complaints are handled sensitively, courteously and with discretion c. The nature of the complaint is established by active listening and questioning and confirmed by client d. Action is taken to resolve the complaint to the client's satisfaction wherever possible e. Unresolved client dissatisfaction or complaints are promptly referred to supervisor f. Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with organisation policy g. Documentation regarding client dissatisfaction or complaints is completed accurately and legibly h. Follow up action is taken as necessary to ensure client satisfaction
3. Identify clients special requirements	a. Clients with **special needs or requirements** are identified promptly by observation and questioning b. A willingness to assist is conveyed verbally and non-verbally c. Client needs are promptly serviced, referred or redirected as required

Range of Variables

DELIVER SERVICE TO CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. regular b. new c. internal (ie, work colleagues) d. external e. socio-economic background f. cultural background g. ethnic background h. physical and mental abilities i. gender j. age k. religious background
2. **Client needs**	a. information regarding organisation facilities and/or services b. follow up in event of delays in service provision c. location of specific items within the organisation
3. **Organisation policies and procedures**	a. client service b. delivery policies c. dealing with difficult clients d. handling and recording complaints e. allocated duties/responsibilities f. client returns/refunds
4. **Requests**	a. routine b. special
5. **Special needs or requirements**	a. non routine information or service b. service or facilities to assist disabled persons c. urgent requirements
6. **Work environment**	varies with respect to a. size b. type of organisation and complexity c. service(s) provided d. staff numbers and supervision e. staff training

Evidence Guide

DELIVER SERVICE TO CLIENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the organisation's services and client service procedures in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the clients, client needs and special requirements from the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		   c.1. Identify accurate information about the organisation
		   c.2. Ensure inquiries are handled by the relevant person
		   c.3. Consistently apply organisation policies and procedures and industry codes of practice in regard to client service
		   c.4. Provide a quality service environment by treating clients in a courteous and professional manner
		   c.5. Accurately identify the nature of client complaints, resolving complaints and providing service to clients according to organisation procedures
		   c.6. Use effective questioning/active listening and observation skills to identify customers' special requirements
		   c.7. Work collaboratively within a team to meet clients' needs

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Operational knowledge of organisation's policies and procedures
		   a.2 Operational knowledge of organisation's services and/or products
		   a.3 Basic knowledge of legislation and statutory requirements, including consumer law
		
		b. Underpinning skills
		   b.1 Questioning / listening techniques to identify client needs
		   b.2 Time management to effectively service clients
		   b.3 Conflict resolution skills to handle difficult or abusive clients
		   b.4 Greeting/farewelling techniques to provide client service
		   b.5 Add on selling concepts to cater to additional client needs
		   b.6 Literacy skills to take messages, record information, record complaints and read and record sales, stock and delivery documentation

4.	**Resource implications**	a. Assessment of this competency requires access to a workplace environment with clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of client, client needs and special requirements from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	-

SRX CLS 003A   COORDINATE INTERACTION WITH CLIENTS

CLS   Client service

DESCRIPTION: This unit covers the knowledge and skills to ensure that the organisation standards for providing service to clients and dealing with complaints are met.

ELEMENT	PERFORMANCE CRITERIA
1. **Clarify specific needs of client**	a. ***Client needs*** are accurately assessed against the products/services provided by the organisation b. Features and benefits of the products/services provided by the organisation are clearly described and recommended for the client's needs c. ***Client*** details are recorded clearly and accurately in the required format
2. **Provide information, advice and follow-up to clients**	a. Client needs are clarified and appropriate information is provided b. Alternative sources of information/advice are discussed with client a. Identified gaps in available information are referred to relevant person for action c. Follow-up alternatives are offered and further information is dispatched to client if required
3. **Implement client service standards**	a. Service standards are monitored according to ***organisation policy*** b. Deficiencies in service are identified and action is taken as required according to organisation policy c. Client's ***special needs*** are satisfied where appropriate according to organisation policy d. Organisation policies and procedures in relation to client service provision are conveyed to team members e. Feedback on quality of service provision is given to team members and management on a regular basis
4. **Implement organisation policy regarding client complaints**	a. Details of the complaint are established to clarify its nature b. Summary of the complaint is recorded accurately and, where appropriate, apologies for inconvenience are tendered c. Appropriate options for resolving complaint are identified d. Complaint is referred to higher authority according to organisation policy if resolution is not possible e. Optimal solution is negotiated with the client and the chosen solution is implemented within the timeframe f. Prescribed documentation is finalised g. Effectiveness of solution and related outcomes is evaluated h. Any necessary changes to organisation procedures are identified i. Service standards and procedures are monitored to ensure organisation policy in regard to client complaints are authorised, actioned, or referred to a higher authority according to organisation policy
5. **Lead client service team**	a. Organisation policies and procedures are interpreted and applied to organisation operation b. Team is motivated to achieve high standard of service to clients c. Team access to current information on staff issues and operations is ensured d. Team tasks are clarified, planned and allocated in consultation with staff to ensure effective day-to-day organisation operation and efficient

			use of human resources
		e.	Team is informed of changes in organisation service policies and procedures which impact upon their roles/responsibilities
		f.	Team is provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets
		g.	Team members are encouraged to contribute feedback in regard to achievement of performance targets
		h.	Routine problems are handled using appropriate problem solving techniques and referred to management if required
6.	**Communicate with management**	a.	Management is referred to regarding current organisation policies on client service issues which may affect the operation of the department / section
		b.	Operational information is provided to management and other supervisors in order to facilitate client service planning

Range of Variables

COORDINATE INTERACTION WITH CLIENTS

VARIABLE STATEMENT	CATEGORIES

1. **Clients**	a. new
	b. existing
	c. internal
	    c.1 colleagues
	    c.2 teams
	    c.3 departments
	d. external
	e. socio-economic background
	f. cultural background
	g. ethnic background
	h. physical and mental abilities
	i. gender
	j. age
	k. religious background

2. **Client needs**	a. information regarding organisation facilities and/or services b. follow up in event of delays in service provision c. location of specific items within the organisation
3. **Organisation's policies and procedures**	a. availability of information b. client service c. staff supervision d. lines of communication to staff and management e. protocol for attending to client complaints about product or individual staff f. complexity of complaints and solutions available within organisation limits g. timelines for resolution of complaints h. monitoring team performance i. discipline j. grievance handling k. allocating duties/responsibilities l. range of responsibilities/duties m. meetings n. organisation appraisal
4. **Special needs**	a. non routine information or service b. service or facilities to assist disabled persons c. urgent requirements

5. **Work environment**	varies according to
	a. staff
	    a.1 full-time
	    a.2 part-time
	    a.3 casual
	b. trading conditions
	    b.1 routine
	    b.2 busy
	c. levels of staffing
	    c.1 eg, staff shortages
	d. size and complexity of organisation
	e. product/service range

Evidence Guide

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COORDINATE INTERACTION WITH CLIENTS

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1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of coordination of a range of services to clients within the work environment
		b. Assessment of performance should be over a period of time covering all categories of the clients, client needs and special needs within the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		  c.1 Correctly identify client needs and record client inquiries in an appropriate manner
		  c.2 Recommend relevant products and services
		  c.3 Record client complaints
		  c.4 Ensure all efforts are made to resolve the complaint in conjunction with the client and within organisation limits
		  c.5 Implement the solution within organisation timelines
		  c.6 Attend to the client in an appropriate manner and ensure client is satisfied
		  c.7 Provide appropriate follow-up within organisation timelines
		  c.8 Co-ordinate a team in the provision of quality client service according to organisation policy by
		    c.8.1 consulting with staff
		    c.8.2 allocating tasks
		    c.8.3 conveying relevant information
		    c.8.4 applying policy
		    c.8.5 monitoring performance
		    c.8.6 identifying deficiencies
		    c.8.7 providing feedback
		    c.8.8 motivating staff
		    c.8.9 solving routine problems
		  c.9 Provide accurate feedback to management on operational and procedural matters related to provision of client service
		  c.10 Supervise the resolution of client complaints according to organisation policy

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX CLS 002A Deliver service to clients
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX COM 003A Collect and provide information to facilitate communication flow
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation policies and procedures
		  a.2 Organisation services, products and management hierarchy
		  a.3 Legislation and statutory requirements, including consumer law
		  a.4 Industry codes of practice
		
		b. Underpinning skills
		  b.1 Communication strategies for teams
		  b.2 Interpersonal skills
		    b.2.1 giving feedback
		    b.2.2 coaching
		    b.2.3 performance analysis

		b.2.4 questioning/listening/observation b.2.5 group presentation b.2.6 team motivation b.2.7 negotiation b.2.8 team leadership b.2.9 non verbal communication b.3 Conflict resolution skills b.4 Time management b.5 Problem solving strategies b.6 Planning and organising activities b.7 Literacy skills in regard to: completing a proforma for feedback to management; and reading and interpreting organisation policies and procedures
4.	**Resource implications**	a. Assessment of this competency requires access to a workplace with clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of client, client needs and special needs from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

SRX CLS 004A   PROVIDE ADVICE IN ORDER TO MEET CURRENT AND ANTICIPATED CLIENT REQUIREMENTS

CLS   Client service

DESCRIPTION: This unit develops the knowledge and skills to identify clients' requirements and trends in client requirements and to maintain resources to ensure adequate client service.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify current client requirements**	a. Types of *clients* are identified with respect to *demographic information* b. *Requirements* and expectations of clients are *assessed* c. *Strategies* to meet identified needs are developed d. Problems are identified and/or anticipated and solutions implemented
2. **Provide information on current service provision and resource allocation within area of responsibility**	a. Current service provision is *monitored* to ensure good service is maintained b. Current resource allocation for client services is monitored c. Regular *reports* on current service provision are prepared and presented to the nominated person d. Deficiencies in client service are identified and action is taken to resolve problems e. Feedback on quality of service provision is provided to staff
3. **Identify trends in client requirements**	a. Change to *client requirements* are analysed b. Trends are identified c. Options for upgrading resources are explored d. Options to improve client service are explored e. Effectiveness of advice / outcomes / service is evaluated and reported upon

Range of Variables

PROVIDE ADVICE IN ORDER TO MEET CURRENT AND ANTICIPATED CLIENT REQUIREMENTS

VARIABLE STATEMENT	CATEGORIES

1. Assessment and monitoring of client requirements and services	a. formal
	  a.1 questionnaires
	  a.2 focus groups
	  a.3 test marketing
	  a.4 staff survey
	  a.5 Australian Bureau of Statistics' reports
	  a.6 warranty claims
	  a.7 market surveys
	  a.8 letters of complaint
	  a.9 phone surveys
	b. informal
	  b.1 observation
	  b.2 comments from staff
	  b.3 informal analysis of complaints

2. Client requirements	a. information regarding organisation facilities and/or services and products
	b. follow up in event of delays in service provision
	c. special needs
	  c.1 non routine information/services
	  c.2 urgent requirements
	  c.3 service or facilities to assist disabled persons
	d. location of specific items within the organisation
	e. comfort, security and safety

3. Clients	a. new
	b. repeat/existing
	c. internal
	  c.1 colleagues
	  c.2 teams
	  c.3 departments
	d. external

4. Demographic information	a. gender ratios b. annual income c. culture/nationality d. residential location e. participation rates f. type of membership or affiliation with organisation g. activity type h. length of membership/association with organisation
5. Organisation policies and procedures	a. availability of information b. client service c. staff supervision d. lines of communication to staff and management e. protocol for attending to client complaints about product or individual staff f. complexity of complaints and solutions available within organisation limits

		g. timelines for resolution of complaints h. monitoring team performance i. discipline j. allocating duties/responsibilities k. range of responsibilities/duties l. meeting procedure m. organisation appraisal
6.	**Reporting procedure**	may include a. timeframes for reports b. regular reports c. one-off reports
7.	**Strategies to meet client requirements**	a. modifications to current services and resources b. additions to services and resources c. potential problems and solutions d. monitoring services and resources e. upgrading services and resources

Evidence Guide

PROVIDE ADVICE IN ORDER TO MEET CURRENT AND ANTICIPATED CLIENT REQUIREMENTS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the processes involved in identification of clients, identification of client requirements, service provision and client trends in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of client, client requirement and strategy from within the range of variables statements and any categories of formal and informal assessment/monitoring that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to: c.1 Accurately assess client requirements c.2 Identify limitations of assessment/monitoring techniques c.3 Develop appropriate strategies to maintain communication with clients and address their requirements c.4 Monitor and evaluate quality of client service c.5 Consider trends in clients requirements and evaluate in regard to organisation goals
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX CLS 003A Coordinate interaction with clients
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 SRX COM 004A Source and present information in response to requests
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 Nil
3.	Required knowledge and skills	a.	Underpinning knowledge a.1 Sources of information on client base, their needs and expectations a.2 Techniques to determine demographic makeup of client base a.3 Mechanisms to maintain contact with clients and access feedback a.4 Processes to determine needs and expectations of clients and changes in client base and requirements
		b.	Underpinning skills b.1 Research skills to determine client needs and future requirements b.2 Planning skills to determine resourcing requirements to meet identified needs b.3 Communication skills to enable consultation with clients (internal and external and including management) b.4 Problem solving in order to resolve issues with respect to client service and/or resourcing b.5 Numeracy skills to conduct statistical analysis of research b.6 Literacy skills to enable production of reports and recommendations
4.	Resource implications	a.	Assessment of this competency requires access to a work environment with clients
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of client, client requirement and strategy from within the range of variables statements and any relevant categories of formal and informal assessment/monitoring in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	2

COACHING AND INSTRUCTION

CAI

Contents

SRX CAI 001A   ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR CLIENTS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills to assist in the planning and preparation of sessions within the sport and recreation industry.

ELEMENT	PERFORMANCE CRITERIA
1. **Collect information to plan a session**	a. *Sources of information* are identified b. As much relevant *information* as possible is gathered c. *Information* collected is as up-to-date and comprehensive as available sources allow d. *Information* points which are not clear are sorted out with a responsible person e. *Clients*' rights to confidentiality are respected
2. **Contribute suggestions towards planning for a session**	a. *Suggestions* are broadly in line with the *aims* of the *session* and *clients* for whom it is being planned b. *Suggestions* take into account health and safety requirements c. *Suggestions* take into account available time and resources d. *Suggestions* are offered positively and without prompting e. *Suggestions* are checked and confirmed with a responsible person before being implemented
3. **Assist in making arrangements for a session**	a. *Arrangements* allocated are carried out promptly, efficiently and as directed b. Communications are clear, accurate and contain relevant information c. *Arrangements* are carried out within the role and the responsible person is promptly notified of any difficulties d. Commitments made to others are kept e. *Arrangements* are carried out in a way which maintains the goodwill of all involved f. Final *arrangements* are confirmed with the person responsible for the *session*

Range of Variables

ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. Aims	a. to enable participation
2. Arrangements	a. equipment b. access to facilities c. providing advance information to clients d. refreshments
3. Clients	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists, club members and general public f. variety of ethnic groups g. clients with special needs
4. Information	a. needs and interests of clients b. numbers c. ages and gender of clients d. previous experience of clients e. special requirements f. basic rules or codes covering the activity including health and safety issues
5. Sessions	a. a task, game, activity or exercise b. may be a component of a sequenced program of individual sessions c. for individuals or groups
6. Sources of information	a. clients b. senior colleagues
7. Suggestions	a. content of activity b. methods of working with clients c. timing and sequencing of component parts of session
8. Work environment	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

ASSIST IN PREPARING SPORT AND RECREATION SESSIONS FOR CLIENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of personal roles and responsibilities in the preparation on sessions in the work environment
		b. Assessment of performance should be over a period of time covering all categories of information, arrangements and sources of information and at least one category from the remaining range statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 source relevant information from appropriate persons
		  c.2 clarify session requirements
		  c.3 carry out tasks promptly and efficiently
		  c.4 understand personal roles and responsibilities
		  c.5 offer suggestions to improve session preparation
		  c.6 maintain client confidentiality

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX ORG 001A Organise work
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX TEM 001A Work in teams
		  b.2 activity specific competencies in fitness, community recreation, sport or outdoor recreation where required
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX CAI 002A Assist in conducting sport and recreation sessions for clients
		  c.2 SRX CAI 003A Provide equipment for activities

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Range of information sources in order to access current information on sport and recreation session
		  a.2 Organisation's hierarchy and individual's responsibilities within the hierarchy
		  a.3 Basic health and safety requirements appropriate to the session
		  a.4 Knowledge of the time and resources available within the organisation for sport and recreation sessions
		  a.5 Organisation's policies and procedures with respect to the conduct of sessions
		
		b. Underpinning skills
		  b.1 Questioning skills in order to clarify client requirements from sport and recreations sessions in order for this information to be included in the planning process
		  b.2 Communication skills in order to offer suggestions during the planning process for sport and recreation sessions
		  b.3 Numeracy and literacy skills, as required, to make session arrangements

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of information, arrangements and sources of information and at least one category from the remaining range statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	-

SRX CAI 002A   ASSIST IN CONDUCTING SPORT AND RECREATION SESSIONS FOR CLIENTS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills to assist in the conduct and supervision of sessions within the sport and recreation industry

ELEMENT	PERFORMANCE CRITERIA
1. **Assist in preparing clients**	a. ***Clients*** are given a positive image of the staff b. Dress is safe and appropriate to the activity c. Aspects of the ***clients***' dress or equipment which may be unsuitable are checked with the responsible person running the session d. ***Clients*** are helped to understand rules, codes and organisational/health and safety requirements e. ***Clients*** are helped to 'warm up' and prepare mentally for the activity f. All communications are clear, accurate and appropriate to the ***clients*** g. Basic health and safety hazards are communicated promptly to ***clients*** and the responsible person h. Situations and occurrences outside of the area of responsibility are referred to the responsible person
2. **Help clients gain skills, techniques and knowledge**	a. ***Learning methods*** are clear, appropriate to the ***clients*** and as directed b. ***Clients*** are given equal and adequate attention and their queries and difficulties patiently dealt with c. ***Clients*** are motivated and encouraged in a way which conforms to good practice in the activity d. Duties assigned are carried out as directed e. Points of knowledge, skill or technique beyond own level of ability are referred to the responsible person
3. **Assist in supervising clients**	a. Client's performance is monitored continuously b. ***Clients*** are motivated in a way which conforms to good practice in the activity c. ***Clients*** are reminded of technique and skill as required by the responsible person d. ***Clients*** are reminded of rules and codes as necessary e. Situations and occurrences beyond own area of expertise and responsibility are referred to the responsible person
4. **Assist in preparing clients to end the session**	a. ***Clients*** are helped to 'cool down' b. Issued equipment is checked for wear and tear and any problems detected are referred to the responsible person c. ***Clients*** are encouraged to provide feedback and identify further needs d. Where relevant, practices for following ***sessions*** are clearly explained as directed e. The time, location and content of future ***sessions*** are explained to ***clients***
5. **Assist in evaluating the session**	a. Feedback accurately reflects the progress of the session b. Feedback includes the views of ***clients*** c. Suggestions highlight areas of possible improvement d. ***Feedback and suggestions*** are offered constructively e. Areas where personal performance could be improved are identified and ways of obtaining this improvement agreed

Range of Variables

ASSIST IN CONDUCTING SPORT AND RECREATION SESSIONS FOR CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists, club members and general public f. variety of ethnic groups g. clients with special needs
2. **Sessions**	a. a task, game, activity or exercise b. may be a component of a sequenced program of individual sessions c. for individuals or groups
3. **Learning methods**	a. Explanation b. Demonstration c. participation
4. **Evaluation**	a. Aims and objectives b. Client progress/behaviour c. Suitability and safety of facilities and equipment d. Content e. structure and processes of the activity
5. **Feedback and suggestions**	a. are discussed with senior colleagues and clients
6. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

ASSIST IN CONDUCTING SPORT AND RECREATION SESSIONS FOR CLIENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of practices to assist in the conduct of sport and recreation sessions in the work environment
		b. Assessment of performance should be over a period of time covering two categories of clients from the range of variables statement and all categories from the remaining range of variables statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 wear appropriate dress
		  c.2 present clients with a positive self image
		  c.3 stay within role/level of competence and refer points beyond level of competence to appropriate person
		  c.4 apply basic rules, codes and health and safety requirements
		  c.5 treat all clients equally
		  c.6 use motivation techniques which conform to good practice
		  c.7 carry out duties as directed

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX EME 001A React safely in an emergency and help prevent emergencies
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX TEM 001A Work in teams
		  b.2 activity specific competencies in fitness, community recreation, sport or outdoor recreation where required
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX CAI 001A Assist in preparing sport and recreation sessions for clients
		  c.2 SRX CAI 003A Provide equipment for activities

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Safe and appropriate dress and equipment for the session
		  a.2 Basic health and safety hazards associated with the session
		  a.3 Role/responsibilities with respect to the session and assisting clients
		  a.4 Basic techniques and skills appropriate to the session
		  a.5 Boundaries of role/responsibilities and the importance of notifying supervisor /senior colleague of situations beyond current competence
		  a.6 Basic warm up and cool down activities appropriate to the session
		  a.7 Points to look for when checking equipment
		  a.8 Basic standards that equipment should meet
		
		b. Underpinning skills
		  b.1 Communication skills to interact with clients and colleagues

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment with clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover two categories of clients from the range of variables statement and all categories from the remaining range of variables statements that are applicable in the learners environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	-

SRX CAI 003A   PROVIDE EQUIPMENT FOR ACTIVITIES

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to prepare, utilise and store equipment for activities.

ELEMENT	PERFORMANCE CRITERIA
1. Issue equipment to the client	a. The availability of *equipment* required by the clients is checked b. Information with regards to any hire and deposit charges is clearly and accurately explained, where appropriate c. Correct and suitable *equipment* is issued and assistance with fitting is given where necessary d. The specified amount of money is taken for hire charges, deposits and monies safely and securely stored and details recorded, as required e. The service is carried out politely and helpfully
2. Set up equipment	a. *Equipment* is correctly identified and removed from store b. *Equipment* is set up according to approved procedures and instructions c. Assembled *equipment* is left in safe surroundings, so that potentially hazardous situations for staff and clients are avoided d. Specified lifting techniques are adopted and *equipment* is handled in a way which avoids damage to *equipment* and injury to self and other staff e. Equipment being assembled is checked for *deterioration and damage* is reported to the responsible person
3. Take down equipment	a. *Equipment* is handled in such a way as to avoid damage and danger to the handler, other staff and clients b. *Equipment* is handled so as to avoid damage to itself and the environment c. *Equipment* being dismantled is assessed for damage and, where *damage or deterioration* has occurred is promptly reported to the responsible person d. Minor repairs are carried out as directed within the role and responsibility and to acceptable standards e. The manufacturer's guidelines and codes of practice for dismantling *equipment* are correctly followed f. The specified lifting techniques are adopted and the *equipment* is moved in such a way as to avoid injury to self and others
4. Check in equipment	a. *Equipment* is checked to be in serviceable condition when taken back from the client at the end of activity b. Missing *equipment* is accounted for or reported to the responsible person c. Deposits are returned to the client on receipt of the *equipment* which has been on loan and a suitable deduction is made where damage to the *equipment* is evident, as required d. Damaged or worn *equipment* is *recorded and reported* to the responsible person, removed marked or stored in a way which demonstrates clearly that it is withdrawn from service, and a *suitable report made* e. Minor repairs are carried out, as directed within the role and responsibility and to an acceptable standard f. The *equipment* is correctly prepared for use by the next client

	g. **Equipment** is stored in the correct manner to ensure its future operation and serviceability
	h. **Equipment** with expired life spans are withdrawn and disposed of
	i. The service is carried out politely and helpfully
5. Store equipment	a. **Equipment** is placed in correct storage area
	b. **Equipment** is stored and handled so as to avoid damage to itself and the environment
	c. **Equipment** is stored as directed
	d. Storage areas are maintained in a clean and tidy condition
	e. Accurate and up-to-date written records of stored **equipment** are maintained
	f. **Structural faults in the storage area** are promptly reported to the responsible person
	g. Procedures for the security of the stores are followed
	h. Manufacturer's storage requirements are complied with correctly
	i. Necessary **access and egress** are maintained in the case of an emergency

Range of Variables

PROVIDE EQUIPMENT FOR ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. **Access and egress**	a. fire doors b. exits
2. **Damage/ deterioration to be checked for and reported on**	a. damage to fabric b. missing parts c. failure to operate correctly
3. **Equipment**	a. simple items of equipment requiring only one person to set up b. large items of equipment when the trainee is working as a member of the team and under direction c. activity equipment d. safety equipment
4. **Methods for reporting damage**	a. written reports b. verbal reports
5. **Structural faults for report**	a. cracks and warps b. roof faults c. damage to floor areas d. leaks
6. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PROVIDE EQUIPMENT FOR ACTIVITIES

1. Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of preparation, use and storage of equipment for activities in the work environment
	b. Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment
	c. In particular, assessment must confirm the ability to:
	  c.1 Identify the basic safety standards required of the equipment
	  c.2 Fit and issue equipment to the client
	  c.3 Set up equipment
	  c.4 Apply the organisation's guidelines and codes of practice for reporting faulty equipment
	  c.5 Apply the manufacturer's and/or organisation's guidelines and codes of practice for the dismantling of equipment
	  c.6 Identify faults which may occur in the storage area as shown in the learner's area of work
	  c.7 Check in equipment
	  c.8 Keep up-to-date records of stored equipment

2. Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
	  a.1 Nil
	
	b. This unit must be assessed in conjunction with the following unit(s):
	  b.1 Nil
	
	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
	  c.1 SRX CAI 001A Assist in preparing sport and recreation sessions for clients
	  c.2 SRX CAI 002A Assist in conducting sport and recreation sessions for clients

3. Required knowledge and skills	a. Underpinning knowledge
	  a.1 Equipment specifications and instructions for identified activities
	  a.2 Relevant rules, codes and guidelines for use of equipment for identified activities
	  a.3 Equipment testing and checking techniques for identified activities, as specified by manufacturer or organisation
	  a.4 Recording systems for establishing and maintaining accurate records of equipment use and maintenance
	  a.5 Storage requirements for identified equipment, as specified by manufacturer or organisation
	
	b. Underpinning skills
	  b.1 Ability to use identified equipment in order to pass this information onto clients
	  b.2 Communication skills (written and verbal) in advising clients on correct use of identified equipment
	  b.3 Interpersonal skills in order to develop rapport with clients and ensure equipment is used correctly and for intended purpose
	  b.4 Organisational skills in order to ensure equipment is used, maintained and stored correctly

4. Resource implications	a. Assessment of this competency requires access to relevant rules, legislation, industry codes, policies and procedures as they apply to equipment in the work environment

	b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
	b.	In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	-	-

SRX CAI 004A   PLAN A SPORT AND RECREATION SESSION FOR CLIENTS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a day's duration, for clients.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to plan a session	a. *Sources of information* required to plan a *session* are identified b. Information is as up-to-date, accurate and comprehensive as available sources allow c. Conflicting information is checked with relevant sources d. *Clients*' and organisation's rights to confidentiality are respected e. Consideration is given to the full range of *client's needs* f. *Clients* are advised of any obvious reasons why they should not participate in a given session g. *Clients* with *special requirements* beyond own level of responsibility are referred to a competent person/agency
2. Produce a session plan	a. The *plan* includes aims relevant to identified needs b. The *plan* includes tasks to meet the aims and is realistic to the clients and resources available c. The plan takes account of all collected information d. Session and client-specific risks are assessed and confirmed as within acceptable levels e. The *plan* conforms to legislation, health and safety requirements and accepted good practice, taking into account age and stage of development of clients f. The *plan* enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping g. Where relevant, the *plan* is agreed with staff, clients and organisations
3. Resource a session	a. A *venue* appropriate for the session, the clients and their abilities is arranged b. *Equipment* and *resources* appropriate for the activity and clients are arranged c. *Equipment* is safely modified and/or conditioned for use by different client groups d. *Resources* are checked for availability and safety e. Where relevant, financial resources necessary for the session are arranged f. Arrangements make the best use of available *resources* and minimise damage to the chosen environment g. Arrangements are sufficiently flexible to allow the activity to be modified to meet particular needs h. Arrangements and resources are confirmed with the appropriate staff, organisations and *clients* i. Advice is provided to *clients* on *physical resource* requirements for the *session* j. *Assisting personnel* are briefed as to the extent and limitations of responsibilities, special needs of clients and expectations regarding attitudes to clients

Range of Variables

PLAN A SPORT AND RECREATION SESSION FOR CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. Assisting personnel	a. teachers b. carers c. assistant staff d. parents
2. Client needs	a. physical b. emotional c. psychological d. individual e. group f. individuals within group
3. Clients	a. experienced b. inexperienced c. adults d. children e. school f. variety of ethnic groups g. clients with special needs h. youth groups i. tourists j. club members k. general public
4. Equipment	a. safety requirements (eg, first aid kit and protective clothing) b. session-specific client requirements c. session-specific group requirements d. equipment required by the session organiser
5. Information	a. organisational aims b. expectations and aspirations of clients c. numbers, ages and gender of clients d. previous experience of clients e. medical condition f. special requirements g. the session environment
6. Level of supervision	limited supervision may include a. minimal on-site supervision b. restrictions on the type of site, location or facility used c. restrictions on type of session conducted d. restrictions on the number of clients e. working within clearly defined organisational procedures and policies f. restrictions on the conditions in which the session can be conducted (eg, environmental conditions, type of group)
7. Physical resources	a. food b. water c. clothing d. personal equipment

		e. safety equipment (sun protection, personal first aid requirements, medication)
8.	Recreation session	a. a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively b. may be a component of a sequenced program of individual sessions c. does not include drills, tasks and activities with the aim of skill development or enhancement in order to perform competitively or independently d. of up to a day's duration (ie, no overnight component)
9.	Resources	a. physical b. human c. financial d. transport and related logistical requirements
10.	Session plan	a. aim b. date and time c. physical, human and financial resources d. activity stages or structure e. logistics f. information requirements
11.	Sources of information	a. individuals b. organisations c. clients d. recorded information e. parents
12.	Special requirements	a. age b. medical condition c. physical condition d. ethnic origin e. gender
13.	Venue	a. outdoor site/location b. indoor facility
14.	Workplace context	a. indoor or outdoor b. within a recreation activity-specific context
15.	Work environment	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PLAN A SPORT AND RECREATION SESSION FOR CLIENTS	

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the planning of a recreation session for clients using a particular facility or location b. Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment c. In particular, assessment must confirm the ability to plan recreation sessions to suit: c.1 different client needs c.2 different session aims c.3 a minimum of three different types of client groups
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX ORG 002A Work effectively in a sport and recreation organisation a.2 SRX OHS 001A Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace a.3 SRX CAI 001A Assist in preparing sport and recreation sessions for clients a.4 SRX CAI 003A Provide equipment for activities b. This unit must be assessed in conjunction with the following unit(s): b.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX CAI 005A Conduct a sport and recreation session for clients
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Sources of information on client needs and expectations in order to effectively plan a sport and recreation session for clients a.2 Legislation relevant to confidentiality to ensure this information is included in planning for a sport and recreation session for clients a.3 Factors affecting group and individual needs to ensure this information is included in planning for a sport and recreation session for clients a.4 Reasons for client participation in a sport and recreation activity to ensure this information is included in planning for a sport and recreation session for clients a.5 Health and other reasons affecting ability to participate in an activity a.6 Organisation's policy and procedures in regard to planning a sport and recreation session for clients a.7 Policies, procedures and requirements specific to the venue/facility a.8 Risk analysis processes in order to evaluate the risk of planned sport and recreation activities a.9 Activity specific knowledge of identified planned sport and recreation activities b. Underpinning skills b.1 Activity specific skills for identified planned sport and recreation activities

		b.2 Organisational skills to coordinate resources necessary for planned sport and recreation activities b.3 Questioning skills in order to determine appropriate sport and recreation activities to meet client needs
4.	**Resource implications**	a. Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of a recreation session b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the complete range of variables and contexts applicable to planning a specific recreation session in defined locations
6.	**Context for assessment**	a. Competency must be demonstrated when planning an actual/real recreation session for clients b. In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	-	1	-

SRX CAI 005A   CONDUCT A SPORT AND RECREATION SESSION FOR CLIENTS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a day's duration, for clients.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain client's physical welfare	a. ***Client*** status and condition is assessed as suitable for the ***session*** immediately prior to commencement b. Factors which may ***influence*** the performance of the group or individual are monitored c. ***Session*** is modified, where necessary, based on an assessment of the conditions, ***client*** status, facilities and equipment d. Activities within the ***session*** are conducted at a level and pace to suit the capabilities of individuals and/or the group
2. Maintain a positive social environment	a. Clients are met punctually and are made to feel welcome and at ease b. Clients are made aware of session aims and objectives and are encouraged to set realistic goals c. Group and individual needs are appropriately balanced and continuously monitored d. Group co-operation, participation and ***interaction*** is encouraged e. Group norms and standards are established and appropriate action is taken to address issues of equity, gender, ethnicity and ***emotional well-being*** f. Where relevant, levels of real and perceived risk are balanced in accordance with group and individual goals and abilities g. Negotiation and conflict resolution strategies are used to deal with potential problems h. Recognition and positive feedback are used to engender motivation and enjoyment i. Decisions over ***client*** behaviour are fair and any disagreements or conflicts are dealt with promptly and firmly
3. Establish effective communication	a. Where relevant, strategies are established to maintain ***communication*** between all group members b. Instructions are communicated in a manner suitable to the clients and are clear, accurate and contain all relevant information c. Clients are encouraged to seek clarification of information when necessary d. Feedback on session technique and correct usage of equipment is communicated to clients at an appropriate time and aims to raise the client's self-esteem and motivation
4. Ensure client safety	a. Personal skills are at an adequate level to engender ***client*** confidence and to determine and maintain ***client*** safety b. Current standing practices for emergency procedures are identified and noted and situations outside the normal routine are dealt with in accordance with organisation's procedures c. ***Clients*** are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment d. ***Clients*** are organised into manageable groups with levels of supervision appropriate to ***situational variances*** and legislative

			requirements
		e.	Clients are "warmed up" through safe and appropriate exercises relevant to the proposed *session*
		f.	Compliance with *regulations and restrictions* is continuously monitored
		g.	Location of clients is continuously monitored, as appropriate to the *session*
		h.	Equipment is set out in a safe manner and appropriate to the *session* and equipment use is monitored continuously for correct usage and compliance with safety procedures
		i.	Safety equipment is distributed effectively throughout the group
		j.	Potential *hazards* are identified, risks are continuously assessed during the *session* and confirmed as within acceptable limits in accordance with risk management policy and procedures
5.	**Prepare clients to end the session**	a.	Sufficient time is allocated for "cooling down" and discussions with *clients*
		b.	Issued equipment is collected and checked for damage and wear
		c.	*Clients* are given the opportunity to provide feedback and identify further needs
		d.	The environment/facility is returned to a condition acceptable for future use
		e.	Client's departure is supervised in a manner appropriate to the situation
6.	**Evaluate the session**	a.	The parameters for *evaluation* are determined
		b.	The *evaluation* includes the views of clients and other staff taking part
		c.	Feedback and suggestions are offered and received constructively
		d.	Areas where personal performance could be improved are identified and ways of obtaining this improvement agreed

Range of Variables

CONDUCT A SPORT AND RECREATION SESSION FOR CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. **Client**	a. experienced or inexperienced b. adults or children c. school or youth groups d. variety of ethnic groups e. clients with special needs f. tourists g. club members h. general public
2. **Communication strategies**	a. verbal b. whistles c. hand/arm signals d. radios e. phones
3. **Emotional well-being**	a. feelings b. state of mind c. perception of risk d. self-esteem
4. **Evaluation of**	a. original aims and objectives b. client satisfaction c. suitability and safety of facilities and equipment d. content, structure and processes of the session e. personal and group objectives f. personal performance
5. **Hazards**	a. environmental b. people/human (behaviour) c. product/equipment and their use
6. **Influencing factors**	a. weather b. time of day c. level of fatigue d. health e. injuries f. environmental variables (heat, cold, condition of site/location) g. client abilities
7. **Interaction**	a. group activities b. games c. discussions d. tasks or drills
8. **Level of supervision**	level of supervision may include a. minimal on-site supervision b. restrictions on the type of site, location or facility used c. restrictions on type of session conducted d. restrictions on the number of clients e. working within clearly defined organisational procedures and policies

	f.	restrictions on the conditions in which the session can be conducted (eg, environmental conditions, type of group)
9. **Recreation session**	a. b. c. d.	a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively may be a component of a sequenced program of individual activities does not include drills, tasks and activity with the aim of skill development or enhancement in order to perform competitively or independently of up to a day's duration (ie, no overnight component)
10. **Regulations and restrictions**	imposed, recommended or enacted by a. land/facility managers b. organisation conducting session c. regulatory or peak body d. Occupational Health and Safety legislation	
11. **Situational variances**	a. staff and client abilities and experience b. environmental conditions c. age of clients d. type of group e. client gender	
12. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range	
13. **Workplace context**	a. indoor or outdoor b. within a recreation session-specific context	

Evidence Guide

CONDUCT A SPORT AND RECREATION SESSION FOR CLIENTS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for clients using a particular facility or location
		b.	Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to conduct a particular recreation session to suit:
			c.1 different client needs
			c.2 different session aims
			c.3 different types of client groups
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 PUX EMEO 01A Provide emergency care
			a.2 SRX EME 002A Participate in the control of minor emergencies
			a.3 SRX CAI 002A Assist in conducting sport and recreation sessions for clients
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX CAI 003A Provide equipment for activities
			c.2 SRX CAI 004A Plan a sport and recreation session for clients
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Duty of Care requirements when dealing with clients
			a.2 Relevant Occupational Health and Safety Legislation pertaining to the conduct of activities and care of clients
			a.3 Organisation's policy and procedures for conducting a sport and recreation session for clients
			a.4 Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines
			a.5 Site/facility requirements to ensure a sport and recreation session for clients is conducted appropriately
			a.6 Activity aims and client goals in order to ensure the sport and recreation session is conducted in a manner that will fulfil both
			a.7 Group dynamics with respect to stages of group formation
			a.8 Leadership styles in order to adjust presentation according to dynamics of the group
			a.9 Decision making and conflict resolution strategies for dealing with group and individual situations
		b.	Underpinning skills
			b.1 Ability to conduct risk assessment of planned sport and recreation session to ensure safety of clients and staff
			b.2 Problem solving strategies to resolve issues relevant to session-specific problems as well as client interaction/conflict
			b.3 Conflict resolution and negotiation skills to resolve conflict that arises
			b.4 Interpersonal skills to build rapport with clients and enhance interaction with clients
			b.5 Communication (verbal and listening skills) in order to accurately

			and effectively pass on information about the sport and recreation session to clients and to hear possible problems/conflicts that clients may have during the session
		b.6	Flexibility skills in order to modify session plans as required in order to achieve client's and organisation's aims from the activity
4.	**Resource implications**	a.	Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of a recreation session
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the conduct of a recreation session within a particular activity area
6.	**Context for assessment**	a.	Competency must be demonstrated when conducting a recreation session for clients
		b.	In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
		d.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	-

SRX CAI 006A   ORGANISE A SPORT AND RECREATION PROGRAM

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills to plan non-instructional recreation programs in a variety of contexts. Emphasis is on the depth and breadth of planning skills and knowledge to cater for a diversity of needs and situations.

ELEMENT	PERFORMANCE CRITERIA
1. Collect information to plan activities	a. Relevant information is drawn from a range of sources to plan a *program* of activities b. *Information* is as up-to date, accurate and comprehensive as available sources allow c. *Information* is sought politely and sensitively and clients' and organisations' rights to confidentiality are respected d. Views of *clients* are treated with respect and consideration is given to individual *clients needs* as well as the group as a whole e. Identified needs are discussed and agreed with clients f. The level of interaction between *clients* and/or the stage of group development is considered where relevant g. Individual clients are advised of any obvious reasons why they should not participate in a given activity or program of activities h. Where *client needs* cannot be met, they are informed and given information about other possible providers
2. Produce a plan for a program of sessions	a. The *plan* contains clear aims and objectives which can meet identified needs and makes the best use of available time and resources b. The *plan* provides a framework which is sufficiently flexible to allow alterations and to cope with unforeseen changes in circumstance c. *Clients* or their representatives are encouraged to contribute to program design d. The *plan* conforms to legislation, health and safety requirements and accepted good practice e. The *plan* is consistent with strategies to overcome discrimination and stereotyping f. The sequence of sessions within the *program* is designed to enhance participation and client motivation g. Where relevant, the *plan* is agreed with staff, *clients* and organisations h. All documentation is correctly completed
3. Coordinate and allocate program resources	a. A *venue/venues* appropriate for the program, the *clients* and their abilities is arranged b. *Equipment* and *resources* appropriate for the program and clients are arranged c. Steps are taken to ensure that selected staff have the necessary skills/qualifications and the ability to work sympathetically with the clients to achieve positive interaction and a supportive atmosphere d. Staff with adequate skills are selected to engender confidence in the *clients* and enhance motivation throughout the program e. *Equipment* is safely modified and/or conditioned for use by different client groups f. *Resources* are checked for availability and safety g. Where relevant, financial resources necessary for the program are arranged h. Arrangements support the planned sequencing and coordination of

sessions
i. Arrangements and ***resources*** are confirmed with the appropriate staff, organisations and clients
j. Clear, accurate and concise information and advice is provided to clients on ***physical resource*** requirements for the activity
k. ***Assisting personnel*** are briefed as to the extent and limitations of responsibilities, ***special requirements*** of clients and expectations regarding attitudes to clients

Range of Variables

ORGANISE A SPORT AND RECREATION PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Assisting personnel**	a. teachers b. carers c. assistant staff d. parents
2. **Client needs**	a. physical b. emotional c. psychological d. individual e. group f. individuals within group
3. **Clients**	a. experienced or inexperienced b. adults or children c. school or youth groups d. variety of ethnic groups e. clients with special needs f. tourists g. club members h. general public
4. **Equipment**	a. safety requirements (eg, first aid kit and protective clothing) b. session-specific client requirements c. session-specific group requirements d. equipment required by the session organiser
5. **Information**	a. needs and expectations of organisation b. needs and expectations of clients c. numbers, ages and gender of clients d. previous experience and developmental stage of clients e. available time f. special requirements g. staff, physical and financial resources h. cultural and political influences
6. **Physical resources**	a. food b. water c. clothing d. personal equipment e. safety equipment (sun protection, personal first aid requirements, medication)
7. **Program of recreation sessions**	a. a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively b. a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups c. does not include drills, tasks and activities with the aim of physical skill enhancement in order to perform competitively or independently

8. Program plan	a. aim b. date and time c. physical, human and financial resources d. sessions, stages or structure e. logistics f. information requirements
9. Resources	a. physical b. human c. financial d. transport and related logistical requirements
10. Special requirements	a. age b. medical condition c. physical condition d. ethnic origin e. gender

11. Variety of contexts	must include
	a. different sites, locations or facilities used
	b. working independently
	c. different conditions in which the program sessions are conducted. That is, different
	    c.1 types of group
	    c.2 client aims
	    c.3 session aims
	    c.4 sequences of individual sessions

12. Venue	a. outdoor activity site/location b. indoor facility
13. Workplace context	a. indoor or outdoor b. within a sector of the recreation industry (fitness, sport, outdoor recreation, community recreation)
14. Work environment	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

ORGANISE A SPORT AND RECREATION PROGRAM

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the planning of a recreation program for clients using a particular facility or location b. Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment c. In particular, assessment must confirm the ability to plan a program of individual sessions to suit: c.1 different client needs c.2 different program aims c.3 a minimum of three different types of client groups c.4 different program contexts from the range of variables statement different client needs
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX CAI 003A Provide equipment for activities a.2 SRX CAI 004A Plan a sport and recreation session for clients a.3 SRX CAI 005A Conduct a sport and recreation session for clients a.4 SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation a.5 SRX RIS 001A Undertake risk analysis of activities b. This unit must be assessed in conjunction with the following unit(s): b.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX CAI 007A Conduct a sport and recreation program
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Sources of information necessary to effectively organise an identified sport and recreation program a.2 Legislation relevant to ensure compliance with confidentiality requirements of participants participating in a sport and recreation program a.3 Knowledge of group dynamics and factors affecting group and individual needs in order to effectively organise a sport and recreation program a.4 Reasons for client participation in a recreation program in order to ensure appropriate sport and recreation programs are organised a.5 Health and other reasons affecting ability to participate in a session or a recreation program a.6 Organisation's policies and procedures in regard to organising sport and recreation programs a.7 Policies, procedures and requirements specific to the venue/facility in order to ensure appropriate sport and recreation programs are organised a.8 Risk analysis processes in order to ensure all possible risks associated with an organised sport and recreation program have been identified and appropriate action taken to ensure safety of clients and staff a.9 Activity-specific knowledge of the sport and recreation program organised

		b. Underpinning skills b.1 Activity-specific skills of the sport and recreation program organised b.2 Organisational skills in order to effectively plan a sport and recreation program, including all relevant details necessary to ensure smooth and efficient operation b.3 Research skills to determine client needs and organise a sport and recreation program that will suit these needs
4.	**Resource implications**	a. Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of recreation programs b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the organisation of programs within a recreation sector
6.	**Context for assessment**	a. Competency must be demonstrated when planning for an actual/real program for clients b. In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	-

SRX CAI 007A   CONDUCT A SPORT AND RECREATION PROGRAM

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills to conduct non-instructional recreation programs. Emphasis is on the depth and breadth of skills and knowledge required to conduct programs in a wide variety of contexts for a diversity of needs and situations.

ELEMENT	PERFORMANCE CRITERIA
1. **Coordinate Resources**	a. Available *resources* are adequate for the planned *program* and satisfy health and safety requirements b. **Resource**s are set up and arranged in a way which meets *clients needs* c. Access to the area is safe and possible for all *clients* d. The coordination and allocation of *resources* optimises their use by *clients* e. Any other staff are briefed as to their responsibilities and contributions to the *program*
2. **Conduct a program and monitor client's condition and performance**	a. The style of program delivery corresponds to agreed aims and is appropriate to the nature of the *clients* b. Activities/opportunities are available which meet the program aims c. *Clients* physical and emotional safety, ability and progress are monitored and the level of challenge and difficulty is regulated on the basis of feedback and evaluation of the progress and emotional tolerance of the individual and group d. Vigilance is paid to the whereabouts of *clients* at all times and the form that this attention takes is consistent with the aims and objectives of the program and safety requirements e. The numbers of *clients* remain within limits which are safe and allow all to benefit from the program f. Interventions are made to reduce risk and ensure client safety g. The level of client service is maintained to a high standard throughout each session within the program to ensure continuing client participation in the program h. Motivation and/or participation levels are monitored and common reasons for discontinuation are established i. *Clients* performance is observed and analysed against criteria appropriate to the program aims j. Adequate and safe *resources* continue to be available throughout the program
3. **Adjust the program to meet new needs and circumstances**	a. The *program* is regularly monitored and appropriate action taken to keep behaviour and activities within acceptable boundaries b. Efforts are made to obtain feedback from *clients* and adjust the program to meet their developing needs and capabilities c. Venue, equipment and other resources are continuously monitored to ensure suitability to client and program needs d. Contingency plans are implemented with a minimum of disruption e. Participating staff are kept informed of developments
4. **Conclude a program**	a. The *program* is concluded at a pace appropriate to the *client,* their level of involvement and the duration of the program b. *Clients* are informed of any other suitable activities or programs which would take their development forward

5.	**Evaluate the effectiveness of a program of activities**	a.	Criteria upon which the evaluation will be conducted are determined
		b.	Feedback is sought from **clients**, staff, colleagues, organisations and other relevant stakeholders involved in individual sessions and in the program as a whole
		c.	The views of all those involved are treated positively
		d.	All relevant components of the program, and individual sessions within the program, are evaluated
		e.	All information relevant to the program is analysed and the results recorded
		f.	The evaluation is discussed with the staff involved and ideas for the improvement of practice agreed and noted
		g.	The evaluation is used to identify personal development objectives
		h.	Discussions and any disagreements are handled in a way which promotes continuing and effective relationships

Range of Variables

CONDUCT A SPORT AND RECREATION PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Client needs**	a. physical b. emotional c. psychological d. individual e. group f. individuals within group
2. **Clients**	a. experienced b. inexperienced c. adults d. children e. school f. variety of ethnic groups g. clients with special needs h. youth groups i. tourists j. club members k. general public
3. **Program of recreation sessions**	a. a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively b. a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups c. does not include drills, tasks and activities with the aim of physical skill enhancement in order to perform competitively or independently
4. **Relevant components for evaluation include**	a. aims and objectives of the program and each session b. sequence of sessions c. suitability and safety of facilities and equipment d. content, structure and processes of the sessions within the program e. constraints affecting the sessions and the overall program
5. **Resources**	a. physical resources b. staffing c. access to facilities d. refreshments e. finances

6. **Variety of contexts**	must include
	a. different sites, locations or facilities used
	b. working independently
	c. different conditions in which the program sessions are conducted. That is, different
	   c.1 types of group
	   c.2 client aims
	   c.3 session aims
	   c.4 sequences of individual sessions

7.	**Workplace context**	a.	indoor or outdoor
		b.	within a sector of the recreation industry (fitness, sport, outdoor recreation, community recreation)
8.	**Work environment**		varies with respect to
		a.	size of organisation
		b.	type of organisation
		c.	location
		d.	complexity
		e.	product/service range

Evidence Guide

CONDUCT A SPORT AND RECREATION PROGRAM

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation program for clients using a particular facility or location b. Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learners work environment c. In particular, assessment must confirm the ability to conduct a program of individual sessions to suit: c.1 different client needs c.2 different program aims c.3 a minimum of three different types of client groups c.4 different program contexts from the range of variables statement
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX CAI 004A Plan a sport and recreation session for clients a.2 SRX CAI 005A Conduct a sport and recreation session for clients a.3 SRX EME 003A Respond to emergency situations b. This unit must be assessed in conjunction with the following unit(s): b.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX CAI 003A Provide equipment for activities c.2 SRX CAI 006A Organise a sport and recreation program
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Knowledge of group dynamics and factors affecting group and individual needs in order to effectively conduct a sport and recreation program a.2 Reasons for client participation in a recreation program in order to ensure appropriate sport and recreation programs are conducted a.3 Organisation's policies and procedures in regard to conducting sport and recreation programs a.4 Policies, procedures and requirements specific to the venue/facility in order to ensure appropriate sport and recreation programs are conducted a.5 Risk analysis processes in order to ensure all possible risks associated with a sport and recreation program have been identified and appropriate action taken to ensure safety of clients and staff a.6 Activity-specific knowledge of the sport and recreation program being conducted b. Underpinning skills b.1 Activity-specific skills of the sport and recreation program being conducted
4.	**Resource implications**	a. Assessment of this competency requires access to clients, equipment and a facility/venue for the conduct of recreation programs b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the conduct of recreation programs to suit different client groups and different client needs
6.	Context for assessment	a.	Competency must be demonstrated when conducting actual/real recreation programs for clients
		b.	In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	1	2	-

SRX CAI 008A   PLAN AND PREPARE AN INDIVIDUALISED LONG-TERM TRAINING PROGRAM

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to apply sport/activity specific knowledge to plan and prepare a long-term training program to develop clients.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan a long-term program**	a. Selected activity and/or position or discipline within an activity is *analysed* b. *Profiles* are developed for each individual, subgroup and/or group participating in the long-term program using appropriate *assessment measures* c. *Fixed points* of the program are established and *phases* within the long-term program are identified d. *Objectives* for the long-term program, and each phase within the long-term program are developed in consultation with the clients, and reflect the analysis of the activity and the client's profiles e. Process to develop identified aims is designed and integrates all *components* of the long-term program f. *Requirements* for each session within the program are planned g. The long-term program *empowers* the clients h. Methods and scheduling of *monitoring* the long-term program are planned prior to implementation
2. **Common reasons for participation and discontinuation in activity are applied to planning the long-term program**	a. Common *reasons for participation* in the activity are identified b. Common *reasons for discontinuation* in the activity are identified
3. **Plan for competitive/ performance situations within the long-term program**	a. A competition/performance strategy is developed which matches the clients and/or teams' profiles b. *Strengths and weaknesses* of the opposition are identified in activities in which information will affect the clients' performances c. Client and/or team *tactics* are developed to match the competition/performance strategy and the opposition profile where that is identified d. *Support needs* for the competition/performance are identified e. *Job descriptions* are developed for support personnel f. Support needs are matched with available resources g. *Potential barriers* to communication with clients during competition/ performance are identified, and within relevant rules and regulations, *strategies* are developed to overcome these barriers
4. **Plan rehabilitation programs**	a. The body's physiological responses to injury and the *healing processes* are identified b. Potential *psychological responses* to injury are identified
5. **Assist clients to cope with retirement from activity**	a. *Issues* which need consideration when preparing for retirement from activity are identified b. Issues are explained to clients Counselling is provided and/or coordinated, where adjustments to retirement cause difficulty

6. Liaise with other coaches/ instructors of clients	a. On-going liaison between coaches/instructors is established where coaches/instructors work with the same client b. Role and responsibilities of the individual coaches/instructors are identified c. ***Potential conflicts*** are identified and ***resolved***
7. Selection procedures are identified	a. Selection policies, procedures and criteria are established b. Methods of ***testing and assessing*** clients are critiqued c. Data required is identified in relation to the ***context of the selection*** and the ***strategy*** explained d. ***Strategy*** for determining an individual's skills in a team environment is developed e. ***Development program*** for non-selected clients is designed f. Process for evaluating the management of clients not selected is identified

Range of Variables

PLAN AND PREPARE AN INDIVIDUALISED LONG-TERM TRAINING PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Analysed**	a. physical b. psychological c. tactical d. technical e. leadership skills
2. **Assessment measures**	a. field assessments of fitness components b. interviews with clients c. observation of performance d. performance history
3. **Components**	a. physical b. psychological c. tactical d. technical and leadership skills
4. **Conflict resolution**	a. discussion b. mediation c. negotiation
5. **Context of selection**	a. level of participation selected clients will be involved in b. duration of the participation c. duration of the selection
6. **Development program**	a. support provided b. options discussed c. goals identified d. achievement strategy identified
7. **Empowers**	a. awareness of the underlying principles and reasons for the program b. opportunities for self directed learning c. training diary d. input into the program e. client's needs and commitments outside the activity are recognised
8. **Fixed points**	a. structure and subdivision of the competition/performance b. availability of facilities c. rules of the activity d. rules of the competition/performance e. individual and/or team involvement f. intended peaks g. selection dates and criteria h. client's lifestyle and availability of support personnel
9. **Healing processes**	a. first aid treatment for injuries common to the activity b. recovery and rehabilitation period and activities c. return to participation

10. Issues	a. reasons for retirement b. time availability c. financial resources d. interpersonal relationships e. anger and/or stress management f. detraining g. health h. loss of support i. transfer of skills j. new skill development k. career structure l. self-discipline m. on-going involvement in the activity at a different level
11. Job descriptions	a. total time b. timing of position c. skills d. tasks and communication
12. Monitoring	a. fitness assessments b. lab assessments c. discussion with clients d. training and competitive performances e. training diaries

13. Objectives	a. client enjoyment
	b. competition/performance
	c. physical
	d. psychological
	e. tactical
	f. technical and leadership skills
	g. selection
	h. principles of training
	  h.1 specificity
	  h.2 progressive overload
	  h.3 rest and recovery
	  h.4 reversibility
	  h.5 frequency
	  h.6 intensity
	  h.7 duration
	  h.8 periodisation
	  h.9 tapering
	  h.10 peaking
	  h.11 individuality and maintenance

14. Phases	a. macro-cycles b. micro-cycles c. meso-cycles d. pre-season e. in-season f. post-season
15. Potential barriers	a. background noise b. time availability c. stress level of coach/instructor and the clients d. information overload
16. Potential conflicts	a. coaching/instructing styles b. training program c. competition/performance program d. discipline procedures e. techniques f. tactics and time commitments

17. **Profile**	a. physical b. psychological c. tactical d. technical e. leadership skills
18. **Psychological responses**	a. denial b. despair c. anger and coping strategies
19. **Reasons for discontinuation**	a. coaching/instructing philosophy and/or style b. time availability c. boredom d. competition/performance e. lack of success f. friends dropped out g. interest in another activity h. other interests outside the activity i. family j. culture
20. **Reasons for participation**	a. fun b. skill development c. fitness d. competition e. social interaction f. self esteem g. coaches and family
21. **Requirements**	a. objectives b. structure c. specific activities d. range of activities e. time f. equipment and safety
22. **Strategies**	a. sign language b. time outs c. clients in charge in participation environment
23. **Strategy**	a. one or range of methods b. weighting given to different sources of information c. weighting given to different information
24. **Strengths and weaknesses**	a. physical b. psychological c. tactical d. technical and leadership skills
25. **Support needs**	a. training facilities b. equipment c. finance d. transport e. coach/instructor f. management and/or specialist support
26. **Tactics**	a. written competition/performance strategy b. strategy communicated to clients
27. **Testing and assessing**	a. past performances b. discussion with learners c. physical ability tests d. trial e. performances in familiar environment f. performances in unfamiliar environment

	g. where relevant to the activity h. positions trailed in i. subjective assessments
28. Work environment	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PLAN AND PREPARE AN INDIVIDUALISED LONG-TERM TRAINING PROGRAM

1. Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of planning a long-term training program for competitive athlete/s in the work environment
	b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
	c. In particular, assessment must confirm the ability to:
	  c.1 Develop a long-term program for competitive athlete/s that improves the performance of the athlete, while maintaining their well-being
	  c.2 Take common reasons for participation and discontinuation in the activity into account when planning the long-term program
	  c.3 Plan for competitive/ performance situations within the long-term program
	  c.4 Plan rehabilitation programs
	  c.5 Assist clients to cope with retirement from activity
	  c.6 Liaise with other coaches/ instructors of clients
	  c.7 Establish selection procedures

2. Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
	  a.1 SRX CAI 004A Plan a sport and recreation session for clients
	
	b. This unit must be assessed in conjunction with the following unit(s):
	  b.1 SRX CAI 009A Conduct, monitor and adjust individualised long-term training programs
	  b.2 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs
	  b.3 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
	
	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
	  c.1 activity specific competencies in the area of fitness, community recreation, sport or outdoor recreation

3. Required knowledge and skills	a. Underpinning knowledge
	  a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program
	  a.2 Advanced principles of skill acquisition in order to take account of all factors when planning and preparing a long term training program for an individual
	  a.3 Fundamental human anatomy and physiology necessary to consider when planning and preparing long term training programs
	  a.4 Fundamental principles of bio-mechanics necessary to consider when planning and preparing long term training programs
	  a.5 Fundamental structure and function of anatomical systems necessary to consider when planning and preparing long term training programs
	  a.6 Principles of planning and periodisation necessary to consider when planning and preparing long term training programs
	  a.7 Fundamental principles of group management necessary to consider when working with athletes in long term training programs
	  a.8 Fundamental principles of growth and development and their relationship to coaching pedagogy

a.9 Sources of information that can be accessed to assist in planning and preparing long term training programs for individuals

a.10 Legislation relevant to ensure compliance with confidentiality requirements of participants participating in a long term training program

a.11 Reasons for client participation in a sport/activity in order to ensure long term training programs are meeting these needs

a.12 Reasons for continuation and/or discontinuation in a long-term program in order to discuss and include in planning and preparation of long-term training programs

a.13 Policies and procedures of the national governing body for each sport/activity

a.14 Organisation's policies and procedures for the conduct of individualised long-term training programs

a.15 Policies, procedures and requirements specific to the venue/facility

a.16 Knowledge of drills, activities and games to teach the fundamental sport/activity specific skills

a.17 Knowledge of the rules and regulations of the sport

a.18 Knowledge of relevant equipment and safety requirements (Note: this may include Occupational Health and Safety and legislative requirements for some sports/activities)

b.   Underpinning skills

b.1 Ability to plan an individualised training program to improve skills

b.2 Ability to plan an individualised training program to improve physical performance

b.3 Ability to communicate effectively in order to ensure aspects of long-term plan are understood and agreed upon by the participants

b.4 Ability to convey and interpret information in order to ensure needs and concerns of participant are understood and included in long-term plan and this is understood by the participant

b.5 Adequate literacy and numeracy skills in order to be able to effectively prepare a long-term training program

b.6 Ability to apply the sport/activity specific rules and regulations as required in the long-term training program

b.7 Ability to demonstrate particular aspects of the long-term training program to participants in order to clarify points of training

b.8 Ability to analyse skills and break them into their component parts in order to teach others

4. **Resource implications**	a.	Assessment of this competency requires access to relevant sport/activity facilities, equipment and clients competing or participating at an appropriate level (ie, not the peers of the learner)
	b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. **Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. **Context for assessment**	a.	Competency must be demonstrated in a real work environment
	b.	In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.	Where performance is not directly observed and/or is required to be

demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	1	1

SRX CAI 009A   CONDUCT, MONITOR AND ADJUST INDIVIDUALISED LONG-TERM TRAINING PROGRAMS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication skills, sport/activity specific knowledge and combinations of teaching methods and coaching/instructional styles to conduct, monitor and adjust individualised long-term programs designed to develop a client's skill and/or physical performance.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare the client for involvement in a long-term training program**	a. Lifestyle issues associated with making a commitment to and undertaking a *long-term program* are identified and explained b. Components of a *balanced lifestyle*, and the relationship between those components are identified and explained c. The *effects of an unbalanced lifestyle* are established and explained d. The client's aims and priorities for undertaking a *long-term program* are established and taken into consideration by them before committing to undertake a *long-term program* e. *Common reasons for discontinuation* in *long-term programs* are discussed with the client so that they have an understanding that there are justifiable and recognised reasons for exiting a *long-term program* (ie, to assist in avoiding future 'self esteem' problems) f. *Agreed program objectives* are established
2. **Implement a long-term program**	a. The *long-term program* is implemented and monitored b. Skill performance, *physical performance* and *client well-being* are monitored throughout the *long-term program* c. *Sessions* and/or the *long-term program* are adjusted according to the results of *monitoring* and accepted *best practice principles of the sport/activity* d. Client is informed and, where appropriate, consulted with regarding adjustments to *sessions* and/or *long-term programs* is in accord with accepted *best practice principles of the sport/activity*
3. **Monitor client during training sessions and competitions**	a. Skill performance, *physical performance* and *client well-being* are monitored throughout the *long-term program* and *teaching methods* and coaching/instructional styles are adapted as necessary b. The level of challenge and difficulty is regulated on the basis of *feedback* and evaluation of the progress and emotional tolerance of the individual and group c. Counselling is provided and/or coordinated, where commitment to a *long-term program* causes difficulty d. Vigilance is paid to the whereabouts of clients at all times and the form that this attention takes and methods used are consistent with the *agreed program objectives* and is in accord with accepted *best practice principles of the sport/activity* e. Interventions are made to prevent hazards occurring and ensure client safety f. In the case of emergencies, recognised procedures are followed calmly, correctly and with speed in accordance with accepted *best practice principles of the sport/activity*

4.	Manage competitive/ performance situations during the long-term program	a.	Relevant competitive/performance strategies, tactics and support needs are addressed
		b.	*Clients* and the state of competitive/performance situation are monitored continually to determine factors that affect the *clients*' performance
		c.	Intervention and communication strategies are implemented according to the results of *monitoring* and accepted *best practice principles of the sport/activity*
5.	Provide feedback to clients	a.	*Feedback* to *clients* is provided in a manner conducive to improving performance by reinforcing progress and maintaining morale, as well as offering constructive criticism
		b.	Errors and areas for improvement in the performance of skills are identified and drawn to the attention of client in a way which is consistent with the style of delivery
		c.	*Feedback* is given at a time when it is likely to have the greatest impact and cause the least disruption
6.	Implement selection procedures	a.	Selection procedures and policies are developed or revised, documented and endorsed by relevant personnel
		b.	Endorsed selection procedures and policies are implemented
		c.	Team selections are communicated according to documented notification procedures
		d.	Development programs for *clients* not selected are implemented
7.	Implement and monitor rehabilitation programs	a.	Consultation with other specialists is undertaken during the development and management of rehabilitation programs
		b.	Client's progress is monitored and modified in consultation with other specialists
		c.	Injured *clients* are assisted to return to activity in accord with accepted *best practice principles of the sport/activity* and in consultation with *other rehabilitation specialists* and relevant personnel

Range of Variables

CONDUCT, MONITOR AND ADJUST INDIVIDUALISED LONG-TERM TRAINING PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Agreed program objectives**	refers to objectives agreed to by the client/athlete in consultation with the coach or instructor, other specialists, siblings and relevant personnel in relation to progressive a. fitness targets b. lifestyle adjustments c. skill performance or technique development targets, and/or d. competition/performance targets
2. **Athletes**	a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. **Balanced lifestyle**	components refers to or can include factors such as a.1 family a.2 financial security a.3 health a.4 social maturity and mental state a.5 independence/dependence a.6 vocation a.7 education a.8 other interests and commitments a.9 time management
4. **Best practice principles of the sport/activity**	a. the sport/activity's coaches or instructors *code of conduct* policy b. the Australian Coaching Council's *coaches code of conduct* policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
5. **Client aims and priorities**	a. competition/performance targets b. self-improvement intentions c. fitness targets d. lifestyle adjustments e. comfort/discomfort levels
6. **Client goals**	a. physiological b. psychological c. technical

		d. tactical e. participation f. social g. performance
7.	**Client well-being**	a. injury status b. psychological status c. emotional status d. general self-esteem
8.	**Clients**	a. can be athletes b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups

9.	**Coaching/ instructional styles**	a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete
		b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
		    b.1 friendly and approachable while maintaining a 'professional distance'
		    b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues (eg, safety factors)
		    b.3 humorous when appropriate
		    b.4 laissez faire (or casual) when appropriate
		    b.5 organised and efficient
		    b.6 a "critical friend"
		    b.7 motivational and encouraging
		    b.8 disciplinarian, including modification of undesirable behaviours in clients

10.	**Common reasons for discontinuation include**	a. conflict with the coaching/instructing philosophy and/or style b. time availability c. boredom d. lack of success e. pressure to perform f. loss of social networks and/or friends g. interest in other activities and/or other priorities h. family i. culture j. time commitment k. level and/or pace of participation l. costs m. travel n. media invasion of privacy
11.	**Effects of unbalanced lifestyle include**	a. stress b. loss of self esteem c. strained relationships d. financial security and/or difficulties e. mental state f. poor health g. lack of long-term planning
12.	**Equipment**	can include a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to undertake the sport/activity (eg, tennis racquet)

	c.	personal protective or non-protective clothing or attire
	d.	technical
	e.	audio-visual

13. Feedback	a.	can be
		a.1 verbal
		a.2 written
		a.3 visual
		a.4 tactile
	b.	should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being
	c.	addresses
		c.1 agreed and evolving program objectives
		c.2 information pertinent to technical adjustments

14. Fundamental human anatomy and physiology	a.	identification and palpation of
		a.1 bones
		a.2 bony structures
		a.3 joints
		a.4 major muscles, their origins, insertion and actions
	b.	fundamental understanding of the structure and function of the following anatomical systems
		b.1 cellular
		b.2 bone composition and repair
		b.3 tissue type
		b.4 respiratory
		b.5 cardiovascular
		b.6 digestive
		b.7 lymphatic
		b.8 urinary
		b.9 reproductive
		b.10 endocrine
		b.11 nervous
		b.12 integrumentary
		b.13 homeostasis

15. Fundamental principles of bio-mechanics	a.	levers
	b.	loads
	c.	fulcrums
	d.	moment arms

16. Information	a.	includes
		a.1 expectations and aspirations of clients
		a.2 numbers, ages and gender of clients
		a.3 previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations
		a.4 activity national organisation codes and rules as they apply to the range of clients
		a.5 staff and financial resources
		a.6 cultural and political influences
		a.7 involvement and interest of parents
		a.8 details on time
		a.9 necessary equipment, clothing and footwear
		a.10 materials and provision
		a.11 precautions and other health and safety information
	b.	is collected through
		b.1 sport or activity specific performance tests
		b.2 physiological procedures profiling protocols
		b.3 psychological profiling procedures and protocols
		b.4 discussions, and/or
		b.5 observation
	c.	sources include
		c.1 clients

	c.2 parents c.3 organisations c.4 recorded information d. is imparted d.1 in writing d.2 verbally d.3 through task/project activity
17. Learning	can be through a. demonstration and explanation b. collaboration c. self-management d. experimentation
18. Long-term programs	a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions b. usually about 12 months in duration, but can be shorter or longer depending on: the activity; the competition cycles of the sport; and/or the aims and priorities of the client/athlete
19. Monitoring	is through a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives d. ongoing functional assessments of skill performance, physical performance and client well-being as part of the formative evaluation of training program e. consultation with other personnel or specialists
20. Other rehabilitation specialists	a. doctors b. psychologists c. strength and conditioning coaches d. sports trainers e. physiotherapists
21. Personnel involved in selection decisions	a. team officials b. administrators c. athletes and/or athlete representatives d. selectors e. dieticians f. doctors g. physiotherapists h. psychologists i. strength and conditioning coaches j. sports trainers k. other coaches
22. Physical performance	a. skill development or performance b. results on physiological tests c. results in competitive situations d. results in simulated competitive situations
23. Principles of client confidentiality	a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. refer to best practice principles of the sport/activity
24. Records	a. training diaries /logbooks b. attendance and injury record forms c. notes from parents and doctors' notes
25. Resources	a. physical b. equipment c. materials

	d.　health and safety provisions e.　indoor facilities f.　outdoor facilities g.　provisions for sessions h.　supporting material i.　grants and/or sponsorship
26. Sessions	a.　are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the client b.　aimed at developing skill and tactical learning
27. Sport/activity specific skills	refers to skills specific to the sport/activity which may include a.　physical/motor skills b.　tactical/mental skills c.　a combination of physical and tactical, forming a sequence of skills
28. State of the competitive/ performance situation	a.　the physical and psychological state of the client b.　tactical and leadership skills being displayed by the client and/or the opposition c.　close or unbalanced competitive/performance situation d.　winning or losing
29. Support personnel	a.　administrators b.　coach/es c.　sports scientists d.　sports medicine providers e.　agents f.　other health professionals g.　parents/guardians h.　other involved/appropriate personnel
30. Teaching methods	a.　instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b.　depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations 　b.1　whole, part, whole approaches 　b.2　shaping approaches 　b.3　modelling approaches 　b.4　command and response approaches 　b.5　directive approaches through specific set tasks 　b.6　reciprocal or peer tutoring approaches 　b.7　feedback and refinement approaches 　b.8　guided discovery approaches (setting problems and allowing athletes to discover solutions) 　b.9　experiential or problem solving approaches

Evidence Guide

CONDUCT, MONITOR AND ADJUST INDIVIDUALISED LONG-TERM TRAINING PROGRAMS

1. Critical aspects of evidence to be considered	a. Assessment must confirm the ability to utilise communication skills, apply sport/activity specific knowledge and apply combinations of teaching methods and coaching/instructional styles to conduct, monitor and adjust individualised long-term training programs designed to develop an client's skill and/or physical performance
	b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
	c. In particular, assessment must confirm the ability to:
	   c.1 Prepare the client for involvement in a long-term training program
	   c.2 Conduct a long-term training program that improves the skill performance and/or physical performance of the client, while maintaining their well-being
	   c.3 Monitor and adjust training in response to assessments of the client's skill performance, physical performance and/or well-being
	   c.4 Manage competition situations
	   c.5 Detect and address errors and areas of improvement
	   c.6 Provide feedback in a way that maintains client morale and is appropriate to the individual or group
	   c.7 Convey information in a manner that maintains morale and is appropriate to the client's aims and priorities
	   c.8 Implement selection procedures
	   c.9 Implement and monitor rehabilitation programs in consultation with other rehabilitation experts
	   c.10 Recognise learning opportunities as they arise and create them when necessary
	   c.11 Recognise when and how intervention should take place to improve individual skill performance
	   c.12 Adopt different teaching methods and styles in accord with the situation at hand
	   c.13 Implement safety procedures and guidelines
	   c.14 Incorporate best practice principles of the sport/activity

2. Interdependent assessment of units	a. This unit must be assessed after the attainment of competency in the following unit(s):
	   a.1 SRX CAI 004A Plan a sport and recreation session for clients
	   a.2 SRX CAI 005A Conduct a sport and recreation session for clients
	
	b. This unit must be assessed in conjunction with the following unit(s):
	   b.1 SRX CAI 008A Plan and prepare an individualised long-term training program
	   b.2 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs
	   b.3 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
	
	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
	   c.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation

3.	**Required knowledge and skills**	a.	Underpinning knowledge

a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program

a.2 Advanced principles of skill acquisition in order to take account of all factors when conducting, monitoring and adjusting long term training program for an individual

a.3 Fundamental human anatomy and physiology necessary to consider when conducting, monitoring and adjusting long term training programs

a.4 Fundamental structure and function of anatomical systems necessary to consider when conducting, monitoring and adjusting long term training programs

a.5 Fundamental principles of bio-mechanics necessary to consider when conducting, monitoring and adjusting long term training programs

a.6 Fundamental principles of group management necessary to consider when working with athletes in long term training programs

a.7 Fundamental principles of growth and development and their relationship with coaching pedagogy

a.8 Sources of information that can be accessed to assist in conducting, monitoring and adjusting long term training programs for individuals

a.9 Legislation relevant to ensure compliance with confidentiality requirements of participants participating in a long term training program

a.10 Reasons for client participation in a sport/activity in order to ensure long term training programs are meeting these needs

a.11 Reasons for continuation and/or discontinuation in a long-term program in order to discuss and include in monitoring and adjusting of long-term training programs

a.12 Policies and procedures of the national governing body for each sport/activity

a.13 Organisation's policies and procedures for the conduct of individualised long-term training programs

a.14 Policies, procedures and requirements specific to the venue/facility

a.15 Risk analysis processes in order to ensure all possible risks associated with a sport and recreation program have been identified and appropriate action taken to ensure safety of clients and staff

a.16 Knowledge of drills, activities and games to teach the fundamental sport/activity specific skills

a.17 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport

a.18 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities)

b. Underpinning skills

b.1 Ability to plan an individualised training program to improve skills

b.2 Ability to plan an individualised training program to improve physical performance

b.3 Ability to communicate effectively in order to ensure aspects of long-term plan are understood and agreed upon by the participants

b.4 Ability to convey and interpret information in order to ensure needs and concerns of participant are understood and included when monitoring and adjusting long-term plan and this is understood by the participant

b.5 Adequate literacy and numeracy skills in order to be able to effectively monitor and adjust a long-term training program

b.6 Ability to apply the sport/activity specific rules and regulations as required in the long-term training program

		b.7 Ability to demonstrate particular aspects of the long-term training program to participants in order to clarify points of training b.8 Ability to analyse skills and break them into their component parts in order to teach others
4.	**Resource implications**	a. Assessment of this competency requires access to a relevant sport/activity facility/ies, equipment and clients competing or participating at an appropriate level (ie, not the peers of the learner) b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over several sessions (minimum 3 sessions) one of which should be early in the program and the others at least 2 months apart to ensure consistency of performance and the ongoing development of the program. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including: a.1 coaches diary and/or instructor records a.2 reports from other experienced personnel who are regularly involved with the coach or instructor
6.	**Context for assessment**	a. Competency must be demonstrated in a real/actual coaching/ instructional situation with genuine clients b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	1

SRX CAI 010A   EVALUATE, ANALYSE AND MODIFY LONG-TERM AND/OR HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to evaluate, analyse and modify the outcomes and delivery of long-term and/or high performance individualised training programs designed to improve a client's performance.

ELEMENT	PERFORMANCE CRITERIA
1. Establish benchmarks prior to or early in the program	a. Sufficient valid and reliable data are collected to form a basis for future comparisons in order to analyse an **athletes**' progress b. **Testing methodologies** to be used are discussed with and agreed upon by the client c. **Testing methodologies** conform with accepted **best practice principles of the sport/activity** d. Sport specific tests are organised, resourced and carried out correctly e. Information is clearly and accurately recorded and stored for future use f. Information is handled in accord with the principles of client confidentiality g. Procedural protocols are discussed and established regarding invasive and non-invasive **testing methodologies**, draping, state of undress, clarification of areas to be touched and the need to clarify any variations to these factors as they arise during the testing process
2. Undertake formative/ongoing evaluation	a. **Testing methodologies** used are those established with and agreed to by the client b. **Testing methodologies** are systematically applied and analysed at appropriate times throughout the coaching/instructing program c. Sufficient valid and reliable data are collected, recorded, correctly interpreted and analysed in relation to **agreed program objectives**
3. Obtain and evaluate information from other sources regarding client progress	a. Information is obtained from all appropriate, competent and approved sources within the limitation of available **resources** b. Information is checked for validity and reliability c. Any arrangements for the collection of information within the coach's responsibility are carried out correctly and efficiently d. Negotiations are carried out in a manner likely to engender good working relationships e. Information is clearly recorded for future use f. Confidential information is handled appropriately
4. Define clients' progress towards improved and/or high performance levels	a. Information from all relevant sources is collated and evaluated for validity and reliability b. Definitions of progress take place at specified points during the coaching/instructing program c. Information is measured against agreed performance objectives and priorities d. Results which do not correspond to predicted outcomes are checked for possible errors e. Results are recorded accurately and clearly and stored for future use f. Where appropriate, new agreed performance objectives and priorities are identified which reflect the results of assessment and are within the **athletes**' potential to achieve g. Confidential information is handled appropriately

5.	**Evaluate the program**	a.	Outcomes of the program are measured and compared with *agreed program objectives* and pre-established benchmarks
		b.	The client's *evaluation* of the program is obtained and discussed
		c.	The content, structure, balance and processes of the program are evaluated
		d.	*Teaching methods* and coaching styles are evaluated
		e.	The contributions of *support personnel* and organisations involved in the activity are evaluated
		f.	The suitability and safety of facilities and *equipment* are evaluated
		g.	*Feedback* is sought from and discussed with *clients* and *support personnel*
		h.	The views of *clients* and *support personnel* are treated with respect
		i.	Program deficiencies are identified
6.	**Evaluate rehabilitation programs**	a.	Rehabilitation programs are evaluated in relation to their ability to assist *clients* recover from injury
7.	**Evaluate selection procedures**	a.	Notification procedures are evaluated using *feedback* from selected and non-selected *clients*, and this information is forwarded to those responsible for developing notification procedures
		b.	The management of non-selected *clients* is evaluated
8.	**Identify personal development objectives through self-evaluation**	a.	Self-*evaluation* is included as part of the *evaluation* process
		b.	Own performance is reviewed against *agreed program objectives* and in response to *clients*' comments
		c.	Self-reflection tools are used to assist the self-*evaluation* process
		d.	Effectiveness of coaching/instructional style is examined
		e.	Gaps regarding the range and timing the use of various *teaching methods* are identified
		f.	Alterations to coaching/instructional style and/or *teaching methods* are implemented in accord with the outcomes of the self-*evaluation* process
		g.	Advice is sought from other *support personnel* regarding personal development objectives
		h.	Personal development objectives are identified
		i.	A development plan is established or revised to achieve the identified personal development objectives
9.	**Discuss outcomes of evaluation with clients and support personnel**	a.	*Feedback* regarding the *evaluation* of the program and recommended future modifications are shared and discussed with client and *support personnel*
		b.	*Feedback* recognises performance and achievement and encourages individuals to contribute future successes
		c.	Changes to future programs based on the recommendations of the *evaluation* process are agreed with the client
10.	**Make program modifications**	a.	Results of the *evaluation* process are discussed or shared with other *support personnel* in accord with the principles of *client confidentiality*
		b.	Recommendations regarding future program modifications are discussed with and agreed to by the client and relevant *support personnel*
		c.	Agreed program modifications are implemented

Range of Variables

EVALUATE, ANALYSE AND MODIFY LONG-TERM AND/OR HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Agreed program objectives**	objectives agreed to by the client/athlete in consultation with the coach or instructor, other specialists, siblings and relevant personnel in relation to a. physiological targets b. psychological goals c. lifestyle adjustments d. tactical and strategic approaches e. skill performance or technique development targets f. competition/performance targets
2. **Athletes**	a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. **Best practice principles of the sport/activity**	refers to a. the sport/activity's coaches or instructors code of conduct policy b. the Australian Coaching Council's coaches code of conduct policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
4. **Client aims and priorities**	a. competition/performance targets b. self-improvement c. lifestyle adjustments d. comfort/discomfort levels e. fitness/physiological targets
5. **Client confidentiality**	a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client
6. **Client goals**	a. psychological b. physiological c. technical d. tactical e. participation f. social g. performance
7. **Clients**	a. can be athletes

NATIONAL COMMUNITY RECREATION, FITNESS, OUTDOOR RECREATION AND SPORT INDUSTRY TRAINING PACKAGES

Evaluate, analyse and modify long term and/or high performance individualised training   **SRX CAI 010A**
programs

		b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups

8.	Coaching/
	instructional styles
		a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete
		b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
		  b.1 friendly and approachable while maintaining a 'professional distance'
		  b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues (eg, safety factors)
		  b.3 humorous when appropriate
		  b.4 laissez faire (or casual) when appropriate
		  b.5 organised and efficient
		  b.6 a "critical friend"
		  b.7 motivational and encouraging
		  b.8 disciplinarian, including modification of undesirable behaviours in clients

9.	Equipment	can include a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to undertake the sport/activity (eg, tennis racquet) c. personal protective or non-protective clothing or attire d. technical e. audio-visual
10.	Evaluation	is through a. questioning and discussions b. observations throughout the training program c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program e. consultation with other support personnel or specialists

11.	Feedback	a. can be
		  a.1 verbal
		  a.2 written
		  a.3 visual, and/or
		  a.4 tactile
		b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being
		c. addresses
		  c.1 agreed and evolving program objectives
		  c.2 information pertinent to technical adjustments

12.	High performance programs	a. designed to enhance the performance of athletes in major national or international competitions b. usually about 12 months in duration (ie, between major seasonal events or competition cycles), but can be up to four years (ie, in accord with the Olympic cycle) or longer to meet the requirements of a particular sport specific preparation cycle
13.	Long-term programs	a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions

	b.	usually about 12 months in duration, but can be shorter or longer depending on: the activity; the competition cycles of the sport; and/or the aims and priorities of the client/athlete
14. Records	a. b. c.	training diaries/logbooks attendance and injury record forms notes from parents and doctors' notes
15. Resources	a. b. c. d. e. f. g. h. i.	physical equipment materials health and safety provisions indoor facilities outdoor facilities provisions for sessions supporting material grants and/or sponsorship
16. Sessions	a. b.	are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the client aimed at developing skill and tactical learning
17. Support personnel	a. b. c. d. e. f. g. h.	administrators other coach/es sports scientists sports medicine providers agents other health professionals parents/guardians other involved/appropriate personnel
18. Teaching methods	a. b. 	instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations b.1 whole, part, whole approaches b.2 shaping approaches b.3 modelling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions) b.9 experiential or problem solving approaches
19. Testing methodologies	a. b. c. d. e.	sport specific performance tests physiological procedures profiling protocols psychological profiling procedures and protocols discussions, and/or observation

Evidence Guide

	EVALUATE, ANALYSE AND MODIFY LONG-TERM AND/OR HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS	

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm the knowledge and ability to evaluate, analyse and modify the outcomes and delivery of long-term and/or high performance individualised training programs designed to improve a client's performance
		b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Evaluate the effectiveness of a long-term and/or high individualised training program
		  c.2 Analyse and modify a long-term and/or high individualised training program
		  c.3 Establish benchmarks prior to or early in the program
		  c.4 Collect sufficient valid and reliable data to form a basis for future comparisons in order to analyse an athletes' progress
		  c.5 Treat information in accord with the principles of client confidentiality
		  c.6 Undertake formative/ongoing evaluation
		  c.7 Obtain and evaluate information from other sources regarding client progress
		  c.8 Define clients' progress towards improved and/or high performance levels
		  c.9 Evaluate the program
		  c.10 Evaluate rehabilitation programs
		  c.11 Evaluate selection procedures
		  c.12 Identify personal development objectives through self-evaluation
		  c.13 Use self-reflection tools
		  c.14 Identify and address weaknesses in the delivery and or selection of coaching style and teaching methods
		  c.15 Discuss outcomes of evaluation with clients and support personnel
		  c.16 Make program modifications

2.	**Interdependent assessment of units**	a. This unit must be assessed after the attainment of competency in the following unit(s):
		  a.1 SRX CAI 004A Plan a sport and recreation session for clients
		  a.2 SRX CAI 005A Conduct a sport and recreation session for clients
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX CAI 008A Plan and prepare an individualised long-term training program
		  b.2 SRX CAI 009A Conduct, monitor and adjust individualised long-term training programs
		  b.3 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 activity-specific competencies in the area of fitness, community recreation sport of outdoor recreation

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program
		  a.2 Fundamental principles of skill acquisition in order to effectively

		evaluate, analyse and modify long term and/or high performance individualised training programs as required
		a.3 Fundamental principles of bio-mechanics necessary to consider when evaluating, analysing and modifying long term training and/or high performance individualised training programs
		a.4 Fundamental principles of group management necessary to consider when working with athletes in long term training programs
		a.5 Fundamental principles of growth and development and their relationship with coaching pedagogy
		a.6 Sources of information that can be accessed to assist in evaluating, analysing and modifying long term training and/or high performance individualised training programs
		a.7 Policies and procedures of the national governing body for each sport/activity
		a.8 Organisation's policies and procedures for the conduct of individualised long-term training programs
		a.9 Policies, procedures and requirements specific to the venue/facility
		a.10 Risk analysis processes in order to ensure all possible risks associated with a long term and/or high performance individualised training program have been identified and appropriate action taken to ensure safety of clients and staff
		a.11 Knowledge of drills, activities and games to teach the fundamental sport/activity specific skills
		a.12 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport
		a.13 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities)
	b.	Underpinning skills
		b.1 Ability to plan an individualised training program to improve skills
		b.2 Ability to conduct, monitor and adjust an individualised training program to improve skills
		b.3 Ability to communicate effectively in order to ensure aspects of an individualised training program are understood and agreed upon by the participants
		b.4 Ability to convey and interpret information in order to ensure needs and concerns of participant are understood and included when evaluating, analysing and modifying a long term training program and this is understood by the participant
		b.5 Adequate literacy and numeracy skills in order to be able to effectively evaluate, analyse and modify a long term training program
		b.6 Ability to apply the sport/activity specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting etc)
		b.7 Ability to provide demonstrations (ie, self, other athletes as models, videos, etc)
		b.8 Ability to analyse skills and break them into their component parts in order to teach others
4.	**Resource implications**	a. Assessment of this competency requires the coach/instructor to be involved in a long-term or high performance individualised coaching/instructing environment with access to relevant sport/activity facility/ies, equipment and client/s that are committed to their respective program/s
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment and should incorporate observation of:

		a.1 The evaluations of the long-term and/or high performance individualised training programs of at least 2 clients over a period of 3 months, or
		a.2 The evaluation of a program for one client over a period of at least 12 months.
	b.	In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:
		b.1 Coaches diary and/or instructor records, and
		b.2 Reports from other experienced personnel who are regularly involved with the coach or instructor
6. Context for assessment	a.	Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients that are committed to long-term or high performance programs
	b.	In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

SRX CAI 011A   PLAN AND PREPARE FOR CLIENTS TO MEET THE DEMANDS OF HIGH LEVEL PARTICIPATION

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to apply sport/activity specific knowledge to plan and prepare a high performance individualised training program to refine the skills and performance of clients participating at a high level.

ELEMENT	PERFORMANCE CRITERIA
1. Identify and evaluate the current demands of high level participation in the activity	a. Information is obtained from a comprehensive range of up-to-date sources b. Information collected is accurate, relevant and sufficient to identify the **demands of participation** c. Data on the **demands of participation** in the activity are accurately classified d. The **demands of participation** in the activity are realistically prioritised e. Conclusions on the **demands of participation** are based on reasoned argument and appropriate evidence
2. Directly assess clients' ability to meet the demands of high level participation	a. Approved **assessment methods** are used appropriate to the **demands of participation** in the activity b. Relevant and adequate staff, materials, equipment and facilities are provided c. Clients are given all the necessary advice and information to perform the **assessments** to the best of their **ability** d. Data obtained from assessment activities are measured and evaluated against current identified **demands of participation** e. The results of the assessment are recorded accurately and clearly f. Confidential information is handled in an appropriate manner
3. Assess clients' ability to meet the demands of high level participation using other experts	a. Experts selected to carry out **assessments** are appropriate, competent and approved b. Current **demands of participation** and **requirements for assessment** are correctly identified and clearly communicated to the **other experts** c. Arrangements and schedule for the **assessments** are agreed, and those within the learner's responsibilities are carried out efficiently and effectively d. Negotiations are conducted in a manner likely to engender good working relationships e. The results of assessment are collated and accurately evaluated f. Confidential information is handled in an appropriate manner
4. Provide reports on assessments of clients' ability to meet demands of high level participation	a. **Reports** comprehensively summarise the results of all **assessments** undertaken b. **Reports** evaluate the results of all **assessments** and make clear any recommendations for future action c. Information provided is accurate, clear and adequate to the needs of those receiving **reports** d. **Reports** are provided in a language and form appropriate to the intended audience e. Information to be treated confidentially is clearly identified

5.	**Identify performance objectives to meet the demands of participation**	a.	Relevant information on current **demands of participation** is obtained, evaluated and made known to clients and colleagues
		b.	Relevant information on current and potential levels of **ability** is obtained, evaluated and made known to clients and colleagues
		c.	**Performance objectives** relate to clients' current **ability** and the **demands of participation**
		d.	**Performance objectives** correspond to **accepted good practice** in the activity and the clients' age, gender and maturation
		e.	**Performance objectives** are within clients' potential to achieve according to the participation program
		f.	Adequate assistance is given to clients and colleagues to understand and agree to **performance objectives**
6.	**Prioritise performance objectives to meet the demands of participation**	a.	Criteria for evaluating the relative importance of **performance objectives** are evaluated and agreed with clients and colleagues
		b.	Factors which may inhibit or promote the achievement of **performance objectives** are identified and agreed
		c.	Priorities relating to **performance objectives** reflect clients' current **ability** and the participation program
		d.	Priorities relating to **performance objectives** are summarised and agreed with clients and colleagues
		e.	Agreed priorities are recorded and stored for later use
		f.	Priorities are reviewed in the light of the clients progress and developments in participation
7.	**Promote and encourage commitment to enable clients to achieve performance objectives**	a.	Clients are regularly reminded of the benefits of achieving **performance objectives**
		b.	Clients are given accurate information so that they may estimate personal time and **resources** required to achieve agreed objectives
		c.	Adequate assistance is provided to enable clients to obtain necessary support from others
		d.	Relevant and realistic information about the experience of others pursuing similar objectives is identified and made available
		e.	Clients are given regular opportunities and encouragement to measure their own achievement against objectives
		f.	Clients are regularly informed of their progress and praise and encouragement offered as appropriate
		g.	Any criticisms are offered in a way unlikely to undermine clients' confidence
		h.	Opportunities are provided to enable individuals and groups to share their experience and confirm and reinforce commitment
8.	**Plan a participation program for clients**	a.	Opportunities for participation appropriate to clients abilities and objectives are identified and evaluated
		b.	Programs combine participation opportunities in a manner which is progressively demanding for clients
		c.	Programs integrate all **components of performance**
		d.	Appropriate **external agencies** are consulted to facilitate the program
		e.	Necessary **resources** are identified and obtained
		f.	Individual clients are identified and their availability determined and agreed
		g.	**Arrangements** for the program are confined and communicated in good time to all **relevant personnel and organisations**

Range of Variables

PLAN AND PREPARE FOR CLIENTS TO MEET THE DEMANDS OF HIGH LEVEL PARTICIPATION

VARIABLE STATEMENT	CATEGORIES
1. **Ability**	a. current b. potential
2. **Accepted good practice**	a. national activity organisation regulations and guidelines
3. **Arrangements**	a. information b. staff c. materials d. equipment e. facilities
4. **Assessment methods**	a. performance in the activity under realistic participative circumstances b. set tests of skill, technique, tactics and strategy c. set tests of physiological and psychological readiness
5. **Assessments**	a. by trainee b. by others
6. **Clients**	a. can be athletes b. are usually committed and self-motivated to return to optimal function and/or improve well-being c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in a training program e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
7. **Components of performance**	a. physiological b. psychological c. skill d. technique e. tactics f. strategy
8. **Demands of participation**	a. psychological b. physiological c. skill d. technique e. tactics f. strategy
9. **Encouragement**	provided to a. individuals b. groups
10. **Events**	a. national and international opportunities for participation or performance at the level of excellence in the activity

11. External agencies	a.	employers
	b.	parents and school/education establishments
	c.	national activity organisations
	d.	foreign and international activity organisations
	e.	facility providers
	f.	sponsors
12. Other experts	a.	scientists
	b.	psychologists
	c.	medical personnel
	d.	other coaches/instructors
13. Performance objectives	a.	psychological
	b.	physiological
	c.	skill
	d.	technique
	e.	tactics
	f.	strategy
14. Performance objectives to be achieved	a.	long-term
	b.	short-term
15. Recording methods	a.	computer based
	b.	written reports
	c.	profiles
16. Relevant personnel and organisations	a.	clients
	b.	officials of national activity organisations
	c.	employers
	d.	parents and school/educational institutions
	e.	media
	f.	facility providers
	g.	sponsors
17. Reports	a.	written
	b.	oral
18. Requirements for assessment	a.	current performance ability
	b.	potential performance ability
19. Resources	a.	finance
	b.	facilities
	c.	support personnel
	d.	equipment and clothing
	e.	transport
	f.	accommodation
20. Sources of information	a.	observation of participation and performances at the level of excellence
	b.	evaluation of participation and performances at the level of excellence carried out by others
	c.	literature on exercise physiology and sports psychology
	d.	exercise physiology and sports psychology specialists
	e.	other coaches/instructors
21. Those receiving reports	a.	clients
	b.	other coaches/instructors
	c.	managers
	d.	selection committees

Evidence Guide

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PLAN AND PREPARE FOR CLIENTS TO MEET THE DEMANDS OF HIGH LEVEL PARTICIPATION

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1. Critical aspects of evidence to be considered

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a. Assessment must confirm sufficient knowledge and ability to apply sport/activity specific knowledge to plan and prepare a high performance individualised training program to refine the skills and performance of clients participating at a high level.

b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learners work environment

c. In particular, assessment must confirm the ability to:

  c.1 Identify and evaluate the current demands of high level participation in the activity

  c.2 Collect accurate, relevant and sufficient information to establish the current demands of high level participation

  c.3 Collate and evaluate results of assessments to achieve an accurate picture of the client's ability

  c.4 Identify relevant aspects of psychology, physiology, skill, technique, tactic and strategy relevant to performance in the activity at the level of excellence

  c.5 Select the most relevant assessment method for each aspect of the client's ability

  c.6 Measure and evaluate data collected from the assessment methods

  c.7 Foster good working relationships with other experts

  c.8 Select experts who are appropriate to assess the demands of participation

  c.9 Directly assess clients' ability to meet the demands of high level participation

  c.10 Assess clients' ability to meet the demands of high level participation using other experts

  c.11 Provide reports on assessments of clients' ability to meet demands of high level participation

  c.12 Identify performance objectives to meet the demands of participation

  c.13 Prioritise performance objectives to meet the demands of participation

  c.14 Set performance objectives in accord with the principles of motivation and goal setting

  c.15 Promote and encourage commitment to enable clients to achieve performance objectives

  c.16 Plan a high level of participation program for clients

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2. Interdependent assessment of units

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a. This unit must be assessed after the attainment of competency in the following unit(s):

  a.1 SRX CAI 008A   Plan and prepare an individualised long-term training program

  a.2 SRX CAI 009A   Conduct, monitor and adjust individualised long-term training programs

b. This unit must be assessed in conjunction with the following unit(s):

  b.1 SRX CAI 010A   Evaluate, analyse and modify long-term and/or high performance individualised training programs

  b.2 SRX CAI 012A   Conduct, monitor and adjust high performance individualised training programs

  b.3 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

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	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant
3. Required knowledge and skills	a. Underpinning knowledge a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program a.2 Advanced principles of skill acquisition in order to plan and prepare for clients to meet the demands of high level participation as required a.3 Fundamental human anatomy and physiology in order to effectively plan and prepare for clients to meet the demands of high level participation as required a.4 Fundamental structure and function of anatomical systems necessary to consider when preparing for clients to meet the demands of high level participation as required a.5 Fundamental principles of bio-mechanics necessary to consider when preparing for clients to meet the demands of high level participation as required a.6 Fundamental principles of group management necessary to consider when preparing for clients to meet the demands of high level participation as required a.7 Fundamental principles of growth and development and their relationship with coaching pedagogy a.8 Sources of information that can be accessed to assist in preparing for clients to meet the demands of high level participation as required a.9 Legislation relevant to ensure compliance with confidentiality requirements of participants a.10 Reasons for client participation in a sport/activity in order to ensure training program is meeting these needs a.11 Reasons for continuation and/or discontinuation in a long-term program in order to discuss and include in monitoring and adjusting of long-term training programs a.12 Policies and procedures of the national governing body for each sport/activity a.13 Organisation's policies and procedures for the conduct of long-term training programs a.14 Policies, procedures and requirements specific to the venue/facility a.15 Risk analysis processes a.16 Knowledge of drills, activities and games to teach the fundamental sport specific skills a.17 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.18 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities) b. Underpinning skills b.1 Ability to plan an individualised training program to improve skills b.2 Ability to plan an individualised training program to improve physical performance b.3 Ability to communicate effectively in order to ensure aspects of a training program are understood and agreed upon by the participants b.4 Ability to convey and interpret information in order to ensure needs and concerns of participant are understood and included in planning and preparing for high level participation and this is understood by the participant b.5 Adequate literacy and numeracy skills in order to be able to effectively plan and prepare for high level participation

		b.6 Ability to apply the sport specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting etc)
		b.7 Ability to provide demonstrations (ie, self, other athletes as models, videos, etc)
		b.8 Ability to analyse skills and break them into their component parts in order to teach others
4.	**Resource implications**	a. Assessment of this competency requires access to a relevant sport facility/ies, equipment and athletes competing or participating at a high level
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment and should incorporate observation of:
		a.1 Planning and preparing high performance individualised training programs of at least 3 months in duration for at least 2 clients, or
		a.2 Plan and prepare a program for one client over a period of at least 12 months.
		b. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:
		b.1 Coaches diary and/or instructor records, and
		b.2 Reports from other experienced personnel who are regularly involved with the coach or instructor
6.	**Context for assessment**	a. Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients that are committed to high performance programs
		b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	-	2	-

SRX CAI 012A   CONDUCT, MONITOR AND ADJUST HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS

CAI   Coaching and instruction

DESCRIPTION: This unit covers the knowledge and skills required to successfully utilise communication skills, sport specific knowledge and combinations of coaching methods and styles to conduct, monitor and adjust high performance training programs designed to enhance the skill and/or physical performance of high performance athletes.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare the athlete for involvement in a long-term training program**	a. Lifestyle issues associated with making a commitment to and undertaking a long-term program are identified and explained b. Components of a ***balanced lifestyle***, and the relationship between those components are identified and explained c. The effects of an un***balanced lifestyle*** are established and explained d. The athlete's aims and priorities for undertaking a long-term program are established and taken into consideration by them before committing to undertake a long-term program e. ***Common reasons for discontinuation*** in long-term programs are discussed with the athlete so that they have an understanding that there are justifiable and recognised reasons for exiting a long-term program (ie, to assist in avoiding future 'self esteem' problems) f. ***Agreed program objectives*** are established
2. **Implement a long-term program**	a. The long-term program is implemented and monitored b. Skill performance, ***physical performance*** and ***athlete well-being*** are monitored throughout the long-term program c. ***Sessions*** and/or the long-term program are adjusted according to the results of ***monitoring*** and accepted ***best practice principles of the sport*** d. Athlete is informed and, where appropriate, consulted with regarding adjustments to ***sessions*** and/or long-term programs is in accord with accepted ***best practice principles of the sport***
3. **Monitor athlete during training sessions and competitions**	a. Skill performance, ***physical performance*** and ***athlete well-being*** are monitored throughout the long-term program and ***teaching methods*** and ***coaching/instructional styles*** are adapted as necessary b. The level of challenge and difficulty is regulated on the basis of ***feedback*** and evaluation of the progress and emotional tolerance of the individual and group c. Counselling is provided and/or coordinated, where commitment to a long-term program causes difficulty d. Vigilance is paid to the ***athletes*** well-being in accord with the ***agreed program objectives*** and the accepted ***best practice principles of the sport*** e. In the case of emergencies, recognised procedures are followed calmly, correctly and with speed in accord with accepted ***best practice principles of the sport***

4.	Manage competitive/ performance situations during the long-term program	a.	Relevant competitive/performance strategies, tactics and support needs are addressed
		b.	***Athletes*** and the ***state of the event*** are monitored continually to determine factors that affect the ***athletes***' performance
		c.	Intervention and communication strategies are implemented according to the results of ***monitoring*** and accepted ***best practice principles of the sport***
5.	Provide feedback to athletes	a.	***Feedback*** to ***athletes*** is provided in a manner conducive to improving performance by reinforcing progress and maintaining morale, as well as offering constructive criticism
		b.	Errors and areas for improvement in the performance of skills are identified and drawn to the attention of athlete in a way which is consistent with the style of delivery
		c.	***Feedback*** is given at a time when it is likely to have the greatest impact and cause the least disruption
6.	Implement selection procedures	a.	Selection procedures and policies are developed or revised, documented and endorsed by relevant ***support personnel***
		b.	Endorsed selection procedures and policies are implemented
		c.	Team selections are communicated according to documented notification procedures
		d.	Development programs for ***athletes*** not selected are implemented
7.	Implement and monitor rehabilitation programs	a.	Consultation with other specialists is undertaken during the development and management of rehabilitation programs
		b.	Athlete's progress is monitored and modified in consultation with other specialists
		c.	Injured ***athletes*** are assisted to return to activity in accord with accepted ***best practice principles of the sport*** and in consultation with other ***rehabilitation specialists*** and relevant ***support personnel***

Range of Variables

CONDUCT, MONITOR AND ADJUST HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Agreed program objectives**	refers to objectives agreed to by the client / athlete in consultation with the coach or instructor, other specialists, siblings and relevant support personnel in relation to progressive a. physiological/fitness targets b. psychological targets c. tactical and strategic approaches d. lifestyle adjustments e. skill performance or technique development targets f. competition/performance targets
2. **Athletes**	a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
3. **Athlete aims and priorities**	a. competition/performance targets b. self-improvement intentions c. fitness targets d. lifestyle adjustments e. comfort/discomfort levels f. to achieve excellence g. meet personal challenges
4. **Athlete goals**	a. physiological b. psychological c. technical d. tactical e. participation f. social g. performance
5. **Athlete well-being**	a. injury status b. psychological status c. emotional status d. general self-esteem
6. **Balanced lifestyle**	components refer to or can include factors such as a. family b. financial security c. health d. social maturity and mental state e. independence/dependence f. vocation g. education h. other interests and commitments

		i. time management
7.	**Best practice principles of the sport**	refers to a. the sport's coaches or instructors code of conduct policy b. the Australian Coaching Council's coaches code of conduct policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
8.	**Client confidentiality**	a. information regarding athlete status and/or well-being should not be passed on to other individuals without the permission of the athlete b. refer to best practice principles of the sport

9.	**Coaching / instructional styles**	a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete
		b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
		   b.1 friendly and approachable while maintaining a 'professional distance'
		   b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues (eg, safety factors)
		   b.3 humorous when appropriate
		   b.4 laissez faire (or casual) when appropriate
		   b.5 organised and efficient
		   b.6 a "critical friend"
		   b.7 motivational and encouraging
		   b.8 disciplinarian, including modification of undesirable behaviours in athletes

10.	**Common reasons for discontinuation**	a. conflict with the coaching/instructing philosophy and/or style b. time availability c. boredom d. lack of success e. pressure to perform f. loss of social networks and/or friends g. interest in other activities and/or other priorities h. family i. culture j. time commitment k. level and/or pace of participation l. costs m. travel n. media invasion of privacy
11.	**Conditions for the event**	a. indoor or outdoor environment b. current or prevailing weather patterns and changes in the weather c. performance requirements d. identity and abilities of other athletes e. available resources
12.	**Daily schedule of an event**	a. event timings b. meal timings c. team/individual briefings d. travel arrangements

13. Effects of unbalanced lifestyle	a. stress b. loss of self esteem c. strained relationships d. financial security and/or difficulties e. mental state f. poor health g. lack of long-term planning
14. Equipment	can include a. fixed pieces of apparatus for use by all athletes b. individual equipment required by each athlete in order to undertake the sport (eg, tennis racquet) c. personal protective or non-protective clothing or attire d. technical e. audio-visual
15. Events	a. competition opportunities at or near the level of excellence for which the athlete is training b. game or match opportunities at or near the level of excellence for which the athlete or the team is preparing c. actual competition, match or game for which the athlete or group are training

16. Feedback	a. can be
	  a.1 verbal
	  a.2 written
	  a.3 visual, and/or
	  a.4 tactile
	b. should be an information exchange between athlete and practitioner regarding treatment progress and their perceived well-being
	c. addresses
	  c.1 agreed and evolving program objectives
	  c.2 information pertinent to technical adjustments

17. High performance athletes	a. are usually committed and motivated to reaching their maximum potential b. can be talented with relatively poor motivation and commitment c. are usually competitive at least at a state level in the sport d. are usually over the age of 16 years, with some sport specific exceptions such as gymnastics or swimming where they may be much younger e. are usually under the age of 35 years, with some sport specific exceptions such as shooting, archery, bowls and the like f. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
18. High performance programs	a. designed to enhance the performance of athletes in major national or international competitions b. usually about 12 months in duration (ie, between major seasonal events or competition cycles), but can be up to four years (ie, in accord with the Olympic cycle) or longer to meet the requirements of a particular sport specific preparation cycle

19. Information	a. includes
	  a.1 expectations and aspirations of athletes
	  a.2 numbers, ages and gender of athletes
	  a.3 previous experience and developmental stage of athletes, their background, special requirements, available time, expectations or organisations
	  a.4 activity national organisation codes and rules as they apply to the range of athletes
	  a.5 staff and financial resources
	  a.6 cultural and political influences

	a.7 involvement and interest of parents
	a.8 details on time
	a.9 necessary equipment, clothing and footwear
	a.10 materials and provision
	a.11 precautions and other health and safety information
	b. is collected through
	   b.1 sport or activity specific performance tests
	   b.2 physiological procedures profiling protocols
	   b.3 psychological profiling procedures and protocols
	   b.4 discussions, and/or
	   b.5 observation
	c. sources include
	   c.1 athletes
	   c.2 parents
	   c.3 organisations
	   c.4 recorded information
	d. is imparted
	   d.1 in writing
	   d.2 verbally
	   d.3 through task/project activity

20. Learning	can be through a. demonstration and explanation b. collaboration c. self-management d. experimentation
21. Monitoring	is through a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete well-being as part of the formative evaluation of training program e. consultation with other support personnel or specialists
22. Performance assessment specialists	a. bio-mechanists b. physiologists c. psychologists d. strength and conditioning coaches e. fellow coaches
23. Physical performance	a. skill development or performance b. results on physiological tests c. results in events d. results in simulated events
24. Potential problems could include:	a. media pressures b. personal to athletes c. accommodation and travel/transport arrangements d. food and nutritional requirements e. equipment failure at a critical moment
25. Records	a. training diaries /logbooks b. attendance and injury record forms c. notes from parents and doctors' notes
26. Resources	a. physical b. equipment c. materials d. health and safety provisions e. indoor facilities

	f. outdoor facilities g. provisions for sessions h. supporting material i. grants and/or sponsorship
27. Rehabilitation specialists	a. doctors b. psychologists c. strength and conditioning coaches d. sports trainers e. physiotherapists
28. Sessions	a. are usually 1-2 hours in duration, but can be shorter or longer depending on the activity/sport and/or the aims and priorities of the athlete b. aimed at developing skill and tactical learning
29. Sport specific skills	refers to skills specific to the sport which may include a. physical/motor skills b. tactical/mental skills c. a combination of physical and tactical, forming a sequence of skills
30. State of the event	a. the physical and psychological state of the athlete b. tactical and leadership skills being displayed by the athlete and/or the opposition c. close or unbalanced competitive situation d. winning or losing
31. Support personnel	a. other coach/es b. selectors c. sports scientists d. athlete managers or agents e. parents/guardians f. team officials g. administrators h. athletes and/or athlete representatives i. dieticians j. doctors k. physiotherapists l. psychologists m. strength and conditioning coaches n. sports trainers o. other health professionals

Evidence Guide

CONDUCT, MONITOR AND ADJUST HIGH PERFORMANCE INDIVIDUALISED TRAINING PROGRAMS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm the ability to utilise communication skills, apply sport specific knowledge, apply combinations of teaching methods and combinations of coaching/instructional styles to conduct, monitor and adjust high performance training programs designed to enhance the skill and/or physical performance of high performance athletes.
		b.	Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Enable athletes to achieve agreed performance objectives
		c.2	Prepare the athlete for involvement in a high performance training program
		c.3	Conduct a high performance program that improves skill performance and/or physical performance of an athlete, while maintaining their well-being
		c.4	Monitor and adjust the coaching process to enhance the athlete's development in response to assessments of the athlete's skill performance, physical performance and/or well-being
		c.5	Research current and past practice in coaching/instructing at the level of excellence in the activity
		c.6	Provide effective, honest and accurate feedback in a way that will enhance performance
		c.7	Detect and address errors and areas of improvement in consultation with other relevant support personnel
		c.8	Recognise when and how intervention should take place to improve individual skill performance
		c.9	Recognise learning opportunities as they arise
		c.10	Adopt different teaching methods and styles in accord with the situation at hand
		c.11	Manage competition situations in consultation with relevant others
		c.12	Implement selection procedures in consultation with other relevant support personnel
		c.13	Implement and monitor rehabilitation programs in consultation with other rehabilitation experts
		c.14	Implement safety procedures and guidelines, and
		c.15	Incorporate best practice principles of the sport
2.	Interdependent assessment of units	a.	This unit must be assessed after the attainment of competency in the following unit(s):
		a.1	SRX CAI 008A Plan and prepare an individualised long-term training program
		a.2	SRX CAI 009A Conduct, monitor and adjust individualised long-term training program
		b.	This unit must be assessed in conjunction with the following unit(s):
		b.1	SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs
		b.2	SRX CAI 011A Plan and prepare for clients to meet the demands of high level participation
		b.3	activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation
3. Required knowledge and skills	a. Underpinning knowledge a.1 Relevant activity/sport specific knowledge to teach the skills being included in the training program a.2 Advanced principles of skill acquisition in order to conduct, monitor and adjust high performance individualised training programs a.3 Fundamental human anatomy and physiology necessary to consider when conducting, monitoring and adjusting high performance individualised training programs as required a.4 Fundamental structure and function of anatomical systems to be considered when conducting, monitoring and adjusting high performance individualised training programs a.5 Fundamental principles of bio-mechanics necessary to consider when conducting, monitoring and adjusting high performance individualised training programs a.6 Fundamental principles of group management necessary to consider when conducting, monitoring and adjusting high performance individualised training programs a.7 Fundamental principles of growth and development and their relationship with coaching pedagogy a.8 Sources of information that can be accessed to assist in conducting, monitoring and adjusting high performance individualised training programs a.9 Legislation relevant to ensure compliance with confidentiality requirements of participants a.10 Reasons for client participation in a sport/activity in order to ensure training program is meeting these needs a.11 Reasons for continuation and/or discontinuation in a long-term program in order to discuss and include in the monitoring and adjusting process a.12 Policies and procedures of the national governing body for each sport/activity a.13 Organisation's policies and procedures for the conduct of high performance individualised training programs a.14 Policies, procedures and requirements specific to the venue/facility a.15 Risk analysis processes in order to ensure all possible risks associated with a high performance individualised training program have been identified and appropriate action taken to ensure safety of clients and staff a.16 Knowledge of drills, activities and games to teach the fundamental sport specific skills a.17 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.18 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports/activities) b. Underpinning skills b.1 Ability to plan an individualised training program to improve skills b.2 Ability to plan an individualised training program to improve physical performance b.3 Ability to communicate effectively in order to ensure aspects of a training program are understood and agreed upon by the participants b.4 Ability to convey and interpret information in order to ensure needs and concerns of participant are understood and included planning and preparing for high level participation and this is understood by the participant b.5 Adequate literacy and numeracy skills in order to be able to

			effectively plan and prepare for high level participation
		b.6	Ability to apply the sport specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting, etc)
		b.7	Ability to provide demonstrations (ie, self, other athletes as models, videos, etc)
		b.8	Ability to analyse skills and break them into their component parts in order to teach others
4.	**Resource implications**	a.	Assessment of this competency requires access to a relevant sport facility/ies, equipment and athletes competing or participating at a high level
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over several sessions (minimum 3 sessions) one of which should be early in the program and the others at least 3 months apart to ensure consistency of performance and the ongoing development of the program. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including:
		a.1	coaches diary and/or instructor records, and
		a.2	reports from other experienced support personnel who are regularly involved with the coach or instructor
6.	**Context for assessment**	a.	Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients that are committed to high performance programs
		b.	In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

COMMUNICATION

COM

Contents

PUX COMO 04A   MANAGE ORGANISATIONAL COMMUNICATION STRATEGIES

COM   Communication

DESCRIPTION: This unit covers competency in developing, implementing, reviewing and evaluating communication strategies and promoting effective communication techniques in the workplace.

ELEMENT	PERFORMANCE CRITERIA
1. **Develop communication strategies**	a. ***Strategies*** for effective internal and external dissemination of information are developed to meet the ***organisation's requirements*** b. ***Special communication needs*** are considered in developing strategies to avoid discrimination in the workplace c. ***Communication strategies*** are analysed, evaluated and revised where necessary to make sure they are effective
2. **Establish and maintain communication pathways**	a. Pathways of communication are established to meet ***requirements of organisation*** and workforce b. Pathways are maintained and reviewed to ensure personnel are informed of relevant information
3. **Promote the use of communication strategies**	a. Information is provided to all areas of the organisation to facilitate implementation of the strategy b. Sound communication techniques are articulated and modelled to the workforce c. Personnel are given guidance about adapting ***communication strategies*** to suit a range of contexts

Range of Variables

MANAGE ORGANISATIONAL COMMUNICATION STRATEGIES

VARIABLE STATEMENT	CATEGORIES
1. Avoiding discrimination	includes strategies involving a. emphasis on verbal rather than written communication b. simple proformas c. plain English documents d. provision of individual assistance with reading/writing
2. Communication strategies	may include a. face-to-face b. paper based c. electronic d. internal and external information requirements e. range of content areas f. dissemination of organisational information
3. Organisation requirements	a. public b. other sport and recreation organisations c. non-government organisations d. government departments e. community groups f. other personnel g. local industry and business
4. Special communication needs	may include a. English as a second language b. low language and literacy skills

Evidence Guide

MANAGE ORGANISATIONAL COMMUNICATION STRATEGIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of organisational communication strategies in the work environment
		b. Assessment of performance should be over a period of time covering all categories of communication strategies and special communication needs and any categories of organisation requirements from the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to
		  c.1 Develop strategies for the dissemination of information
		  c.2 Analyse, evaluate and revise communication strategies
		  c.3 Establish and maintain communication pathways
		  c.4 Support the implementation of communication strategies
		  c.5 Promote the use of communication strategies

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX COM 005A Research, prepare and present information
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Range of communication strategies
		  a.2 Language and literacy levels of personnel
		  a.3 Special communication needs of personnel
		  a.4 Possible communication difficulties
		  a.5 Techniques for improving communication and listening skills
		  a.6 Negotiation strategies and techniques
		  a.7 Conflict resolution strategies and techniques
		
		b. Underpinning skills
		  b.1 Verbal/written communication skills to convey accurate information to the organisation
		  b.2 Analytical skills to review a range of communication strategies
		  b.3 Interpersonal skills to build relationships with colleagues and staff
		  b.4 Negotiation skills to encourage the promotion of communication strategies
		  b.5 Networking skills to implement communication strategy successfully

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment with colleagues or clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of communication strategies and special communication needs and any categories of organisation requirements from the range

of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c.   Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d.   Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRX COM 001A COMMUNICATE IN THE WORKPLACE

COM Communication

DESCRIPTION: This unit covers receiving and relaying information, reading and interpreting basic documents, including the use of numbers.

ELEMENT	PERFORMANCE CRITERIA
1. **Receive and relay oral messages**	a. ***Message*** is understood and clarified, if necessary b. ***Message*** is accurately recorded, if necessary c. ***Message*** is accurately relayed to the appropriate person within designated timelines
2. **Receive and relay written messages**	a. Instructions for relaying written ***message*** are understood, recorded and clarified, if necessary b. ***Message*** received is relayed to the appropriate person within designated timelines
3. **Answer telephone calls**	a. Telephone is answered promptly and ***callers*** are greeted according to ***organisation procedures*** b. Questioning and active listening is used to identify ***caller*** and accurately establish and confirm requirements c. ***Telephone system*** functions are used according to instructions d. Telephone ***messages*** or information is recorded and passed promptly e. ***Caller*** is informed of any problems and what action is being taken f. Follow up action is taken as necessary
4. **Read and interpret documents**	a. A range of ***documents*** is accurately listed and described b. Information from a range of ***documents*** is read and interpreted
5. **Use numbers in the workplace**	a. Range of possible ***numerical problems*** in workplace are accurately listed b. Numerical information is collected from various sources and calculated accurately with or without the use of a calculator

Range of Variables

COMMUNICATE IN THE WORKPLACE

VARIABLE STATEMENT	CATEGORIES

1. **Caller/clients**	a. new
	b. repeat
	c. internal
	   c.1 colleagues
	   c.2 management
	d. external
	e. socio-economic background
	f. cultural background
	g. ethnic background
	h. physical and mental abilities
	i. gender
	j. age
	k. religious background

2. **Documents**	a. routine correspondence b. facsimiles c. filing d. telephone message pads e. timetables, staff record forms
3. **Messages**	a. oral b. written
4. **Numerical problems**	a. calculations of cash amounts b. calculations of change c. calculations of volumes, quantities and capacities
5. **Numerical techniques**	a. addition b. subtraction c. multiplication d. division e. percentages
6. **Organisation's policies and procedures**	a. contact with clients b. job descriptions/responsibilities c. interaction with team members, supervisors and management d. telephone protocol
7. **Telephone communication**	a. office b. reception area c. on site d. on mobile phone e. with clients f. with colleagues
8. **Telephone systems**	vary with respect to a. number of lines b. number of functions c. switchboard model

9. **Work environment** | varies with respect to
   - a. size
   - b. type
   - c. location
   - d. complexity
   - e. product/service range

Evidence Guide

COMMUNICATE IN THE WORKPLACE

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of routine communication processes in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to
			c.1 Operate a telephone system correctly to answer and transfer calls with clarity and ease to the correct location/person
			c.2 Relay and receive oral/written messages in a clear and concise manner within accepted organisation timelines to enable effective communication
			c.3 Read and interpret relevant documents in order to distribute them to the relevant person
			c.4 Interpret, calculate and record numerical information correctly
			c.5 Comply with organisation's policies and procedures with respect to communication flow
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX CLS 001A Interact with clients
3.	Required knowledge and skills	a.	Underpinning knowledge a.1 Basic knowledge of organisation policies and procedures, particularly in regard to external and internal client contact a.2 Relevant Occupational Health and Safety legislation pertaining to application within the workplace a.3 Knowledge of specific telephone system operation a.4 Knowledge of products and services provided by the organisation a.5 Knowledge of organisation structure and hierarchy
		b.	Underpinning skills b.1 Questioning/listening techniques to seek clarification b.2 Referral skills to meet immediate client needs b.3 Basic mathematical operations b.4 Literacy skills in regard to reading workplace documents b.5 Numeracy skills in regard to completing basic numerical techniques
4.	Resource implications	a.	Assessment of this competency requires access to a real or simulated work environment with colleagues or clients
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment

b.　In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c.　Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d.　Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	-	1	-	1

SRX COM 002A   RECEIVE AND PASS ON INFORMATION TO FACILITATE EFFECTIVE ROUTINE COMMUNICATION

COM   Communication

DESCRIPTION: This unit covers receiving and relaying oral and written messages, including: answering telephones and handling telephone queries; transferring telephone calls and making telephone calls; and producing simple documents such as standard letters and memoranda.

ELEMENT	PERFORMANCE CRITERIA
1. **Receive and relay messages**	a. ***Message*** received is understood and clarified if necessary b. Oral ***messages*** are accurately recorded c. ***Message*** is accurately relayed to the appropriate person in accordance with ***organisation's policies and procedures***
2. **Respond to incoming telephone calls**	a. Calls are answered promptly and clearly using designated organisation protocol b. ***Callers*** are correctly identified and their requirements accurately established c. ***Callers*** are given only disclosable information d. ***Callers*** enquiries are answered or transferred to the appropriate location/person e. ***Telephone system*** is used correctly to perform a range of ***tasks***
3. **Make telephone calls**	a. Telephone numbers are correctly obtained and contact established b. ***Telephone system*** is used correctly to establish contact c. Purpose of outgoing calls is clearly conveyed, and names, company and reason for call are clearly communicated d. Telephone manner is polite and courteous at all times
4. **Draft simple correspondence**	a. ***Simple correspondence*** is drafted and presented for approval and signature within designated timelines b. Text is written using clear and concise language c. Spelling, punctuation and grammar are correct d. Intended meaning of correspondence is readily understood by recipient e. Information is self-checked and presented for frequent progress checks by designated supervisor

Range of Variables

RECEIVE AND PASS ON INFORMATION TO FACILITATE EFFECTIVE ROUTINE COMMUNICATION

VARIABLE STATEMENT	CATEGORIES

1. **Callers**	a. new
	b. repeat
	c. internal
	      c.1 colleagues
	      c.2 management
	d. external

2. **Messages**	a. telephone b. verbal c. written
3. **Organisation's policies and procedures**	a. telephone protocol b. correspondence format c. organisation information
4. **Originators of messages**	a. internal b. external
5. **Simple correspondence**	a. memoranda b. messages c. facsimiles d. standard/form letters e. email
6. **Tasks**	a. picking up a group b. transferring of calls c. putting calls on hold d. redialling
7. **Telephone communication**	a. office b. reception area c. on site d. on mobile phone e. with clients f. with colleagues
8. **Telephone system**	varies with respect to a. number of lines b. number of functions c. switchboard model

Evidence Guide

RECEIVE AND PASS ON INFORMATION TO FACILITATE EFFECTIVE ROUTINE COMMUNICATION

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of communication processes in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		    c.1 Answer calls in a courteous and friendly manner within accepted organisation timelines
		    c.2 Listen attentively
		    c.3 Identify the organisation correctly
		    c.4 Ensure messages and written communication are clear, concise and correct
		    c.5 Handle both simple and complex telephone equipment correctly
		    c.6 Transfer calls with clarity and ease to the correct person
		    c.7 Produce correspondence in the standard format
		    c.8 Obtain the correct signature, if necessary
		    c.9 Understand the purposes of various routine texts
		    c.10 Check spelling and grammar for accuracy
		    c.11 Seek assistance if necessary

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		    a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		    b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		    c.1 SRX CLS 002A Deliver service to clients

3.	**Required knowledge and skills**	a. Underpinning knowledge
		    a.1 Basic knowledge of organisation policies and procedures in relation to communication
		    a.2 Knowledge of organisation's products and services
		    a.3 Knowledge of organisation greeting procedures, particularly in relation to telephone protocol
		    a.4 Telephone system functions and procedures specific to the work environment
		    a.5 Standard organisation formats for routine texts and correspondence
		    a.6 Knowledge of the importance of effective and accurate communication in the workplace
		    a.7 Relevant Occupational Health and Safety legislation pertaining to application within the workplace
		
		b. Underpinning skills
		    b.1 Questioning/listening techniques to clarify information
		    b.2 Verbal skills to relay information accurately
		    b.3 Referral skills to divert calls to appropriate persons
		    b.4 Literacy skills to follow basic organisation policies and procedures; take messages; and to draft and prepare simple documents
		    b.5 Numeracy skills in relation to recording telephone numbers

4.	**Resource implications**	a.	Assessment of this competency requires access to a real work environment with colleagues or clients
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	1	-	-	1

SRX COM 003A   COLLECT AND PROVIDE INFORMATION TO FACILITATE COMMUNICATION FLOW

COM   Communication

DESCRIPTION: This unit covers responding to requests for information, both oral and written and collecting information for drafting everyday correspondence, such as memorandums and messages. This unit is based on unit BSA COM 003A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Respond to telephone, oral and written requests for information**	a. ***Requests*** for information are received and recorded b. Information and advice needs are accurately identified c. General information in response to requests is located from internal ***sources*** and recorded d. ***Routine texts*** which may provide relevant information in response to requests are read and understood
2. **Draft routine correspondence in response to a need or request**	a. Need for correspondence in response to information request is identified and understood b. Information to be included in correspondence is obtained c. Information is drafted into a format for presentation using clear and concise language d. Intended meaning of correspondence is clarified so that it will be readily understood by a recipient e. Spelling, punctuation and grammar are correct f. Draft is presented to the nominated officer for approval on completion of task g. Correspondence is filed for use as a standard reply to future ***requests*** for similar information

Range of Variables

COLLECT AND PROVIDE INFORMATION TO FACILITATE COMMUNICATION FLOW

VARIABLE STATEMENT	CATEGORIES
1. **Organisation's policies and procedures**	a. telephone protocol b. correspondence format c. communication protocols d. handling and recording complaints
2. **Requests for information**	may include a. organisation services, products or facilities b. follow up in event of delays to service provision c. location of specific items/services
3. **Routine texts**	a. memoranda b. messages c. instructions d. facsimiles e. correspondence
4. **Sources of information**	a. written sources (ie, routine texts) b. oral/questioning c. observation

Evidence Guide

COLLECT AND PROVIDE INFORMATION TO FACILITATE COMMUNICATION FLOW

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of sources of information and mechanisms to provide information in the work environment
		b. Assessment of performance should be over a period of time covering all categories of requests, routine texts and sources of information from the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		c.1 Promptly respond to requests for information
		c.2 Maintain organisational goals
		c.3 Read and understand routine texts
		c.4 Source appropriate information in response to requests
		c.5 Give appropriate information to clients
		c.6 Produce correspondence relevant to requests
		c.7 Ensure correct spelling and grammar is used in correspondence
		c.8 Obtain correct signature, if necessary
		c.9 File correspondence appropriately
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		a.1 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		b. This unit must be assessed in conjunction with the following unit(s):
		b.1 Nil
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		c.1 SRX CLS 003A Co ordinate interaction with clients
3.	**Required knowledge and skills**	a. Underpinning knowledge
		a.1 Knowledge of organisation policies and procedures in relation to communication, particularly protocols
		a.2 Knowledge of the importance of communication in the workplace and the application of principles to facilitate effective communication
		a.3 Standard organisation formats for routine texts and correspondence
		a.4 Sources of information on the organisation's products, services and procedures
		b. Underpinning skills
		b.1 Questioning/listening techniques to elicit information
		b.2 Time management skills to promptly reply to requests
		b.3 Basic research and collating skills to source information
		b.4 Editing skills to check prepared information for accuracy
		b.5 Literacy skills in relation to following organisation polices and procedures and the preparation of correspondence
		b.6 Numeracy skills in regard to numerical data
4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of requests, routine texts and sources of information from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	-	2	1

SRX COM 004A   SOURCE AND PRESENT INFORMATION IN RESPONSE TO REQUESTS

COM   Communication

DESCRIPTION: This unit covers sourcing and providing information in response to a request so that the client's needs are met. This may involve combining and analysing information from a number of sources before composing a report for the client.

ELEMENT	PERFORMANCE CRITERIA
1. **Receive and process a request for information**	a. Request is documented using the appropriate *recording system* b. Appropriate *response methods* are identified
2. **Identify information source(s)**	a. Various *sources* and locations of *information* are identified and recorded b. Access to identified *sources* of *information* is obtained
3. **Extract information**	a. *Information* relevant to the particular request is located and extracted b. Where requested *information* is not readily available, options and alternatives are sought c. Where requested *information* is not disclosable, appropriate alternative *information* is sought d. Where appropriate, copy of extracted *information* is edited to maintain security and confidentiality of contents
4. **Prepare to provide information**	a. Different types of *information* are combined to provide a response to a client's request b. *Information* is analysed and edited to fit client's needs c. The appropriate mechanism to provide a response to the client is determined d. Information in *recording systems* is updated in accordance with *organisation policies and procedures*, if required
5. **Compose and deliver verbal response**	a. Where appropriate, a *verbal presentation* of the *information* is provided to the client in a clear, correct and logical manner
6. **Compose written response**	a. To provide a written response, relevant *information* is collated and edited to reflect the specific needs of the original request b. *Text* is written using clear and concise language c. Spelling, punctuation and grammar are correct d. Report/correspondence is self-checked for accuracy e. Intended meaning of report/correspondence is clarified to ensure it is readily understood by recipient f. Report/correspondence is drafted using the designated layout g. Edited report/correspondence is produced and dispatched to the appropriate person h. Framework is established and maintained for others to use in composing future *texts* i. Final report/correspondence is copied and filed to ensure security and confidentiality of contents

Range of Variables

SOURCE AND PRESENT INFORMATION IN RESPONSE TO REQUESTS

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. internal b. external
2. **Information**	a. products b. services c. instructional d. general information
3. **Information sources**	a. internet b. library c. colleagues d. industry networks e. other organisations f. government departments
4. **Organisation 's policies and procedures**	a. correspondence format b. availability of information and confidentiality c. client service
5. **Recording system**	a. paper based b. electronic

6. **Response methods**	a. verbal
	b. written
	   b.1 paper based
	   b.2 electronic
	c. both verbal and written

7. **Texts**	a. composed in collaboration with others b. composed by others and edited c. composed from various information sources

8. **Verbal presentation**	a. clients over the phone
	b. one on one interaction with clients
	c. internal clients in meetings
	   c.1 formal
	   c.2 informal

9. **Workplace documents**	a. correspondence
	   a.1 complex letters
	   a.2 complaints
	   a.3 answering complaints
	   a.4 sales
	   a.5 explanatory
	   a.6 ministerial
	b. newsletter articles
	c. leaflets
	d. instructions

Evidence Guide

SOURCE AND PRESENT INFORMATION IN RESPONSE TO REQUESTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of both oral and written communication in the work environment
		b. Assessment of performance should be over a period of time covering all categories of information, information sources, workplace documents and verbal presentations from the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		  c.1 Maintain organisational goals
		  c.2 Handle requests within the organisation timelines
		  c.3 Ensure information sources are relevant to the intended audience and intended use is taken into account
		  c.4 Research and collate relevant information
		  c.5 Provide appropriate options to clients
		  c.6 Produce a complex document providing collated information
		  c.7 Provide a clear, accurate and concise verbal presentation in response to information request, where appropriate
		  c.8 Update recording system, where necessary
		  c.9 Satisfy client
		  c.10 Maintain confidentiality where required

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX COM 003A Collect and provide information to facilitate communication flow
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX CLS 004A Provide advice in order to meet current and anticipated client requirements

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of organisation policies and procedures, particularly in regard to communication
		  a.2 Knowledge of the organisation's products and services
		  a.3 Relevant Occupational Health and Safety legislation pertaining to application within the workplace
		  a.4 Knowledge of relevant copyright legislation
		
		b. Underpinning skills
		  b.1 Time management skills to respond to requests in a timely manner
		  b.2 Communication skills to relay accurate information
		  b.3 Research skills to access relevant information
		  b.4 Analytical skills to review information
		  b.5 Report writing skills to present information in a useful format
		  b.6 Literacy skills in regard to: presenting information in reports and correspondence
		  b.7 Numeracy skills in regard to analysing and presenting statistical data

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment with colleagues or clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of information, information sources and workplace documents from the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

SRX COM 005A   RESEARCH, PREPARE AND PRESENT INFORMATION

COM   Communication

DESCRIPTION: This unit covers negotiating research requirements, identifying sources of information and data, evaluating the quality of the information and data, preparing drafts and producing final reports.

ELEMENT	PERFORMANCE CRITERIA
1. **Determine document requirements**	a. Requirements and objectives are clearly defined in consultation with appropriate colleagues b. Specialist assistance is obtained, where appropriate, within budget parameters c. Timelines are agreed with management
2. **Conduct research**	a. Purpose of research is clarified b. A range of current and accurate ***information sources*** are correctly identified c. ***Information sources*** are accessed and assessed for relevance and applicability d. Data relevant to the purpose are obtained from identified sources, acknowledged and recorded for copyright and other legal requirements e. Data is analysed and assessed for accuracy and relevance prior to collation and incorporation in the document f. ***Specialist texts*** are read and understood g. Information is obtained within designated timelines
3. **Prepare reports**	a. ***Document*** is drafted for comment by relevant persons b. Key points are summarised and highlighted c. Text is written using clear and concise language d. Organisational requirements for information entry, storage, output and quality of ***document*** production are identified from the appropriate person(s) e. Software packages appropriate for the information and presentation requirements are identified and recommended f. ***Document*** and worksheet design is appropriate for the efficient entry of information g. ***Document*** and worksheet design maximises the appearance and presentation of the ***document*** h. The range of functions incorporated into the ***document*** design reflects the nominated requirements of the organisation i. Spelling, punctuation and grammar are correct j. Draft summary report is prepared from key points to ensure contents are organised logically and reflect the original requirements of the request j. Draft correspondence / report is checked to ensure intended meaning is readily understood by recipient k. Draft presented to a designated officer before final report is prepared l. Comments are integrated into the final ***document*** within agreed timelines m. Completed report is made available to the nominated person / section within the required timelines

4.	**Compose and deliver verbal presentation**	a.	Information from written report and other sources is reviewed and selected to suit specific need
		b.	Where appropriate, key note cards are drafted to include all appropriate information
		c.	When presented, the range of information provided is structured and expressed in a clear and concise manner
		d.	Information is presented in a professional manner appropriate to the circumstance
		e.	Information is made available to the appropriate person within designated timelines
5.	**Follow up document**	a.	***Documents*** are presented/circulated as appropriate
		b.	Presentation/circulation is followed up with appropriate action
		c.	Any recommendations are reviewed and actioned according to agreed priorities
		d.	Actions are undertaken in full consultation with colleagues
		e.	Where appropriate, submissions are made to management regarding implementation of ***document*** recommendations

Range of Variables

RESEARCH, PREPARE AND PRESENT INFORMATION

VARIABLE STATEMENT	CATEGORIES
1. **Business documents**	a. reports b. submissions c. proposals d. tenders
2. **Clients**	a. internal b. external
3. **Organisation 's policies and procedures**	a. correspondence report / format b. availability of information
4. **Information sources**	a. Internet b. library c. colleagues d. industry networks e. other organisations f. government departments
5. **Specialist texts**	a. industry specific texts b. document specific guidelines and requirements c. texts to assist in document format and presentation
6. **Verbal presentations**	a. formal meetings with external clients b. workshops c. conferences d. seminars

Evidence Guide

RESEARCH, PREPARE AND PRESENT INFORMATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of presenting researched information both orally and in writing in the work environment
		b.	Assessment of performance should be over a period of time covering two categories of documents, one category of verbal presentation and all other categories of the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to
			c.1 Maintain organisational goals
			c.2 Locate and use appropriate data
			c.3 Read and understand specialised texts
			c.4 Prepare drafts for written and verbal presentation of information
			c.5 Circulate drafts to relevant people for comment and checking
			c.6 Produce reports within designated timelines
			c.7 Ensure the final report addresses the original need and takes into account the comments provided
			c.8 Clearly communicate ideas and concepts
			c.9 Deliver a professional presentation
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX COM 004A Source and present information in response to requests
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 Nil
3.	Required knowledge and skills	c.	Underpinning knowledge
			a.1 Knowledge of relevant sources of information
			a.2 Knowledge of client requirements
			a.3 Knowledge of statistical analysis techniques
			a.4 Relevant legislation including Occupational Health and Safety pertaining to application in the workplace
			a.5 Copyright legislation
		b.	Underpinning skills
			b.1 Questioning/listening techniques to elicit accurate information
			b.2 Time management skills to work within scheduled timelines
			b.3 Research skills to access relevant information
			b.4 Analytical skills to evaluate data
			b.5 Report skills to present information in a useful format
			b.6 Written communication skills including expression and explanation of varied and complex issues to convey information
			b.7 Oral presentation skills to professionally present information
			b.8 Editing skills to check prepared information for accuracy
			b.9 Literacy skills in regard to: presenting information in reports and correspondence
			b.10 Numeracy skills in regard to analysing and presenting statistical information
4.	Resource implications	a.	Assessment of this competency requires access to a real work environment with colleagues or clients
		b.	Assessment of this competency will require human resources

			consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover two categories of documents and all other categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	1

EMERGENCY RESPONSE

EME

Contents

PUX EMEO 01A   PROVIDE EMERGENCY CARE

EME   Emergency response

DESCRIPTION: This unit covers competency for the provision of emergency care pending the arrival of appropriately qualified personnel.

ELEMENT	PERFORMANCE CRITERIA
1. Identify need for emergency care	a. Initial assessment is made of extent and nature of emergency care required b. Initial assessment is communicated to appropriate personnel in accordance with **organisation's policies and procedures** c. Dispatch of appropriately qualified personnel is requested in accordance with organisation's policies and procedures
2. Ensure *personal safety*	a. Hygiene is maintained for protection of self and casualty b. **Hazards** to the carer are identified and appropriate action taken to safeguard against injury
3. Protect casualty and others from further harm	a. Safety and hygiene standards are maintained at all times according to organisational standards, and relevant legislation, regulations and guidelines b. Hazards are identified and **appropriate action** taken to prevent further injury
4. Reassure casualty	a. A calm, **caring** and reassuring manner is adopted in interaction with the casualty and others at the scene throughout care b. Casualty is made comfortable using available resources
5. Assess casualty and plan course of action	a. **Details of the incident** and relevant medical/casualty history is obtained and recorded where possible to aid in the assessment and treatment of the casualty b. Vital signs are assessed in accordance with accepted first aid procedures c. Symptoms of shock are recognised and appropriate action taken according to recognised first aid procedures d. Casualty and **significant others** are informed where possible of procedures which are to take place e. Transport of the casualty is to be arranged with appropriate health care professional
6. Implement emergency care procedures	a. Vital signs are continually monitored, recorded and any adverse changes considered in planning treatment and reported as appropriate b. Treatment appropriate to the casualty's vital signs and injuries is provided in line with approved **first aid techniques and standards** c. First aid **equipment** is operated in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols d. Casualty's condition is monitored and **reported** in accordance with organisational procedures and treatment modified as necessary e. **Treatment** is maintained until expert medical help arrives
7. Work cooperatively with personnel from other organisations	a. Clear and comprehensive **reports** are provided to personnel involved in ongoing casualty care consistent with facilitating ongoing care b. Members of other emergency services are assisted in their tasks in accordance with organisational standards and personal level of

			responsibility and competence
8.	**Recover and restore first aid equipment**	a.	First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisational procedures and standards
		b.	First aid equipment faults are rectified and/or reported in accordance with organisational procedures
9.	**Complete documentation**	a.	***Documentation*** is completed and processed in line with legislative, regulatory and organisational requirements

Range of Variables

PROVIDE EMERGENCY CARE

VARIABLE STATEMENT	CATEGORIES
1. Appropriate action	may include a. protecting scene b. isolating scene
2. Appropriate health care personnel	may include a. specialist personnel b. medical personnel
3. Caring manner	may include a. personal introduction and identification consistent with other priorities
4. Conditions under which this competency may be required	a. operating during any rescue or response situation including specialist rescue b. hazardous environmental conditions (adverse weather, after dark, difficult terrain, debris, traffic, time pressures) c. varying time frames (short term, sudden impacts, protracted response operations) d. limited access to equipment necessitating the use of improvised techniques
5. Details of incident obtained from	a. casualty b. visual assessment of scene c. others at scene
6. Documentation	may include a. written reports b. casualty details c. approved forms d. verbal reports
7. Equipment	a. first aid kit b. personal protective equipment c. stretchers including improvised
8. First aid techniques and standards	may include a. Danger, Response, Airway, Breathing, Circulation model b. Australian Resuscitation Council resuscitation standards
9. Hazards	may include a. bodily fluids b. traffic c. environmental hazards d. downed wires e. bystanders
10. Moving casualty	may include a. individually or with assistance b. observing decency in regard to culture c. a range of manual handling techniques and lifts and carries

11. **Organisational standards, procedures, protocol**	may vary between organisations and may include a. legislation relevant to the provision of emergency care b. legislation relevant to the organisation c. operational Standard Operating Procedures d. operational performance standards
12. **Personal safety**	maintained through a. washing hands b. using gloves
13. **Processing documentation**	may include a. providing reports to authorised personnel b. filing reports c. diary entries d. logs
14. **Reporting as appropriate**	may include a. team leader b. supervisor c. medical personnel d. paramedical personnel e. emergency medical technician
15. **Reporting casualty's condition**	may include a. need for confidentiality
16. **Significant others**	a. family b. friends at scene
17. **Treatment**	may include a. applying resuscitation either individually or in pairs b. controlling bleeding c. managing fractures d. managing soft tissue injuries

Evidence Guide

PROVIDE EMERGENCY CARE

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of first aid practices in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Apply first aid practices and procedures
			c.2 Maintain personal hygiene
			c.3 Assess the safety of self and others and minimise the risk of further injury
			c.4 Accurately document details of the incident, the patient's condition and any actions and treatment provided
			c.5 Adopt a caring approach
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX EME 002A Participate in the control of minor emergencies
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Occupational health and safety guidelines for lifting and carrying
			a.2 Systems of the body (respiratory, circulatory, nervous, skeletal, digestive, urinary, skin)
			a.3 Causes and management of unconsciousness
			a.4 Priorities for life support in emergencies, including the DRABC (danger, response, airway, breathing and circulation assessments) model
			a.5 Health department guidelines for personal hygiene
			a.6 Australian resuscitation council resuscitation standards
			a.7 Applying resuscitation individually and in pairs
			a.8 Controlling bleeding
			a.9 Primary casualty survey
			a.10 Principles of initial casualty management
			a.11 Management of fractures and soft tissue injuries
			a.12 Management of burns
			a.13 Personal level of responsibility, limitations, competency
		b.	Underpinning skills
			b.1 Remaining calm under time pressures and in difficult situations
			b.2 Communicating verbally with casualties and others
			b.3 Providing verbal reports to paramedical personnel
			b.4 Completing forms
			b.5 Writing reports
			b.6 Following procedures
			b.7 Working with others in a team situation
4.	Resource implications	a.	Assessment of this competency requires access to first aid equipment used in general operations
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts
6.	**Context for assessment**	a.	On the job, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence
		b.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

PUX EMEO 02A   MANAGE INJURIES IN EMERGENCY INCIDENTS

EME   Emergency response

DESCRIPTION: This unit covers competency in more advanced emergency care including management of shock and injuries and maintaining records of casualty condition and treatment. It does not include provision of oxygen. This unit is an extension of the unit PUX EMEO 01A Provide emergency care.

ELEMENT	PERFORMANCE CRITERIA
1. Carry casualty to safety	a. Need to move casualty to a safer location is assessed based on risk of further harm b. Casualty is ***moved*** to safety in accordance with operational standards c. Lifting and carrying is where possible conducted in accordance with occupational health and safety guidelines/standards to minimise risk of back or other injury to rescuer
2. Manage injuries	a. A ***secondary assessment*** of the casualty is undertaken in line with approved first aid procedures to identify further ***injuries*** b. Identified injuries are managed in line with approved first aid techniques c. Immediate life saving treatment is administered as determined
3. Monitor casualty's condition and treatment	a. Casualty's condition and response to treatment is monitored, and contraindications recognised b. Treatment is reassessed and management plan amended appropriately in response to ***changes in condition*** c. Signs and symptoms of shock are recognised and causes of shock managed in line with approved first aid techniques
4. Maintain records of condition and treatment	a. Where appropriate, breathing and pulse are monitored and recorded at regular intervals b. Details of casualty's condition, changes in conditions, treatment and response to treatment are accurately recorded in line with organisation procedures

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage injuries in emergency incidents   **PUX EMEO 02A**

Range of Variables

MANAGE INJURIES IN EMERGENCY INCIDENTS

VARIABLE STATEMENT	CATEGORIES
1. **Changes in condition**	a. improvement b. deterioration
2. **Injuries**	a. injuries to any body part
3. **Moving casualty to safety**	a. individually b. with assistance
4. **Secondary assessment**	a. head to toe examination of casualty

Evidence Guide

MANAGE INJURIES IN EMERGENCY INCIDENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of first aid procedures in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Use approved first aid techniques at all times
		   c.2 Assess danger to self and to the casualty
		   c.3 Move a patient in accordance with Occupational Health and Safety guidelines
		   c.4 Conduct a secondary assessment
		   c.5 Treat and monitor casualty
		   c.6 Maintain accurate records

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 PUX EMEO 01A Provide emergency care
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 SRX EME 003A Respond to emergency situations
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Techniques of moving casualties both individually and with assistance
		   a.2 Management of shock
		   a.3 Taking and recording pulse and breathing
		   a.4 Management of injuries including head injuries
		   a.5 Recording of injuries and treatment
		   a.6 Assisting with birth – possible difficulties
		   a.7 Contraindications of treatments
		   a.8 Management of emergency childbirth procedures
		   a.9 Knowledge of current practices and procedures in emergency care
		
		b. Underpinning skills
		   b.1 Communicate verbally with casualties and others
		   b.2 Provide reports to paramedical personnel
		   b.3 Work with others in a team situation
		   b.4 Remain calm under pressure
		   b.5 Assess casualty

4.	**Resource implications**	a. Assessment of this competency requires access to first aid equipment used in general operations b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts
6.	**Context for assessment**	a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of

a team. Written or verbal questions may be used as supporting evidence

b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	2	1

PUX EMEO 03A   ADMINISTER OXYGEN IN AN EMERGENCY SITUATION

EME   Emergency response

DESCRIPTION: This unit covers competency in advanced techniques for management of the administration of oxygen and ventilation of the lungs in line with the requirements of the Australian Resuscitation Council and state/ territory regulatory bodies. Expired air resuscitation is covered in the prerequisite unit PUX EMEO 01A Provide emergency care.

ELEMENT	PERFORMANCE CRITERIA
1. **Assess casualty and develop management plan**	a. Assessment of *casualty* is undertaken including vital signs, details of incident, medical/ casualty history, physical appearance and other signs and symptoms b. Management plan is developed taking into account available equipment, condition of patient and special requirements of certain conditions c. Where possible **casualty** is assisted to a comfortable position suitable for implementation of management plan d. **Casualty** is encouraged and reassured as necessary to facilitate effective treatment e. Medical aid is arranged as soon as possible consistent with maintaining **casualty** safety
2. **Check equipment**	a. **Pre-use check** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian Standards and **regulatory requirements** b. Minor faults are diagnosed and repairs are carried out in accordance with operating procedures to restore equipment to working order c. Faults and defects are **reported/ recorded** according to organisational procedures
3. **Maintain unobstructed airway**	a. Airway is cleared and maintained using **non-intervention techniques** where possible b. Appropriate steps are taken to reduce risk to self or others of contamination by the casualty's body fluids c. Suction apparatus is safely **inserted into pharynx** and suction initiated using approved techniques to avoid injuring **casualty**
4. **Resuscitate casualty**	a. Where appropriate, face masks and other **barriers** are used according to Australian Resuscitation Council standards
5. **Use oxygen to provide therapy**	a. Where indicated, oxygen therapy is used in the ventilation of **casualty**
6. **Recover and restore equipment**	a. **Equipment** is cleaned, and discarded or disinfected, restocked and/or replenished and stored safely according to organisation procedures

Range of Variables

ADMINISTER OXYGEN IN AN EMERGENCY SITUATION

VARIABLE STATEMENT	CATEGORIES
1. **Advanced techniques for management of administration of oxygen and/ or ventilation of the lungs**	a. oxygen therapy b. ventilation of the lungs by expired air resuscitation without oxygen added using ancillary device c. ventilation with ambient air by an operator powered resuscitation – bag, valve or mask d. ventilation by an oxygen powered resuscitator
2. **Barriers**	a. facemasks b. unidirectional valves c. bi-directional valves d. filters
3. **Casualty**	a. adults b. small children under eight years c. newborn babies d. infants
4. **Inserted into pharynx**	a. no further than the back teeth
5. **Non-intervention techniques for maintenance of unobstructed airway**	a. head tilt b. jaw support c. jaw thrust
6. **Oxygen equipment**	a. equipment which is used for storage and delivery of oxygen for medical purposes
7. **Pre-use check**	a. checking existence of suitable prominent warnings about precautions to be observed b. checking for damage c. to replenish and/or restore
8. **Regulatory requirements**	a. Australian Resuscitation Council b. relevant state/territory regulatory bodies
9. **Reporting/ recording faults and damage**	a. verbal b. filling out and processing standard form

Evidence Guide

ADMINISTER OXYGEN IN AN EMERGENCY SITUATION

1.	Critical aspects of evidence	a.	Assessment must confirm sufficient knowledge of the use of oxygen equipment in accordance with relevant standards and guidelines in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of casualty from the range of variable statements and all other categories from the range statements applicable in the learner's work environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Accurately assess the casualty's condition
			c.2 Check and use equipment correctly
			c.3 Clear and maintain an unobstructed airway
			c.4 Use oxygen therapy, where indicated, according to Australian Resuscitation Council standards
			c.5 Clean, disinfect, restock and/or discard equipment
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 PUX EMEO 01A Provide emergency care
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 PUX EMEO 02A Manage injuries in emergency incident
3.	Underpinning knowledge and skills	a.	Underpinning knowledge
			a.1 Respiratory system - lungs, air passages
			a.2 Importance of oxygen to the body
			a.3 Causes of hypoxia and hypoxic hypoxia
			a.4 The mechanism of respiratory
			a.5 Possible causes of hyperventilation
			a.6 Indicators of obstructed breathing
			a.7 Significance of respiratory noises lower airways diseases
			a.8 Signs and symptoms of chronic obstructed airways
			a.9 Disease and chronic airways lesions (COAD/CAL)
			a.10 Management of COAD/CAL casualties
			a.11 Correct use of oxygen cylinders and devices
			a.12 Estimation of duration of oxygen supply
			a.13 Precautions for safe storage and handling of oxygen cylinders
			a.14 Resuscitation and kits – specifications, principle of operation and troubleshooting
			a.15 Techniques and maintenance of unobstructed airway
			a.16 Australian Resuscitation Council standards
			a.17 Australian standards relevant to resuscitation equipment
		b.	Underpinning skills
			b.1 Reading oxygen content gauges
			b.2 Determining oxygen pressure and volume content of cylinders
			b.3 Use of resuscitation equipment
4.	Resource Implications	a.	Assessment of this competency requires access to resuscitation equipment/ kit
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment

5.	**Consistency of performance**	a. Evidence will need to be gathered over time across a range of variables and contexts applicable in the work environment
6.	**Context of assessment**	a. Competency must be demonstrated on the job or in a simulated work environment
		b. In cases where the learner does not have the opportunity to cover all categories of casualty from the range of variables statement and all other categories from the range statements applicable in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

SRX EME 001A   REACT SAFELY IN AN EMERGENCY AND HELP PREVENT EMERGENCIES

EME   Emergency response

DESCRIPTION: This unit covers the knowledge and skills to react appropriately in an emergency situation in a work environment and to check, correct or report situations in order to prevent emergencies.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for emergency situations**	a. Current **emergency procedures** to be used by employees and other workplace occupants are identified b. The location, operation and limitations of any **emergency equipment and facilities needed** by, and provided for employees and other workplace occupants are identified and where not known are clarified c. Significant **changes** to any relevant emergency procedures, equipment and facilities are applied as appropriate d. Local emergency procedures, **equipment and facilities** are confirmed with **relevant people** when starting work in a new area and/or unfamiliar area e. **Training** in the use of emergency procedures, equipment, facilities and drills is completed as appropriate in a positive manner and support the purpose of the training or drill f. Any **problems** that could make emergency equipment and facilities unsuitable for safe emergency use are reported to/or clarified with, relevant people as appropriate
2. **Report emergencies**	a. **Emergencies** are promptly recognised and the type of emergency correctly identified b. Persons in any immediate danger from the emergency are warned of the hazard c. Emergencies are **reported** immediately using the workplace system and/or procedures provided, or by the method otherwise best able to summon the needed help d. Alternative methods of reporting an emergency are used if the system provided or the preferred method is unavailable or does not work e. The correct reporting of an emergency, discovered by others is **confirmed** f. Emergencies are reported on behalf of others if they are unable to report it themselves due to injury, disability, location, preoccupation with controlling the emergency or language difficulties
3. **React safely to emergency signals and instructions**	a. **Emergency signals** are understood and reacted to according to any applicable workplace procedures and so as to minimise the risk of injury and other loss b. Instructions from **emergency personnel** are complied with during an emergency c. Additional information is sought if signals or instructions received are ambiguous, unclear or do not appear to be consistent with safety or normal practices d. The meaning of emergency signals and instructions, and/or the actions to be taken, are explained to any persons in the area who are unaware or do not understand them e. The **identity of emergency personnel** is recognised f. The authority of persons designated to give emergency signals and instructions is respected and is not undermined during an emergency

4.	**Evacuate from the endangered area**	a.	Endangered area is prepared for evacuation when needed or if instructed so by emergency personnel
		b.	Where appropriate, workplace shutdown procedures are put into effect
		c.	Area of danger is promptly evacuated when needed or if instructed so by emergency personnel
		d.	Assistance is provided to ***mobility impaired persons***, where appropriate
		e.	***Instructions*** in emergency procedures and from emergency personnel are followed
		f.	Evacuation to the ***assembly area*** is carried out calmly, promptly and with minimum disruption to others
		g.	Alternative pathways or methods of evacuation are used if normal means are blocked or endangered or if instructed
5.	**Correct or report problems that may lead to emergencies**	a.	***Acts and conditions*** which could lead to emergencies are known and understood
		b.	The immediate work area is regularly checked for any acts and conditions that could lead to emergencies.
		c.	The potential for causing emergencies is considered when planning and carrying out work
		d.	Hazards and other ***acts and conditions*** that could lead to an emergency are avoided, corrected or reported to the supervisor of the area or other appropriate person in accordance with the organisation's procedure
6.	**Check, correct or report problems that may prevent emergencies from being safely handled**	a.	The basic type(s), principles and basic limitations of ***emergency control equipment and facilities*** installed in the workplace are known and understood
		b.	The immediate work area is regularly checked for any conditions or acts which could lead to emergency control equipment and facilities to be ***blocked, damaged or made ineffective***
		c.	The potential for causing emergency control equipment and facilities to be ***blocked, damaged or made ineffective*** is considered when planning and carrying out work
		d.	Conditions or acts that could lead to emergency control equipment and facilities being blocked, damaged or made ineffective are avoided, corrected or reported to the supervisor of the area

Range of Variables

REACT SAFELY IN AN EMERGENCY AND HELP PREVENT EMERGENCIES

VARIABLE STATEMENT	CATEGORIES
1. **Acts and conditions which could lead to emergencies**	a. poor housekeeping b. unsafe storage and handling of flammable materials c. unsafe use of sources of heat d. unsafe use of hazardous materials e. unsafe use of electrical or mechanical equipment f. failure to follow safe work practices g. failure to maintain equipment or report developing faults
2. **Assembly areas**	a. designated in procedures b. advised at time of evacuation
3. **Blocked, damaged or ineffective emergency control equipment**	due to a. stacking goods too close to sprinkler heads b. blocking exits c. storing goods in fire stairs d. locking exits so as to prevent escape e. propping open fire doors f. not reporting damage to emergency control equipment or facilities g. not replacing used fire extinguishers h. not checking sport and recreation specific emergency control equipment
4. **Changes**	a. alteration of layout b. equipment c. personnel d. evacuation routes e. assembly areas
5. **Confirmation of emergency reporting**	a. noting that the alarm system is operating b. asking others if and how it had been reported c. reporting the emergency again
6. **Emergencies**	a. fire b. hazardous releases and uncontrollable processes c. bomb threats or civil disorder d. environmental (eg, severe storms, earthquakes, floods) e. other natural or man-made disasters f. medical emergencies g. specific emergencies occurring during participation in / conduct of sport and recreation activities
7. **Emergency control equipment and facilities**	a. fire response equipment such as sprinkler systems, alarm systems, extinguishers, fire blankets and hose reels b. fire response facilities such as doors, smoke vents c. first-aid kits d. spill control kits e. equipment and facilities specific to sport and recreation emergencies

8.	Emergency equipment and facilities	a.	exits
		b.	stairs
		c.	fire extinguishers
		d.	fire hose-reels
		e.	evacuation assembly or refuge areas
		f.	emergency lighting or torches
		g.	escape breathing masks
		h.	emergency equipment specific to sport and recreation activities
9.	Emergency personnel	a.	internal workplace personnel with emergency duties
		b.	members of the public emergency services
10.	Emergency procedures	a.	written
		b.	in a small and/or uncomplicated workplace, unwritten
11.	Emergency signals	a.	audible alarms
		b.	coded or uncoded public address announcements
		c.	flashing lights
		d.	other visual signals
		e.	audible or vibrating pagers
		f.	screen alerts
		g.	stench alarms
12.	Identity of emergency personnel	a.	known through publicity
		b.	known by them wearing a distinctive helmet, vest, armband, uniform or other apparel
13.	Instructions	a.	routes or destination of evacuation
		b.	not to re-enter the evacuated area
		c.	for evacuated persons to remain together as a group at the assembly area
14.	Mobility impaired persons assisted by	a.	guidance
		b.	reassurance
		c.	support
		d.	carrying
15.	Mobility-impaired persons	a.	physical impairment
		b.	mental impairment
		c.	sensory impairment
		d.	temporary impairment
		e.	permanent impairment
		f.	requiring assistance during evacuation
16.	Problems	a.	the removal of or blocking of needed emergency equipment or facilities
17.	Relevant people	a.	supervisors or wardens
		b.	emergency team members
		c.	emergency response related persons as detailed in emergency procedures
18.	Reporting methods	a.	verbal
		b.	telephone
		c.	radios
		d.	alarm system
19.	Training sessions	a.	briefings
		b.	emergency drills

Evidence Guide

REACT SAFELY IN AN EMERGENCY AND HELP PREVENT EMERGENCIES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of procedures and equipment to react safely in an emergency and of practices to follow in order to assist in the prevention of emergencies in the work environment
		b.	Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Identify the types of emergencies and hazards
			c.2 Identify what information should be sought when starting work in a new area or unfamiliar area
			c.3 Identify emergency reporting systems and procedures typically used in the workplace
			c.4 Identify alternative means of reporting emergencies, if the system provided or the preferred method is unavailable or does not work
			c.5 Identify emergency alerting systems, evacuation alarms, signals and instructions typically used in the workplace
			c.6 Identify what action should be taken or avoided to prevent interference with emergency equipment/facilities
			c.7 Identify what authority emergency personnel have
			c.8 Identify the frequency of training required for staff on emergency procedures, equipment and facilities
			c.9 Identify procedures and methods of evacuation including the location of assembly areas and post-evacuation actions
			c.10 Identify circumstances where evacuation may need to be modified or where it is not the most appropriate action to take
			c.11 Identify behaviour of individuals and conditions in the workplace which may lead to hazardous situations
			c.12 Identify situations which may lead to blockage, damage or inhibit the effectiveness of emergency control equipment and facilities
			c.13 Identify procedures for safely avoiding, correcting and reporting hazardous situations in the workplace
			c.14 Identify safe working practices applicable to the workplace to avoid emergencies
			c.15 Identify the type(s), basic principles of operation and limitations of emergency control equipment and facilities in the workplace
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 Nil
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policies and procedures in relation to emergency prevention and risk management
			a.2 Organisation's policies and procedures in relation to the reporting of emergencies or hazards
			a.3 Workplace evacuation drill procedures
			a.4 Manufacturers operating instructions in relation to the safe

	operation of emergency equipment
	a.5 Occupational Health and Safety legislation and local laws, by-laws and regulations which pertain to hazardous situations in the workplace b. Underpinning skills b.1 Referral skills to identify to whom to refer reports on emergency procedures, equipment and facilities b.2 Research skills to seek information on emergency procedures, equipment and facilities b.3 Problem solving skills to identify best course of action in an emergency b.4 Literacy skills to clarify critical information displayed on emergency equipment b.5 Communication skills to relay information on hazardous situations to appropriate authorities or personnel
4. **Resource implications**	a. Assessment of this competency requires access to documented emergency procedures, emergency equipment and facilities in a work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. **Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. **Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-

SRX EME 002A   PARTICIPATE IN THE CONTROL OF MINOR EMERGENCIES

EME   Emergency response

DESCRIPTION: This unit covers the knowledge and skills to deal with, or participate in the control of, emergencies which are not initially or potentially life threatening.

ELEMENT	PERFORMANCE CRITERIA
1. **Evaluate the emergency**	a. The emergency situation is correctly established and *classified* and the likely effectiveness of *initial response action* determined b. Advice sought from *relevant people*, if appropriate, in evaluating the emergency c. Situations where initial response actions are not safe or are likely to be ineffective are reported according to procedures
2. **Safely confine emergencies**	a. Emergencies are *confined* to the area of origin, where possible, according to *operating procedures* b. *Emergency control equipment and facilities* used to confine emergency situations are used in a manner that will promote and enhance safe working conditions for self and others c. Emergency control equipment and facilities are used within the limitations imposed by current skills and relevant operating procedures d. Manufacturer's specifications, environmental requirements and operating procedures are identified and applied throughout
3. **Use initial response emergency equipment**	a. Appropriate equipment is selected to address *emergency situations* b. Equipment is *checked* to ensure it is safe and ready for use c. Equipment is used in accordance with accepted safety practices d. Use of equipment is coordinated with *other emergency actions*
4. **Report the use of initial response emergency equipment**	a. Emergency equipment is *marked or positioned* after use to indicate it requires servicing or replacing b. The use of initial response emergency equipment is *reported* according to organisation's policies and procedures

Range of Variables

PARTICIPATE IN THE CONTROL OF MINOR EMERGENCIES

VARIABLE STATEMENT	CATEGORIES
1. Checking procedures	a. written instructions b. company literature c. Occupational Health and Safety legislation d. codes of practices e. legislative requirements
2. Classification of the emergency	factors to be considered a. nature and size b. likely development c. availability of support d. means of escape e. availability of control equipment or facilities f. likely effects on activity, clients and others
3. Confinement methods	a. closing doors b. shutting down equipment c. using emergency control equipment such as fire blankets, spill control kits d. sport and recreation or activity-specific confinement methods
4. Emergency control equipment and facilities	a. fire doors b. fire sprinkler systems and alarm systems c. first aid kits d. portable fire extinguishers and fire hose-reels e. smoke vents f. fire blankets g. spill control kits h. ice packs i. water j. thrown bags and buoys k. sport and recreation or activity-specific emergency equipment and facilities
5. Emergency situations	a. fires b. fuel and other spills c. process overheating d. equipment loss or failure e. activity and site specific situations
6. Initial response	a. use of portable fire extinguishers b. hose reels suppression systems c. removal of the emergency d. use of first aid kit e. pressure immobilisation f. throwing buoyant objects g. throwing water or blanket over a fire h. isolating victims and others from danger i. application of ice pack

7.	Marking and positioning equipment to indicate it has been operated	a.	not replacing emergency response equipment in usual storage site and/or manner
		b.	disposing of contaminated spill absorbent correctly
		c.	completion of usage forms and re-ordering of supplies in first aid kits
		d.	procedures specific to sport and recreation or activity specific emergency response equipment (eg, indicating need for refilling, recoiling, retesting, repackaging, refreezing, refolding)
8.	Operating procedures	a.	the organisation's emergency procedures or practices and/or operating instructions or procedures for emergency control equipment
9.	Other emergency actions	a.	shutdown procedures and evacuation
10.	Relevant people	a.	other emergency team members
		b.	emergency response related persons as detailed in emergency procedures
11.	Reporting procedures	a.	chief warden
		b.	emergency response team leader
		c.	fire/safety officer
		d.	security officer or supervisor
12.	Reports	a.	initiate incident investigations
		b.	record details of emergencies
		c.	upgrade emergency equipment
		d.	ensure equipment is restored to service

Evidence Guide

PARTICIPATE IN THE CONTROL OF MINOR EMERGENCIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of practices to deal with minor emergencies which are not initially life threatening and to correctly use initial response equipment in the work environment b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: 　c.1 Identify factors affecting the classification and severity of emergencies 　c.2 Identify situations that must not be attacked because of risk to life 　c.3 Demonstrate correct actions and procedures when first attack is not safe 　c.4 Apply correct initial response procedures 　c.5 Apply procedures for marking or positioning emergency equipment to indicate that it has been used and requires servicing 　c.6 Report the use of emergency equipment
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): 　a.1 SRX EME 001A React safely in an emergency and help prevent emergencies b. This unit must be assessed in conjunction with the following unit(s): 　b.1 SRX OHS 001A Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure that own safety and that of others in the workplace c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): 　c.1 Nil
3.	**Required knowledge and skills**	a. Underpinning knowledge 　a.1 Limitations of initial response equipment 　a.2 Hazards involved with initial response action 　a.3 Limitations of use of emergency control equipment or facilities 　a.4 Select and use appropriate initial response equipment 　a.5 Implications of the incorrect use of equipment 　a.6 Operating procedures with respect to the use of emergency control equipment or facilities 　a.7 Reporting procedures in the event of an emergency b. Underpinning skills 　b.1 Numeracy and literacy skills to report and record emergencies and emergency response 　b.2 First aid and emergency response skills appropriate to the level of responsibility and location
4.	**Resource implications**	a. Assessment of this competency requires access to initial response emergency equipment relevant to the work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. **Context for assessment**	a. Competency must be demonstrated in a real work environment
	b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-

SRX EME 003A   RESPOND TO EMERGENCY SITUATIONS

EME   Emergency response

DESCRIPTION: This unit covers the knowledge and skills to recognise potential risks and emergency situations and to take action, within own area of responsibility and ability.

ELEMENT	PERFORMANCE CRITERIA
1. **Evaluate the** *emergency*	a. ***Emergency reports and signals*** are correctly identified and actioned and emergency and potential emergency situations are promptly recognised and assessed b. Advice is sought from ***relevant people***, if appropriate, in evaluating the emergency c. Situations where initial response actions are not safe or are likely to be ineffective, are not attacked and are reported according to procedures d. The possible ***development of the emergency*** situation is assessed and further potential ***hazards*** to ***clients*** and staff are evaluated e. Injuries are assessed and treated appropriately f. The ***situation variables*** are examined g. Needs, including those for assistance, are prioritised promptly and accurately
2. **Develop a** *plan of action*	a. Options for action are identified and evaluated b. Available ***resources*** are used efficiently c. The plan developed balances group and individual safety with ***contextual issues*** d. The involvement of other individuals in the plan is outlined e. Organisational emergency procedures and policies are correctly implemented as part of the plan of action f. ***Occupational health and safety requirements*** and safe working practices are applied in the plan of action, including the selection of ***personal protective clothing and equipment*** to suit the emergency situation
3. **Control the emergency**	a. The plan of action is implemented using techniques appropriate to the situation and available resources and abilities b. Equipment is operated safely and, where necessary, equipment and techniques are improvised c. Strategies for group control are identified and implemented and clients and other individuals are removed from danger d. The condition of all clients, staff and others assisting is constantly monitored e. The information required to assist ***emergency services***, where relevant, is acquired and documented f. Where required, emergency services are notified g. The plan of action is changed to accommodate changes in the situation variables h. Casualty evacuation methods are demonstrated where relevant to the context i. Organisational procedures and policies and legal requirements are correctly implemented in the event of a major injury or death
4. **Debrief the emergency**	a. ***Management authorities*** are notified b. The information appropriate to be given to facility or land management authorities is obtained c. Clients and others directly involved are debriefed and arrangements made for further counselling, if required d. Clients and others directly involved are advised to refer media enquires to a nominated spokesperson

Range of Variables

RESPOND TO EMERGENCY SITUATIONS

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. participants in an activity or program b. colleagues c. small group or larger group d. experienced or inexperienced
2. **Contextual issues**	a. acceptability to group/party members b. degree of urgency c. time constraints d. impact on the environment
3. **Development of situation**	a. spread of fire b. threat to adjoining areas c. danger of explosion d. loss of communications e. involvement of additional persons
4. **Emergencies**	a. fire b. hazardous releases, chemical spills c. bomb threats d. civil disorder e. medical (eg, bites, stings, epileptic fit, heart attack) f. injuries g. panic and other emotional responses h. equipment failure i. lost party or party member j. result of environmental conditions (eg, heat, cold, wet, snow, wind, blizzards, lightning, bushfires, floods, high seas) k. activity-specific (eg, stranded, "frozen" or wedged participant)
5. **Emergency reports and signals**	a. observation b. verbal c. emergency warning system d. emergency alarm system e. hand signals f. verbal reports g. telephone communications h. radio communications i. whistles
6. **Emergency Services**	a. Police Search and Rescue b. State Emergency Service c. Fire Brigade d. Ambulance Service e. Land Management Authorities (eg, National Parks, Forestry) f. Australian Volunteer Coastguard
7. **Hazards**	a. biological b. chemical c. mechanical d. electrical

		e.	thermal
		f.	explosive
		g.	structural
		h.	climatic
		i.	psychological (eg, critical incident stress)
		j.	nuclear
		k.	security related
		l.	wildlife related
8.	**Management authorities**	a.	Facility owners
		b.	City Councils, Local Government authorities
		c.	National Parks and Forestry services
		d.	Fisheries departments
		e.	private land owners, crown land lessees, Defence forces
		f.	Aboriginal communities,
		g.	Water authorities
		h.	Commissions (eg, hydro-electricity, alpine resort)
9.	**Occupational health and safety requirements**	a.	State/territory/commonwealth legislation
		b.	Australian Standards
		c.	Occupational Health and Safety legislation
		d.	industry codes of practice
		e.	organisation's policies and procedures
10.	**Personal protective equipment**	a.	fire-fighter protective clothing
		b.	helmets
		c.	boots
		d.	gloves
		e.	breathing apparatus
		f.	protective clothing
		g.	protective hose lines or sprays
		h.	safety eye washes
		i.	safety showers
11.	**Plans of action**	a.	Search procedures (search of likely routes followed, systematic search, voice or whistle contacts)
		b.	evacuations
		c.	control of fire
		d.	administering of first aid
		e.	assistance to injured party member
		f.	retrieval of party member
		g.	activity-specific rescue techniques
12.	**Relevant people to assist evaluation**	a.	other emergency team members
		b.	emergency response related persons as detailed in emergency procedures
13.	**Resources**	a.	other clients/group members
		b.	food
		c.	equipment
		d.	client's experience
14.	**Situation variables**	a.	capabilities of the group/clients
		b.	weather conditions
		c.	topography
		d.	time frame for survival
		e.	other time factors
		f.	human resources
		g.	available food and water
		h.	size of search area
		i.	time of day
		j.	communications facilities and difficulties
		k.	emotional and physical condition of the clients/group

Evidence Guide

RESPOND TO EMERGENCY SITUATIONS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of potential emergency situations within the community recreation, fitness, outdoor recreation or sport industry and must confirm the ability to apply knowledge of emergency procedures to the management of activity-specific emergencies b. Assessment of performance should be over a period of time covering all categories of each range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Accurately evaluate the emergency c.2 Avoid/control escalation of the emergency c.3 Develop a plan of action decisively c.4 Efficiently implement a plan of action c.5 Deal with contingencies
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX EME 002A Participate in the control of minor emergencies b. This unit must be assessed in conjunction with the following unit(s): b.1 activity specific or community recreation/fitness/outdoor recreation/sport specific emergency response or rescue units c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 PUX EMEO 02A Manage injuries in emergency incident
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 First aid knowledge appropriate to the location a.2 Use of communications equipment a.3 Safety procedures near rescue equipment a.4 Organisational and legal policies and procedures in the event of an accident/incident a.5 Activity specific rescue techniques and/or emergency techniques specific to a sector of the sport and recreation industry a.6 Procedures to deal with death of a client b. Underpinning skills b.1 First aid skills appropriate to the location b.2 Activity specific rescue techniques or emergency response techniques b.3 Adaptability and resourcefulness to improvise resources and cope with contingencies b.4 Problem solving and contingency management b.5 Local call out procedures to access emergency services personnel
4.	**Resource implications**	a. Assessment of this competency requires access to emergency response equipment appropriate to the learner's work environment (ie, within the community recreation, fitness, outdoor recreation or sport industry) b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables, contexts and types of emergency situations applicable to a particular work environment within the sport and recreation industry
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

SRX EME 004A   COORDINATE EMERGENCY RESPONSE

EME   Emergency response

DESCRIPTION: This unit covers the knowledge and skills to coordinate a response to an emergency situation, in accordance with an organisation's policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate response to emergency reports or signals	a. Emergency ***reports and signals*** are correctly identified and actioned b. Where appropriate, ***emergency stations*** are attended and operated according to procedures *c. **Emergency situations** are assessed and details reported according to procedures* d. Emergency response actions are coordinated according to ***procedures***
2. Anticipate the behaviour and characteristics of typical emergencies	a. An examination of the situation is conducted b. Emergency action plan is based on current situation and possible ***development*** c. Needs are prioritised promptly and accurately
3. Coordinate and apply operating instructions	a. Organisational emergency ***procedures*** and policies are correctly implemented b. ***Occupational health and safety requirements*** and safe working practices are applied
4. Coordinate the rescue procedure	a. The safe use of ***emergency equipment*** is determined and coordinated b. Equipment selection to match the type of emergency is supervised c. Selection of rescue technique is supervised to ensure safety and effectiveness d. Where necessary, equipment and techniques are improvised
5. Coordinate, initiate and control evacuation	a. Situations beyond the capability of the emergency team are referred promptly to the appropriate authorities for assistance b. Information and assistance is provided to relevant authorities c. If necessary, ***emergency evacuation*** is controlled and coordinated to organisational procedures or directions from relevant authorities d. The ***welfare*** of non-evacuated persons is arranged and coordinated
6. Coordinate operational procedures	a. An operational log is maintained throughout the rescue activity or completed immediately thereafter b. Emergency team members are advised to refer media inquiries to the nominated spokesperson

Range of Variables

COORDINATE EMERGENCY RESPONSE

VARIABLE STATEMENT	CATEGORIES
1. **Development**	a. spread of fire b. threat to adjoining areas c. danger of explosion d. loss of communications and involvement of additional persons
2. **Emergency equipment according to local policy**	a. hoses, hose reels b. monitors c. foam equipment and extinguishers d. blankets e. spill kits f. personal protective clothing/equipment g. ladders h. salvage gear i. rescue equipment j. first aid and evacuation equipment /resources
3. **Emergency evacuation**	a. total b. partial c. to an external refuge d. to an internal refuge
4. **Emergency situations**	a. fire b. hazardous releases and uncontrollable processes c. smoke spread d. bomb threats or civil disorder e. environmental (severe storms, earthquakes, floods) f. other natural or man-made disasters g. specific emergencies occurring during participation in/conduct of sport and recreation activities
5. **Emergency stations**	a. emergency warning and control points b. assembly points c. fire points d. appropriate locations in d.1 snow d.2 water d.3 bush or caves d.4 positions along the edge of the water d.5 at the top or base of a pitch
6. **Occupational health and safety requirements**	a. state legislation b. Australian standards c. Occupational Health and Safety legislation d. industry codes of practice e. organisation's procedures
7. **Procedures**	a. practices may be written or verbal b. instructions outlining the organisations fire and/or emergency procedures or practices and/or operating instructions and/or procedures for emergency control equipment

8.	**Reports and signals**	a.	observation
		b.	verbal
		c.	emergency warning system
		d.	emergency alarm system
		e.	hand signals
		f.	verbal reports
		g.	telephone communications
		h.	radio communications
		i.	whistles
9.	**Welfare**	a.	relocating evacuated person to other areas
		b.	advising relatives
		c.	arranging transport and collecting personal items

Evidence Guide

COORDINATE EMERGENCY RESPONSE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the organisation's procedures and relevant Occupational Health and Safety legislation to assess emergency situations and coordinate a response to emergency situations within the community recreation, fitness, outdoor recreation or sport industry
		b. Assessment of performance should be over a period of time covering all categories of each range of variable statement that are applicable in the learners environment
		c. Assessment must confirm the ability to apply knowledge of emergency procedures to the coordination of general and sport or recreation activity-specific emergencies
		d. In particular, assessment must confirm the ability to:
		d.1 Classify the emergency and recognise situations that must not be attacked because of risk of life
		d.2 Recognise hazards and precautions to be taken during emergency response and actions to take in response to developing situations
		d.3 Anticipate the escalation/development of the emergency situation
		d.4 Correctly apply operating procedures, occupational health and safety requirements and legislation to the coordination of a response
		d.5 Supervise the correct use of rescue techniques and equipment
		d.6 Recognise equipment operation characteristics, limitations and procedures
		d.7 Identify damaged, faulty or unserviceable equipment and recognise the hazards involved with the use of emergency equipment
		d.8 Assess the need, type and level of evacuation and apply correct emergency evacuation procedures
		d.9 Understand and/or use emergency evacuation signals or alarms
		d.10 Maintain an operational log of the emergency actions
		d.11 Deal with media inquiries in accordance with the organisation's procedures
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		a.1 SRX EME 003A Respond to emergency situations
		b. This unit must be assessed in conjunction with the following unit(s):
		b.1 activity specific or community recreation/fitness/outdoor recreation/sport specific emergency response or rescue units
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		c.1 SRX OHS 002A Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs and maintain Occupational Health and Safety standards
3.	**Required knowledge and skills**	a. Underpinning knowledge
		a.1 First aid knowledge and procedures
		a.2 Use of communications equipment
		a.3 Organisational and legal policies and procedures in the event of an accident/incident
		a.4 Activity specific rescue techniques
		a.5 Legal requirements in the event of a death
		a.6 Relevant emergency response agencies within the activity area/location and the process to contact them
		a.7 Organisation's emergency plan and contingency plan

		b.	Underpinning skills b.1 First aid procedures appropriate to the activity location b.2 Activity specific rescue techniques b.3 Problem solving to assess emergency situation and develop action plan b.4 Contingency management b.5 Adaptability and resourcefulness to improvise equipment/techniques
4.	**Resource implications**	a. b.	Assessment of this competency requires access to emergency response procedural documents and equipment appropriate to the learner's work environment (ie, within the community recreation, fitness, outdoor recreation or sport industry) Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables, contexts and types of emergency situations applicable to a particular work environment within the sport and recreation industry
6.	**Context for assessment**	a. b. c. d.	Competency must be demonstrated in a real work environment In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	2	1	2	2

EVENTS

EVT

Contents

SRX EVT 001A   CO-ORDINATE GUEST/DELEGATE REGISTRATIONS AT VENUE

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to prepare registrations and coordinate the on-site registration of guests/delegates at a meeting or event.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan registration process**	a. The **database** is established in accordance with agreed procedures and requirements for a specific meeting/event b. **Registrations** are received and accurately processed in accordance with agreed procedures and **timelines** c. Accommodation and travel requirements are correctly actioned in accordance with agreed procedures d. Special delegate requirements are reported to suppliers e. Confirmations are issued in accordance with agreed procedures and within designated **timelines** f. Where necessary, **action to boost numbers** is undertaken in accordance with **instructions** g. **Documents and other materials** are distributed to registered delegates/guests in accordance with requirements of the specific meeting/event
2. **Prepare for registration**	a. All **materials and equipment** required for registration are prepared and checked prior to the meeting/event b. Arrangements for set up of registration area are checked and confirmed with the venue in accordance with agreed procedures c. **Access details** are confirmed with the venue
3. **Set up registration area**	a. Registration location and set up are checked in accordance with pre-arranged requests to venue b. Set up is checked to ensure **safety** of guests/delegates and colleagues including those with disabilities c. Signage is erected as per agreed requirements d. Equipment is installed and its working order is checked prior to commencement of meeting/event e. Materials are prepared and appropriately positioned within the registration areas including the following as appropriate: name tags; delegate kits; stationery; spare supplies; and delegate reports f. Where appropriate, familiarisation of the venue is undertaken
4. **Process registrations**	a. Guests/delegates are welcomed in a courteous and friendly manner b. Guest/delegate questions in relation to the meeting/event are correctly and politely answered c. Details are checked and recorded in accordance with agreed registration procedures including the following as appropriate: payment status; and accommodation details d. Discrepancies are identified and actioned with minimum disruption to the guest/delegate including: on-site registrations; and incorrect names e. No shows are accurately recorded f. Guests/delegates are accurately advised on features of the meeting/event and venue and provided with appropriate materials g. Registration numbers are monitored and accurately reported on a regular basis to appropriate colleagues/clients/suppliers

5.	**Finalise registrations and produce materials**	a.	Registration details are finalised within designated *timelines*
		b.	Name tags and other individual delegate documentation are accurately produced and checked in accordance with agreed style for a specific meeting/event
		c.	Guest/delegate reports/lists are accurately produced to include all required information including the following as appropriate: payment status; special requests; and further action required at venue

Range of Variables

COORDINATE GUEST/DELEGATE REGISTRATIONS AT VENUE

VARIABLE STATEMENT	CATEGORIES
1. **Access details**	a. time access is available for set up b. access time on day of meeting/event c. contact person at venue
2. **Action to boost numbers**	a. increase publicity b. phone prospective delegates c. discount registration fee d. group registration fee e. offer free registration to sponsors/staff
3. **Database**	a. manual b. automated
4. **Documents and other materials**	a. name tags b. delegate kits c. guest/delegate lists d. agenda e. travel and accommodation confirmations f. venue details g. parking details
5. **Instructions**	a. written b. verbal c. supervisor d. manager
6. **Materials and equipment**	a. computer b. promotional display materials c. stationery d. signage e. cash float
7. **Registrations**	a. manual b. automated
8. **Safety**	a. access to venue is clear and complies with Occupational Health and Safety procedures b. equipment leads are taped down or covered with a mat c. adequate space is left between tables and chairs d. passage ways and corridors are clear e. overhanging equipment and decorations are securely attached f. signage is secure
9. **Timelines**	a. Organisation's procedures for the receipt, processing and confirmation of registrations for meetings/events within a time that allows all necessary action to be completed before the meeting/event

Evidence Guide

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COORDINATE GUEST/DELEGATE REGISTRATIONS AT VENUE

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1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of planning and coordinating the on-site registration of a meeting or event in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Prepare all materials and equipment necessary for the successful operation of a meeting or event
			c.2 Liaise with the venue management to ensure all arrangements are understood
			c.3 Ensure all signage and equipment are set up and checked in advance of the meeting/event
			c.4 Ensure all safety/risk issues associated with the meeting/event are identified and corrected
			c.5 Accurately process registrations and produce accurate registration materials within organisation acceptable timeframes
			c.6 Use typical meeting/event registration systems
			c.7 Effectively solve problems as they arise in the administration of meeting/event registration
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 Nil
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Organisation's policy and procedures for coordinating a meeting/event
			a.2 Organisation's policy and procedures for the receipt and processing of registrations for meetings/events
			a.3 Organisation's policy and procedures for arranging travel and accommodation
			a.4 Registration procedures for a range of meetings/events
			a.5 Development of promotional displays and material
			a.6 Occupational Health and Safety and risk management procedures for coordination of meetings/events
		b.	Underpinning skills
			b.1 Organisational skills in terms of event planning
			b.2 Use of technology and equipment for coordination of meetings/events
			b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment
			b.4 Research skills to seek information on the most appropriate promotional materials to use at the meeting/event
			b.5 Problem solving skills to identify the best course of action if a piece of equipment does not work correctly and best course of action to boost delegate numbers, if required
			b.6 Literacy skills to clarify information in regard to registered guests/delegates

4.	**Resource implications**	a.	Assessment of this competency requires access to a meeting or event with commonly used registration facilities and equipment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

SRX EVT 002A   ORGANISE MEETING/EVENT AND PROVIDE ON-SITE MEETING/EVENT MANAGEMENT SERVICES

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to organise meetings/events and manage the actual preparation, set up and operation of a meeting or event within a sport and recreation organisation.

ELEMENT	PERFORMANCE CRITERIA
1. Co-ordinate meeting/event bookings	a. Enquires for **meeting/event** bookings are courteously and correctly answered b. **Meeting/event requirements** are discussed with **clients** and advice is offered to assist them in planning the **meeting/event** c. Where necessary consultations are held with colleagues to discuss **clients** requirements and how these can be met d. Size and style of **facilities** are considered and explained to the **clients** before accepting bookings for **meeting/events** e. Where appropriate, **facilities** are shown to **clients** f. Bookings are accurately recorded and confirmed with the **clients** in accordance with organisation's procedures g. Details are agreed with the **client** and confirmed in writing including deposit and final payment requirements
2. Arrange meeting/event details	a. Information is passed to all appropriate colleagues to ensure effective planning of **meeting/event** elements b. **Staffing needs** are accurately identified and organised c. Possible effects of **special meeting/events** on other clients are considered and appropriate action is taken d. Where appropriate, the need for the services of external suppliers is identified and bookings are made and confirmed in writing e. Special stock requirements are organised in a timely fashion f. The **meeting/event** sheet is prepared in consultation with appropriate colleagues g. All details on the **meeting/event** sheet are confirmed with the client h. **Meeting/event** sheets are distributed in accordance with **meeting/event** and organisation requirements i. Where appropriate, briefings are held to ensure the smooth running of the **meeting/event**
3. Prepare for on-site management	a. Plans are developed for on-site management in accordance with agreed procedures for **meeting/event** b. Final arrangements for all aspects of the **meeting/event** are checked c. Materials are created/collated to facilitate effective on-site management including: running sheet; copies of agreements with all suppliers; and contact numbers for all suppliers d. Operational staff are briefed prior to the **meeting/event**
4. Oversee meeting/event set up	a. Contact is established with nominated **supplier** personnel at the appropriate time and requirements are reconfirmed/agreed b. Where necessary, adjustments are made and agreed with the **supplier** c. All **aspects of set up** are checked in accordance with pre-arranged agreements d. All **aspects of set up** are checked to ensure **safety** of guests/delegates and colleagues including those with disabilities

		e.	Deficiencies and discrepancies are promptly identified and action taken to rectify the situation
		f.	Where appropriate, additional on-site staff are fully briefed on required details of the *meeting/event* operation
5.	**Monitor and evaluate meeting/event operation**	a.	Set up and conduct of the *meeting/event* is monitored to ensure service meets clients needs and is in accordance with agreed requirements
		b.	Sessions and activities are monitored throughout the *meeting/event*
		c.	Problems are promptly identified and action taken to resolve the situation
		d.	Additional requirements are identified and promptly organised
		e.	Liaison with *client* is undertaken throughout the *meeting/event* to ensure it is progressing to their satisfaction
		f.	Feedback is obtained from clients and operations staff and information used in future *meeting/event* organisation
		g.	Liaison is undertaken with all *suppliers* on an ongoing basis to ensure delivery of services
		h.	*Meeting/event* is finalised in accordance with organisation procedures
6.	**Oversee meeting/event breakdown**	a.	*Break down* of *meeting/event* is overseen in accordance with agreements
		b.	Materials and equipment are packed and removed in accordance with agreements
		c.	The venue is checked to ensure items and belongings are not left behind
		d.	Where appropriate, de-briefing is held with *suppliers*
		e.	Accounts are checked and signed in accordance with *supplier* agreements
		f.	Outstanding items for action are noted for further action

Range of Variables

ORGANISE MEETING/EVENT AND PROVIDE ON-SITE MEETING/EVENT MANAGEMENT SERVICES

VARIABLE STATEMENT	CATEGORIES
1. Aspects of set up	a. availability of all materials and equipment b. room set ups c. staging d. technical equipment e. display and signage f. food and beverage arrangements g. registration areas
2. Break down	a. agreed time b. agreed personnel c. ensuring security of all materials d. in accordance with venue requirements
3. Client	a. internal manager b. sponsor c. client
4. Facilities	a. meeting room b. hall c. ballroom d. theatre e. sound equipment f. lighting equipment g. podium h. stage i. audio visual equipment j. projection equipment k. display stands
5. Meeting/event	a. breakfasts b. lunches c. dinners d. seminars e. conferences f. cocktail parties g. product launches h. presentations i. meetings j. information sessions k. events
6. Meeting/event requirements	a. menus b. style and format of occasion c. layout of room d. technical requirements e. timing details including access and break down
7. Safety	a. access to venue is clear and complies with Occupational Health and Safety procedures b. equipment leads are taped down or covered with a mat

	c.	adequate space is left between tables and chairs
	d.	passage ways and corridors are clear
	e.	overhanging equipment and decorations are securely attached
	f.	signage is secure
8. Special functions	a.	clients in competition with sponsors
	b.	meeting/events of a political nature or message
	c.	meeting/events involving children
	d.	meeting/events involving animals
9. Staffing needs	a.	number of staff required
	b.	skills of staff required
	c.	staff rosters
10. Supplier	a.	venues
	b.	speakers
	c.	staging and audio visual suppliers
	d.	display suppliers
	e.	caterers
	f.	entertainers
	g.	equipment hire companies

Evidence Guide

ORGANISE MEETING/EVENTS AND PROVIDE ON-SITE MEETING/EVENT MANAGEMENT SERVICES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of organising meetings/events in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Demonstrate the ability to tailor the services of the organisation to meet clients needs
		  c.2 Demonstrate knowledge of the types and range of meeting/event services that may be required
		  c.3 Conduct the entire meeting/event organisation process and ensure meeting/event services meet the agreed requirements of clients
		  c.4 Manage the on-site operation of a meeting or event including all aspects of preparation, set up, operation and move out
		  c.5 Ensure meeting/event information is presented accurately
		  c.6 Effectively solve problems as they arise during the conduct of meetings/events

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX EVT 001A Coordinate guest/delegate registration at venue
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the booking, coordination and management of meetings/events, including procedures for the distribution of meeting/event sheets
		  a.2 Organisation's policy and procedures for contracting suppliers and processing of accounts
		  a.3 Registration procedures for a range of meetings/events
		  a.4 Knowledge of typical food and beverage requirements for meeting/events
		  a.5 Knowledge of typical technical requirements and layouts for meeting/events
		  a.6 Development of promotional displays and material
		  a.7 Public relations knowledge for servicing of clients
		  a.8 Occupational Health and Safety and risk management procedures for coordination of meeting/events
		
		b. Underpinning skills
		  b.1 Planning and organisational skills in relation to meeting/event planning and management of on-site activities
		  b.2 Use of technology and equipment for coordination of meeting/events
		  b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment
		  b.4 Negotiation skills in relation to on-site activities
		  b.5 Research skills to seek information on the most appropriate

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Organise meeting/event and provide on-site meeting/event management services **SRX EVT 002A**

		promotional materials to use at a meeting/event
		b.6 Problem solving skills to identify the best course of action if meeting/event is not running as planned, including: equipment does not work during a meeting/event; and/or insufficient staff or food arrives
		b.7 Literacy skills to clarify information in regard to the use of technical equipment necessary for a meeting/event
		b.8 Numeracy skills in regard to checking the accuracy of accounts
4.	**Resource implications**	a. Assessment of this competency requires access to meetings and events in a variety of meeting/event facilities
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of the range of variable statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	3	1

SRX EVT 003A   COORDINATE EVENTS

EVT   Events

DESCRIPTION: This unit covers the knowledge and skills required to conduct market research and identify possible gaps in the delivery of special events, and the coordination and evaluation of such a special event.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse opportunities to organise *special events***	a. The current market is assessed for events planned in a similar field and '***gaps' in the delivery of service*** are identified b. Recommendations based on research are prepared and presented to designated person(s)
2. **Prepare brief**	a. Available ***resources*** are identified, the financial situation is assessed and timeframes are considered b. Brief, budgets and timeframes are drafted in line with research results and in accordance with the goals and objectives of the organisation
3. **Coordinate details and delegate duties to team members**	a. Various ***details*** of the event organisation are delegated to ***team members*** with guidelines provided for achieving goals within designated timelines b. Individual differences and abilities are identified from appropriate roles and responsibilities and then allocated to suitable ***team members*** c. Performance requirements and evaluation criteria for the team and ***team members*** are established, agreed upon and recorded d. Progress of ***team members*** is monitored and evaluated to ensure work is progressing to expectations
4. **Develop contingency plans**	a. Contingency plans are formulated and implemented after an assessment of possible ***deviations from the norm***
5. **Conduct post-event evaluations**	a. Delivery of event is assessed to determine whether the original needs were met effectively and efficiently b. ***Reports*** are prepared and recommendations are made

Range of Variables

COORDINATE EVENTS

VARIABLE STATEMENT	CATEGORIES
1. **Details**	a. dates b. venue c. type of activity d. format e. entertainment f. catering g. travel arrangements h. accommodation i. marketing and promotion j. specialised equipment k. single event l. multiple event m. sanctions n. first aid o. individual participant needs

2. **Deviations from the norm**	a. weather conditions
	b. duty of care
	c. legal considerations
	d. catering
	e. numbers fluctuating from expected
	f. staffing factors
	g. disputes
	   g.1 internal
	   g.2 external
	h. other factors outside the control of the organisation

3. **Gaps in delivery of service**	a. location b. venue c. type of activity d. categories e. dates
4. **Reports**	a. financial acquittals b. post event evaluation and recommendations
5. **Resources**	a. personnel b. finances c. facilities d. sponsorship

6. **Special events**	a. carnivals/sports tournament/matches/races
	   a.1 swimming
	   a.2 marathon
	   a.3 fun runs
	   a.4 triathlons
	b. single event
	c. multiple event
	d. knockout contests
	e. round robins

7.	**Team members**	a.	paid employees
		b.	volunteers
		c.	contractors
		d.	interested parties
		e.	organisation members
		f.	media outlets

Evidence Guide

COORDINATE EVENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of coordinating special events in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Identify gaps in the market for the delivery of special events
		  c.2 Plan, budget and set timelines for a special event that is in line with goals and objectives of the organisation
		  c.3 Coordinate the activities of team members during a special event
		  c.4 Contingency plans are developed to be implemented in the event of a deviation from set operating procedures during the special event
		  c.5 Prepare reports detailing an assessment of the special event
		  c.6 Finalise financial accounts and prepare financial records for inspection by the auditor

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals
		  c.2 THT PPD 08A Plan and develop meeting/event proposals and bids
		  c.3 THT PPD 09A Develop conference programs
		  c.4 THT PPD 11A Develop and implement meeting/event management systems and procedures

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the management of meetings/events
		  a.2 Organisation's policy and procedures for contracting suppliers
		  a.3 Organisation's procedures for coordinating a function or event
		  a.4 Occupational Health and Safety and risk management procedures for coordination of functions and events
		  a.5 Knowledge of typical technical requirements for functions
		  a.6 Knowledge of typical layouts for functions
		  a.7 Development of promotional displays and material
		  a.8 Public relations knowledge for servicing of clients
		  a.9 Organisation's procedures for processing of accounts to be paid
		  a.10 Industrial Relations Act
		  a.11 Insurance laws
		  a.12 Local government by-laws
		
		b. Underpinning skills
		  b.1 Organisational skills in terms of event planning
		  b.2 Use of technology and equipment for coordination of events
		  b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment
		  b.4 Research skills to seek information on the current market for

		events
		b.5 Problem solving skills to identify the best course of action if equipment does not work during an event and/or insufficient staff or food arrives
		b.6 Literacy skills to clarify information on current market gaps for special events
4.	**Resource implications**	a. Assessment of this competency requires access to market research on special events
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	2	-	2	1

SRX EVT 004A   PLAN AND MANAGE CONFERENCES ON BEHALF OF MANAGEMENT TO ACHIEVE IDENTIFIED GOALS

EVT   Events

DESCRIPTION: This unit covers managing a conference, including the planning stages, preparation of materials and participants, promotion, coordination on the day/s, taking follow-up action, all within timelines.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan conference**	a. ***Purpose*** of ***conference*** is clarified with management b. Budget is planned and projections made in conjunction with management c. Possible sponsorship opportunities are identified d. Conference program is developed in line with stated purpose e. Relevant ***participants*** are identified f. Time and venue of conference are arranged
2. **Organise conference**	a. ***Participants*** are invited b. ***Participants' special needs*** are identified and noted c. ***Program details*** are prepared d. Conference papers are prepared from ***relevant sources*** e. Conference papers and details on accommodation and registration are dispatched to participants within ***designated timelines*** f. Speakers are invited and ***briefed*** g. Venues and times are confirmed h. Costs are estimated and confirmed to budget i. Registration procedures are established j. Transport and accommodation requirements are confirmed k. ***Participants' special needs*** are catered for
3. **Promote conference**	a. Sponsorship proposals are prepared and presented to potential sponsors b. Publicity material is prepared and dispatched
4. **Coordinate conference proceedings**	a. Participants are ***registered*** b. Access is managed for ***participants***, support personnel, emergency services, media c. Changes to the published agenda are ***communicated*** to participants d. ***Contingency arrangements*** are made to ensure the smooth running of conference e. Speakers are greeted and hosted throughout conference f. Organisation of administration throughout the conference is managed g. The venue is maintained in good repair and cleanliness h. Equipment is accounted for and returned cleaned and in working order
5. **Follow up conference proceedings**	a. Follow up outcomes of the conference b. Prepare papers from conference for publication c. Speakers/participants are debriefed d. Evaluations of the conference are analysed and ***noted*** e. Speakers are thanked for participating

Range of Variables

PLAN AND MANAGE CONFERENCES ON BEHALF OF MANAGEMENT TO ACHIEVE IDENTIFIED GOALS

VARIABLE STATEMENT	CATEGORIES
1. **Briefed**	a. date, venue of conference b. equipment available c. theme of conference d. nature of audience e. topic of speech/session to be delivered f. other speakers
2. **Communicated**	a. note in conference kit b. announcement c. notice displayed
3. **Conference**	a. nature b. size c. small d. large e. simple f. complex g. event program
4. **Contingency arrangements**	a. contact details of all caterers, equipment hirers b. stand in speakers, presenters c. additional administration staff available d. indoor venue pre–arranged in case of wet wether e. stand in entertainers f. additional kits available g. timetable modified to accommodate late arrivals and entries
5. **Designated timelines**	a. organisation's procedures for the dispatch of conference documents to participants in time for them to read and prepare for the conference
6. **Noted**	a. for incorporation into organisation's aims and objectives b. for incorporation into relevant policy and procedures c. for reference in developing future conference programs d. for improvements in the organisation/administration of future conferences
7. **Participants**	a. promoters b. sponsors c. prospective sponsors d. clients e. prospective clients f. staff g. speakers h. spectators
8. **Participants' special needs**	a. disability access and/or equipment b. interpreters c. additional/special equipment d. dietary requirements

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Plan and manage conferences on behalf of management to achieve identified goals   **SRX EVT 004A**

9. **Program details**	a. venue address b. venue access and parking details c. date and times d. program and speakers e. accommodation details f. payment details
10. **Purpose**	a. promotion b. income generation c. product launch d. information on organisation e. objective of the organisation f. staff training
11. **Registered**	a. attendance/absence recorded b. payment confirmed c. conference kit distributed d. name tag distributed e. special needs attended to
12. **Relevant sources**	a. conference speakers b. research papers c. organisation's aims and objectives d. venue assets and limitations

Evidence Guide

	PLAN AND MANAGE CONFERENCES ON BEHALF OF MANAGEMENT TO ACHIEVE IDENTIFIED GOALS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the planning and management of conferences in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: 　c.1 Make conference arrangements according to plan 　c.2 Complete administrative procedures accurately and within designated organisation timelines 　c.3 Promote the conference effectively 　c.4 Prepare contingency plans 　c.5 Ensure the conference runs smoothly 　c.6 Ensure necessary follow-up action is taken
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): 　a.1 SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services b. This unit must be assessed in conjunction with the following unit(s): 　b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): 　c.1 SRX EVT 003A Coordinate events 　c.2 THT PPD 08A Plan and develop meeting/event proposals and bids 　c.3 THT PPD 09A Develop conference programs 　c.4 THT PPD 11A Develop and implement meeting/event management systems and procedures
3.	**Required knowledge and skills**	a. Underpinning knowledge 　a.1 Organisation's policy and procedures for the management of conferences 　a.2 Organisation's policy and procedures for contracting suppliers 　a.3 Occupational Health and Safety and risk management procedures for coordination of conferences 　a.4 Knowledge of typical technical requirements for conferences 　a.5 Knowledge of typical layouts for conferences 　a.6 Development of promotional displays and material 　a.7 Public relations knowledge for servicing of clients/guests/delegate/speakers 　a.8 Organisation's procedures for processing of accounts to be paid 　a.9 Industrial Relations Act 　a.10 Insurance laws 　a.11 Local government by-laws b. Underpinning skills 　b.1 Organisational skills in terms of conference planning 　b.2 Use of technology and equipment for coordination of conferences 　b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment 　b.4 Research skills to seek information on appropriate speakers for conferences

		b.5 Problem solving skills to identify the best course of action if equipment does not work during a conference and/or insufficient staff or food arrives
		b.6 Literacy skills to clarify information on organisation's identified goals for the conference
4.	**Resource implications**	a. Assessment of this competency requires access to a real conference planning process
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	2	-	2	1

SRX EVT 005A   MANAGE SPECIAL EVENTS

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to initiate research on the need for an event, to assess the viability of the event and to oversee the development of planning process for the event.

ELEMENT	PERFORMANCE CRITERIA
1. **Recognise the need for special events**	a. Initiate the *identification* of the need for a *special event* b. *Viability* of the event concept is assessed
2. **Approve all aspects of special events**	a. All *details* of special event planning is scrutinised and *details* inspected b. All *details* are in accordance with the policies of the organisation c. Questionable areas are clarified and advice/direction is provided to the coordinator of the event d. *Details* are clarified and permission is granted to continue operations e. *Reports* are received, assessed, distributed and evaluated f. Recommendations are assessed and initiated where appropriate

Range of Variables

<table>
<tr><td colspan="2">**MANAGE SPECIAL EVENTS**</td></tr>
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VARIABLE STATEMENT	CATEGORIES
1. **Details**	a. dates b. venue c. type of activity d. format e. entertainment f. catering g. travel h. accommodation i. program j. speakers/presenters/judges/officials
2. **Deviations from the norm**	a. weather conditions b. duty of care c. legal considerations d. catering e. numbers fluctuating f. staffing factors g. disputes (internal/external) h. other factors outside the control of the organisation
3. **Gaps in delivery of service**	a. location b. venue c. type of activity d. categories e. dates
4. **Identification**	a. market research b. survey c. client feedback
5. **Reports**	a. financial acquittals b. procedures and systems report c. achievement of objectives d. management report
6. **Resources**	a. personnel b. finances c. facilities d. sponsorship
7. **Special event**	a. carnival/tournaments/matches/races a.1 swimming a.2 marathon a.3 fun runs a.4 triathlons b. single event c. multiple event d. knockout contests e. round robins

8.	**Team members**	a. paid employees b. volunteers c. contractors d. interested parties e. organisation members f. media outlets g. participants h. speakers/presenters i. judges/officials
9.	**Viability**	a. financial b. number of anticipated participants c. promotional opportunities d. organisation's aims and objectives

Evidence Guide

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MANAGE SPECIAL EVENTS

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1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the management of special events in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Assess the viability of an event
		  c.2 Review the planning and management processes for a special event, clarify uncertainties and give approval for the event to go ahead
		  c.3 Initiate recommendations that have come out of the staging of the event that are appropriate to the organisation

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX EVT 003A Coordinate events
		  a.2 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals
		  a.3 THT PPD 08A Plan and develop meeting/event proposals and bids
		  a.4 THT PPD 09A Develop conference programs
		  a.5 THT PPD 11A Develop and implement meeting/event management systems and procedures
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX EVT 006A Plan, implement and evaluate and event or program
		  c.2 SRX EVT 007A Manage spectators at an event or program

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Comprehensive knowledge of typical event management systems
		  a.2 Issues and problems relating to overall event management
		  a.3 Organisation's policy and procedures for the management of events
		  a.4 Organisation's policy and procedures for contracting suppliers
		  a.5 Occupational Health and Safety and risk management procedures for coordination of events
		  a.6 Knowledge of typical technical requirements for events
		  a.7 Knowledge of typical layouts for events
		  a.8 Public relations knowledge for servicing of clients/guests/delegate/speakers
		  a.9 Organisation's procedures for processing of accounts to be paid
		  a.10 Comprehensive knowledge of conducting market research, survey and client questionnaires
		
		b. Underpinning skills
		  b.1 Organisational skills in terms of event planning
		  b.2 Analysis skills to assess market research, surveys and client questionnaires
		  b.3 Use of technology and equipment for coordination of events in order to assess systems
		  b.4 Referral skills to identify to whom to refer questionable areas of the event program

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage special events **SRX EVT 005A**

		b.5	Research skills to seek information on the viability of an event
		b.6	Problem solving skills in order to advise coordinator of the event of the most appropriate course of action
		b.7	Literacy skills to clarify information on procedures and systems for the management of events
4.	**Resource implications**	a.	Assessment of this competency requires access to sample event concepts
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	2	1	2	1

SRX EVT 006A   PLAN, IMPLEMENT AND EVALUATE AN EVENT OR PROGRAM

EVT   Events

DESCRIPTION: This unit covers the skills and knowledge required to establish the feasibility of an event or program; design a program; develop organisational structures and processes; identify necessary resources; coordinate the implementation of the program; monitor, evaluate and report on the program.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare a bid to hold an event or program**	a. **Procedures** involved in the bidding process are identified and documented b. A **bid** to hold an event is prepared and documented
2. **Plan an event or program**	a. **Purpose and objectives** of the **event or program** is clarified with management and meets the needs of participants and the organisation b. **Resource requirements** are identified c. Budget is planned and projections made in conjunction with management d. Relevant **participants** are identified e. Time and venue of the event program are arranged in the context of other planned and competing events or programs
3. **Develop and implement organisational structures and processes**	a. A timeline, methodology and **roles and responsibilities** are identified and documented b. **Systems and procedures** are developed to meet the requirements of the event or program c. **Contingency plans** are developed to ensure the smooth running of the event or program d. Ensure all **legal, statutory and organisation's requirements** are met
4. **Coordinate event or program**	a. Staff are fully briefed on systems and procedures b. All aspects of the **set up** are checked in accordance with the pre-arranged agreement
5. **Monitor event or program**	a. Difficulties are identified as they arise, assessed for their impact on the event or program and plans are modified or contingency plans implemented and activities modified if necessary b. Liaison with **client** is undertaken throughout the event or program to ensure it is progressing to their satisfaction
6. **Evaluate event or program**	a. Evaluation criteria are developed and documented for each identified objective b. Delivery of the event or program is assessed to determine if purpose and objectives were met effectively and efficiently c. Feedback is obtained from participants, clients and staff d. Information is documented for use in future event or program organisation e. **Reports** are prepared and recommendations are made on areas of improvement that have been identified

Range of Variables

PLAN, IMPLEMENT AND EVALUATE AN EVENT OR PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Bid**	a. technical b. financial c. marketing and promotion plans d. anticipated venues e. expected participants f. expected spectators
2. **Client**	a. internal manager b. sponsor c. government agency d. funding body
3. **Contingency plans**	a. inclement weather b. number of registrations c. personnel d. equipment e. facilities f. venues g. funding h. number of pre-sold tickets i. contact details of all caterers, equipment hirers j. stand in presenters, master of ceremony
4. **Event or program**	a. simple b. complex c. local d. national e. international f. festival g. sport event h. competition i. community event j. function k. conference l. holiday program m. celebration n. product/activity launch o. workshop p. club q. drop in
5. **Legal, statutory and organisation's requirements**	a. federal, state or local government authority permits b. sponsorship obligations c. venue and facility requirements d. sports drug agency e. local and regional authorities f. sponsors g. media h. police i. first aid providers j. fire and emergency services

		k. Occupational Health and Safety
		l. insurance
		l.1 public liability
		l.2 professional indemnity
		l.3 cancellation
		m. organisation's policy and procedures
		n. international competition rules
		o. international sponsor contracts
		p. international media contracts
6.	**Participants**	a. target audience
		b. promoters
		c. sponsors
		d. prospective sponsors
		e. clients
		f. prospective clients
		g. staff
		h. local
		i. national
		j. international
7.	**Procedures**	a. timeframe
		b. aims and objectives of the proposed event
		c. person or body to whom to present bid
		d. budget
		e. expected size and complexity
8.	**Purpose and objectives**	a. promotion
		b. income generation
		c. product /activity launch
		d. information on organisation
		e. objective of organisation
		f. needs of participants
9.	**Reports**	a. financial acquittals
		b. post event evaluation and recommendations
		c. systems and procedural reports and recommendations
10.	**Resource requirements**	a. human
		b. technical
		c. financial
		d. venues
		e. facilities
		f. equipment
		g. transport
		h. accommodation
		i. sponsorship
		j. international competition rules and structures
		k. doping requirements
		l. media
11.	**Set up**	a. availability of all materials and equipment
		b. room set ups
		c. staging
		d. technical equipment
		e. display and signage
		f. food and beverage arrangements
		g. registration areas
		h. security
		i. first aid
		j. media
		k. merchandising
		l. drug testing procedures
		m. social activities

	n. seating
	    n.1 participants and support personnel
	    n.2 spectators

12. Roles and responsibilities	a. finance b. event or program management c. marketing d. support personnel e. safety f. equipment g. venue h. sponsorship i. media j. merchandising
13. Systems and procedures	a. timeframe and methodology b. contingency strategy c. database of rostered staff d. registration system e. database of participants f. database of caterers, equipment hirers, suppliers g. database of program speakers, presenters h. event draw i. newsletters j. media access k. participants venues and facilities l. recording and processing of results m. communication with participants

Evidence Guide

PLAN, IMPLEMENT AND EVALUATE AN EVENT OR PROGRAM

1. Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the factors influencing the planning and implementation of an event or program in the work environment
	b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
	c. In particular, assessment must confirm the ability to:
	   c.1 Prepare a bid to hold an event which includes all key components and requirements that make up a successful bid
	   c.2 Identify the resource requirements necessary to achieve the purpose and objectives agreed upon for an event or program
	   c.3 Develop systems and procedures that will ensure the event or program runs smoothly
	   c.4 Ensure all aspects of the event or program coordination have been checked and are correct
	   c.5 Monitor the program or event to ensure the stated objectives are met and any unforeseen difficulties are handled efficiently and with minimum disruption to the event or program
	   c.6 Evaluate the event or program against stated purpose and objectives and make recommendations for future event or program organisation
	   c.7 Prepare all necessary reports including financial and management

2. Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
	   a.1 SRX EVT 003A Coordinate events
	   a.2 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals
	   a.3 THT PPD 08A Plan and develop meeting/event proposals and bids
	   a.4 THT PPD 09A Develop conference programs
	   a.5 THT PPD 11A Develop and implement meeting/event management systems and procedures
	
	b. This unit must be assessed in conjunction with the following unit(s):
	   b.1 Nil
	
	c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
	   c.1 SRX EVT 005A Manage special events
	   c.2 SRX EVT 007A Manage spectators at an event or program

3. Required knowledge and skills	a. Underpinning knowledge
	   a.1 Comprehensive knowledge of typical event management systems
	   a.2 Issues and problems relating to overall event management
	   a.3 Organisation's policy and procedures for the management of events
	   a.4 Organisation's policy and procedures for contracting suppliers
	   a.5 Occupational Health and Safety and risk management procedures for coordination of events
	   a.6 Knowledge of typical technical requirements for events
	   a.7 Knowledge of typical layouts for events
	   a.8 Public relations knowledge for servicing of clients/guests/delegate/speakers/participants
	   a.9 Organisation's procedures for processing of accounts to be paid

		b. Underpinning skills
		  b.1 Organisational skills in terms of event planning
		  b.2 Analysis skills to assess market research, surveys and client questionnaires
		  b.3 Use of technology and equipment for coordination of events in order to assess systems
		  b.4 Referral skills to clarify legal or technical difficulties with the planning of the event
		  b.5 Research skills to seek information on the viability of an event
		  b.6 Problem solving skills in order to give advice to staff in the event of an unforeseen difficulty during the staging of the event
		  b.7 Literacy skills to clarify information on procedures and systems for the management of events

4.	Resource implications	a. Assessment of this competency requires access to a planned event or program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	1	2	1

SRX EVT 007A MANAGE SPECTATORS AT AN EVENT OR PROGRAM

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to develop and implement a risk management plan and a plan for the admittance, seating and dispersal of crowds of spectators; and develop procedures for managing spectators at an event in an emergency.

ELEMENT	PERFORMANCE CRITERIA
1. **Develop and implement a plan to minimise the risks associated with crowds of spectators at a complex event or program**	a. Legal constraints and requirements are identified in relation to managing spectators at an *event or program* b. *Risks* associated with crowds of spectators are identified and assessed for their impact and planning c. *Risks* associated with the *venue* are identified and assessed for their impact on planning d. The capacities of the *venue* and *facilities* are identified and implications on planning documented e. A maximum limit is set and documented on the number of spectators to be admitted in accordance with identified *risks* and *venue* capacities f. Spectator *facilities* are inspected and to ensure they comply with *legal requirements* g. Any necessary work is undertaken to ensure compliance h. A plan is developed and implemented that minimises the identified *risks* associated with the *venue* and crowds of spectators, and complies with legal constraints and *requirements*
2. **Develop and implement a plan for the management of crowds of spectators at a complex program**	a. The expected number of spectators is estimated based on past attendances at *events or programs* of the same or similar nature b. The number and positions of viewing sites, exits, and aisles are identified and documented c. The number of people required for managing spectators is identified and documented d. Access is restricted to *event or program* participant and performance areas e. A plan is developed and implemented for the management of the estimated number of spectators f. The plan complies with the risk management plan for the program
3. **Develop procedures for managing spectators in an emergency at a complex event or program**	a. Safety equipment is maintained according to manufacturers' specifications b. Safety equipment is inspected regularly and complies with *legal requirements* c. Safety needs of special populations in an *emergency* are identified and documented d. *Procedures* are developed and documented for managing spectators in an *emergency* e. Practice drills are implemented with *event or program* personnel and recorded in a log

Range of Variables

MANAGE SPECTATORS AT AN EVENT OR PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Emergencies**	a. fire b. earthquake c. bombing d. chemical leak or spill e. riot f. illegal entry g. alcohol h. drugs i. medical emergency j. equipment failure k. stage failure or collapse

2. **Event or program**	a. festivals
	b. sport events
	c. competitions
	d. community events
	e. functions
	f. conferences
	g. holiday programs
	h. celebrations
	i. arts events
	j. performances
	k. complex event or program
	    k.1 long lead time – more than three months
	    k.2 large organising team or group – more than three people
	    k.3 several events within the overall event of program
	    k.4 participant and/or audience origin varied
	    k.5 complex organisational structure

3. **Facilities**	a. stadiums b. arenas c. sports grounds d. grandstands e. gymnasiums f. halls g. theatres h. kitchens i. restaurants j. bathrooms/dressing rooms k. swimming pools

4. **Legal requirements**	a. fire egress
	b. Occupational Health and Safety
	c. Risk Management
	d. First aid
	e. insurances
	    e.1 public liability
	    e.2 professional indemnity

5.	**Management**	a. admission b. seating c. movement of crowds of spectators
6.	**Management areas**	a. ticketing b. ushering c. crowd control d. security e. first aid f. catering g. toilet facilities
7.	**Procedures**	a. crowd control b. evacuation c. special populations d. first aid
8.	**Relevant legislation**	a. Occupational Health and Safety b. resource management
9.	**Risks**	a. overcrowding b. crowd stress c. mob behaviour d. protection of participants e. protection of performers f. traffic flows g. areas of congestion h. emergency access of services
10.	**Venues**	a. outdoor environments b. open spaces c. aquatic environments d. parks e. streets f. indoor facilities g. gymnasiums

Evidence Guide

MANAGE SPECTATORS AT AN EVENT OR PROGRAM

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the development of a risk management plan for the management of spectators at an event or program in the work environment
		
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		
		c. In particular, assessment must confirm the ability to:
		  c.1 Ensure the risk management plan identifies all the risks associated with the event or program, puts steps in place to minimise the identified risks and complies with all legal and organisational requirements
		  c.2 Ensure enough personnel are on hand to effectively manage the expected number of spectators
		  c.3 Ensure personnel, procedures and equipment are in place to effectively deal with an emergency

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX RIS 002A Conduct a risk audit and develop a risk management policy
		  a.2 SRX EME 004A Coordinate emergency response
		  a.3 SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX EVT 005A Manage special events
		  c.2 THT PPD 11A Develop and implement meeting/event management systems and procedures

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Comprehensive knowledge of typical event/program management systems
		  a.2 Issues and problems relating to overall event/program management
		  a.3 Organisation's policy and procedures for the management of events/programs
		  a.4 Occupational Health and Safety and risk management procedures for coordination of events/programs
		  a.5 Knowledge of typical technical requirements for events/programs
		  a.6 Public relations knowledge for servicing of clients/guests/delegate/speakers
		  a.7 Occupational Health and Safety legislation
		  a.8 Relevant insurances for the staging of an event/program
		
		b. Underpinning skills
		  b.1 Organisational skills in terms of event planning
		  b.2 Analysis skills to assess risks associated with the staging of events/programs
		  b.3 Use of technology and equipment for coordination of events/programs in order to assess systems
		  b.4 Referral skills to identify to whom to refer questionable safety aspects of the staging of the event/program

		b.5	Research skills to seek information on the legal requirements associated with the event/program
		b.6	Problem solving skills in order to advise coordinator of the event of the most appropriate course of action in an emergency
		b.7	Literacy skills to clarify information on procedures and systems for the management of events
		b.8	Organisational skills in terms of events/programs planning
		b.9	Use of technology and equipment for coordination of events/programs
4.	**Resource implications**	a.	Assessment of this competency requires access to a real event or program in order to develop and implement a risk management plan
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

THT PPD 08A   PLAN AND DEVELOP MEETING/EVENT PROPOSALS AND BIDS

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to plan and develop proposals and bids for the staging of meetings and events.

ELEMENT	PERFORMANCE CRITERIA
1. **Interpret brief**	a. Contents of the brief are accurately *interpreted and assessed* in terms of the organisation's capacity to meet the stated requirements b. Once the decision is made to respond, the *action required* for development of the proposal/bid is identified and planned c. Where appropriate liaison is undertaken with the client to clarify requirements
2. **Develop proposal/bid details**	a. *Details for inclusion in the proposal/bid* are developed after consultation with suppliers and other relevant agencies b. Options are developed to meet and where possible exceed the expectations of the client c. Support for the proposal/bid is sought from *relevant individuals and agencies* d. Possible competitors are evaluated and *strategies developed* to address competitive issues
3. **Develop bid materials**	a. Bid materials are prepared within the *designated timelines* in accordance with the requirements of the brief b. Materials are presented in a format that *maximises the use of presentation and promotional techniques*

Range of Variables

PLAN AND DEVELOP MEETING/EVENT PROPOSALS AND BIDS

VARIABLE STATEMENT	CATEGORIES

1. **Action required**	a. resources allocated
	  a.1 human
	  a.2 physical
	  a.3 financial
	b. program developed
	  b.1 dates
	  b.2 venue/s
	  b.3 topics/break out sessions
	  b.4 partners program
	  b.5 entertainment
	  b.6 speakers
	  b.7 facilitators
	  b.8 session leaders
	  b.9 caterers
	  b.10 equipment hirers
	c. management plan
	  c.1 staffing
	  c.2 responsibilities
	  c.3 timelines
	  c.4 equipment/materials
	  c.5 promotional materials

2. **Details for inclusion in the proposal/bid**	a. general concepts and themes
	b. business program
	c. social program
	d. costs
	e. touring
	f. accommodation
	g. entertainment
	h. staging
	i. special features
	j. sample promotional materials
	k. references and details of other successful undertakings
	l. organisational information
	  l.1 structure
	  l.2 personnel
	  l.3 aims and objectives
	m. support statements, information from other organisations
	n. approach to environmental impacts and issues

3. **Designated timelines**	a. organisation's procedures for the development and presentation of bids in order for the hosting organisation to consider bids

4. **Interpreted and assessed**	a. intent
	  a.1 purpose of meeting/event understood
	  a.2 aims and objectives of meeting/event understood
	  a.3 size of meeting/event understood
	  a.4 intended audience understood
	b. assessed
	  b.1 organisation's aims and objectives are not compromised
	  b.2 organisation has the capacity/skills to manage the meeting/event

		b.3	time lines are obtainable
		b.4	appropriate venues are available
		b.5	expected revenue to the organisation is sufficient
		b.6	profile of the organisation is enhanced
5.	**Maximises the use of presentation and promotional techniques**	a. b. c. d. e. f.	audio visual equipment PowerPoint presentation teleconferencing satellite linkages professional promotional displays and materials professional presenter/s
6.	**Relevant individuals and agencies**	a. b. c. d. e.	organisations/individuals for whom the organisation has successfully organised similar meetings/events prominent people in society politicians sponsors supporters
7.	**Strategies developed**	a. b. c. d. e.	address issues in bid and outline organisation's advantages offer interesting and innovative alternatives speakers more interesting/entertaining/topical/informative venue more interesting entertainment programs more dynamic

Evidence Guide

PLAN AND DEVELOP MEETING/EVENT PROPOSALS AND BIDS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the factors influencing the planning and developing of meeting and event proposals and bids in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Conduct the entire proposal/bidding process for a specific meeting or event c.2 Effectively assess the bid against the organisation's capacity c.3 Coordinate all details and resources to meet the bid requirements c.4 Present the bid in a manner that maximise the potential for the organisation to win the bid
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX EVT 002A Organise meeting/event and provide on-site management services b. This unit must be assessed in conjunction with the following unit(s): b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX EVT 003A Coordinate events c.2 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals c.3 THT PPD 09A Develop conference programs c.4 THT PPD 11A Develop and implement meeting/event management systems and procedures
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Components required for meeting/event proposals and bids and product knowledge in relation to those components a.2 Networks and interrelationships of different industry sectors in relation to meetings/event proposals/bids a.3 Organisation's policy and procedures for the management of meetings/events/conferences a.4 Organisation's policy and procedures for contracting suppliers a.5 Occupational Health and Safety and risk management procedures for coordination of meetings/events/conferences a.6 Knowledge of typical technical requirements for meetings/events/conferences a.7 Knowledge of typical layouts for meetings/events/conferences a.8 Development of promotional displays and material a.9 Public relations knowledge for servicing of clients/guests/delegate/speakers a.10 Organisation's procedures for processing of accounts to be paid b. Underpinning skills b.1 Organisational skills in terms of meeting/event/conference planning b.2 Presentation techniques for proposal and bid materials b.3 Use of technology and equipment for coordination of meetings/events/conferences b.4 Referral skills to identify to whom to refer difficulties with the venue or equipment

		b.5 Research skills to seek information on appropriate speakers for meetings/events/conferences
		b.6 Problem solving skills to identify the best course of action if equipment does not work during a conference and/or insufficient staff or food arrives
		b.7 Literacy skills to clarify information in regard to the assessment and analysis of proposals and bids
4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with typical proposals/bids
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	1

THT PPD 09A   DEVELOP CONFERENCE PROGRAMS

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to design a conference program.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify conference objectives**	a. Overall ***context and scope*** of the conference is identified b. Specific conference objectives are developed and agreed in consultation with relevant ***colleagues and/or clients***
2. **Design conference program**	a. Dates and times are selected to meet agreed objectives b. A theme is developed to complement conference objectives c. Overall conference format is developed within known budget, venue and staging constraints d. Specific components of the program are designed and integrated including the following as appropriate d.1 business program d.2 breaks d.3 food and beverage d.4 social program d.5 pre and post touring elements e. Business program is developed based on ***principles of adult learning*** and incorporates an ***appropriate range of activities***
3. **Finalise program details**	a. Proposed conference program is presented to the ***appropriate people*** within ***required timeframe*** b. Details are agreed/approved in accordance with agreed procedures

Range of Variables

DEVELOP CONFERENCE PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate people**	a. Chief Executive Officer b. Marketing Manager c. Public Relations Manager d. Finance Manager e. supervisor f. manager g. client
2. **Appropriate range of activities**	a. speakers presenting papers on relevant topics b. panel discussions c. break out workshops d. social events e. entertainment f. partner programs g. sight seeing/touring h. free time

3. **Colleagues and/or clients**	a. colleagues
	  a.1 Chief Executive Officer
	  a.2 Marketing Manager
	  a.3 Public Relations Manager
	  a.4 Finance Manager
	  a.5 supervisor
	  a.6 manager
	  a.7 support staff/team members
	b. clients
	  b.1 clients of the organisation
	  b.2 conference promoters
	  b.3 sponsors
	  b.4 clubs
	  b.5 sport and recreation organisations

4. **Context and scope**	a. aims and objectives of organisation b. outcomes of conference c. promotional opportunities d. target market of conference e. size f. complexity g. potential income h. potential speakers/presenters
5. **Principles of adult learning**	a. acknowledgment of life experiences and skills b. acknowledgment of cultural, religious, sexual differences c. involvement in content, structure and implementation of learning experience d. supportive learning environment e. non-critical feedback
6. **Required timeframe**	a. allows the conference program to be considered and recommendations for adjustments incorporated in a time frame that allows for implementation

Evidence Guide

DEVELOP CONFERENCE PROGRAMS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of developing conference programs in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Develop conference objectives c.2 Develop a comprehensive conference program using principles of adult learning c.3 Present conference program to the relevant people and within a specified timeframe
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services b. This unit must be assessed in conjunction with the following unit(s): b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX EVT 003A Coordinate events c.2 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals c.3 THT PPD 08A Plan and develop meeting/event proposals and bids c.4 THT PPD 11A Develop and implement meeting/event management systems and procedures
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Typical conference session formats a.2 Principles of adult learning a.3 Needs of different segments of the market in relation to conference activities (corporate, Government, associations) a.4 Organisation's policy and procedures for the management of meetings/events/conferences a.5 Organisation's policy and procedures for contracting suppliers a.6 Occupational Health and Safety and risk management procedures for coordination of meetings/events/conferences a.7 Knowledge of typical technical requirements for meetings/events/conferences a.8 Knowledge of typical layouts for meetings/events/conferences a.9 Development of promotional displays and material a.10 Public relations knowledge for servicing of clients/guests/ delegate/speakers a.11 Organisation's procedures for processing of accounts to be paid b. Underpinning skills b.1 Organisational skills in terms of meeting/event/conference planning b.2 Use of technology and equipment for coordination of meetings/events/conferences b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment b.4 Research skills to seek information on appropriate speakers for meetings/events/conferences

		b.5 Problem solving skills to identify the best course of action if equipment does not work during a conference and/or insufficient staff or food arrives
		b.6 Literacy skills to clarify information in regard to the stated outcomes of a conference program
4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with sample conference proposals and bids
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	1	2	1

THT PPD 11A   DEVELOP AND IMPLEMENT MEETING/EVENT MANAGEMENT SYSTEMS AND PROCEDURES

EVT   Events

DESCRIPTION: This unit deals with the skills and knowledge required to develop the specific procedures and systems required for the effective management of meetings and events.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify procedural and system requirements**	a. ***Procedural and system requirements*** for the meeting/event are identified in consultation with appropriate colleagues and clients b. Procedural needs of participating suppliers are investigated
2. **Develop systems and procedures**	a. Effective and efficient ***systems and procedures*** are developed to facilitate the management and administration of the meeting/event in relation to a.1 registrations a.2 organising committee a.3 on site management systems including safety and risk assessment a.4 general record keeping and reporting a.5 special needs of particular meetings/events b. Adequate ***resources*** are allocated for system set up and monitoring c. Where appropriate, approval for systems is sought and obtained d. ***Appropriate colleagues*** are fully briefed on the systems and procedures in a timely manner e. Training and support is provided as required
3. **Monitor and review systems and procedures**	a. Efficiency and effectiveness of ***procedures and system*** are monitored b. Suggestions for improvement are sought from colleagues c. Adjustments are made and implemented

Range of Variables

DEVELOP AND IMPLEMENT MEETING/EVENT MANAGEMENT SYSTEMS AND PROCEDURES

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate colleagues**	a. Chief Executive Officer b. Marketing Manager c. Public Relations Manager d. Finance Manager e. supervisor f. manager g. support staff h. client
2. **Procedural and system requirements**	a. timeframe and methodology b. contingency strategy c. database of rostered staff d. registration system e. database of participants f. database of caterers, equipment hirers, suppliers g. database of program speakers, presenters
3. **Resources**	a. human b. technical c. financial
4. **Systems and procedures**	a. manual b. automated

Evidence Guide

DEVELOP AND IMPLEMENT MEETING/EVENT MANAGEMENT SYSTEMS AND PROCEDURES

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the factors influencing the development of specific procedures and systems for the management of meetings and events in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Demonstrate the ability to develop a range of systems and procedures for the total management of a meeting or event
		  c.2 Demonstrate a knowledge of a range of procedures and systems that apply across a broad range of meetings/event styles

2.	Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services
		
		a. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX EVT 003A Coordinate events
		  c.2 SRX EVT 004A Plan and manage conferences on behalf of management to achieve identified goals
		  c.3 THT PPD 08A Plan and develop meeting/event proposals and bids
		  c.4 THT PPD 09A Develop conference programs

3.	Required knowledge and skills	a. Underpinning knowledge
		  a.1 Comprehensive knowledge of typical meeting and event management systems
		  a.2 Issues and problems relating to overall meetings/event management
		  a.3 Organisation's policy and procedures for the management of meetings/events
		  a.4 Organisation's policy and procedures for contracting suppliers
		  a.5 Occupational Health and Safety and risk management procedures for coordination of meetings/events
		  a.6 Knowledge of typical technical requirements for meeting/events
		  a.7 Knowledge of typical layouts for meeting/events
		  a.8 Development of promotional displays and material
		  a.9 Public relations knowledge for servicing of clients/guests/delegate/speakers
		  a.10 Organisation's procedures for processing of accounts to be paid
		
		b. Underpinning skills
		  b.1 Organisational skills in terms of meetings/event planning
		  b.2 Use of technology and equipment for coordination of meetings/event
		  b.3 Referral skills to identify to whom to refer difficulties with the venue or equipment
		  b.4 Research skills to seek information on appropriate procedures and systems for the management of meetings/event
		  b.5 Problem solving skills to identify the best course of action if there

			is a system failure during a meeting or event b.6 Literacy skills to clarify information on procedures and systems for the management of meeting or events
4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with a variety of meeting/event management systems and procedures manuals
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	1	2	1

FACILITY MANAGEMENT

FAC

Contents

SRX FAC 001A   MAINTAIN EQUIPMENT FOR ACTIVITIES

FAC   Facility management

DESCRIPTION: This unit covers the core skills and knowledge to undertake routine maintenance and minor repairs on sport and recreation equipment.

ELEMENT	PERFORMANCE CRITERIA
1. Perform routine equipment maintenance	a. Examination and checking of *equipment* is carried out according to *maintenance* schedule b. Emergency *equipment* is regularly checked to be in correct working order
2. Carry out equipment repairs	a. Necessary minor *repairs* to maintain safe and effective use of *equipment* are undertaken promptly within one's own area of responsibility b. *Repairs* which cannot be carried out are reported to the responsible person c. All service and repair procedures are followed as recommended by manufacturers d. All necessary measures to prevent clients and staff using unsafe *equipment* are undertaken e. Resources required for *equipment maintenance* and *repair* are examined regularly to ensure availability and operational ability f. Working practices are in line with health and safety guidelines
3. Store equipment to maintain a serviceable condition	a. *Equipment* is placed in correct storage area b. *Equipment* is stored and handled so as to avoid *damage* to itself and the environment c. *Equipment* is stored in relation to accessibility and frequency of use d. Storage areas are maintained in a clean and tidy condition e. Accurate and up-to-date written records of stored *equipment* are maintained f. Manufacturer's storage requirements are complied with g. Necessary access and egress are maintained in the case of an emergency h. Security for storage facility is in accordance with operating procedures
4. Complete documentation	a. *Records* of routine *maintenance* and *repairs* are completed promptly, accurately, and legibly in accordance with guidelines

Range of Variables

MAINTAIN EQUIPMENT FOR ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. **Damage**	to be checked for a. damage to fabric and other components b. missing parts c. components requiring restocking or refilling d. failure to operate correctly
2. **Equipment**	a. general pieces of equipment used within a recreation activity b. participant or client specific equipment c. equipment with significant health and safety implications d. large items (requiring lifting and assembly) e. small items f. fragile items g. simple and complex equipment
3. **Maintenance**	a. cleaning b. lubrication c. reinflation d. checking for damage e. restocking or refilling
4. **Records**	to include a. date b. time c. nature of the fault d. repairs or maintenance carried out
5. **Repairs**	a. replacement of faulty or missing parts b. repair of component parts c. repair of structural fabric
6. **Work environment**	includes all recreation situations, for example a. indoor and outdoor activities b. large and small enterprises c. activities within fitness, sport, outdoor recreation and community recreation

Evidence Guide

MAINTAIN EQUIPMENT FOR ACTIVITIES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of equipment repair and maintenance procedures within the work environment
		b.	Assessment of performance should be over a period of time covering all categories of equipment, damage, maintenance and repairs from the range of variables statements that are applicable within the learners work environment in the community recreation, fitness, outdoor recreation or sport industry
		c.	In particular, assessment must confirm the ability to:
			c.1 maintain and repair safety, general, and activity-specific equipment used within at least one activity/discipline of the recreation industry
			c.2 carry out equipment repairs within level of responsibility and skill
			c.3 refer equipment repairs and maintenance to the relevant personnel
			c.4 maintain accurate records of repairs and maintenance
			c.5 correctly store equipment
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		a.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX CAI 003A Provide equipment for activities
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Reasons for carrying out regular maintenance checks
			a.2 Reasons for keeping accurate reports
			a.3 What to look for when checking equipment serviceability
			a.4 Manufacturer's and organisation's guidelines and codes of practice pertaining to equipment maintenance and repair
			a.5 Who the responsible person is
			a.6 Safety standards for equipment within area of responsibility
		a.	Underpinning skills
			b.1 A range of equipment repair techniques within one's area of responsibility relevant to the equipment being maintained
4.	Resource implications	a.	Assessment of this competency requires access to recreation equipment as well as equipment repair and maintenance resources and storage areas
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of equipment, damage, maintenance and repairs from the range of variables statements that are applicable within the learners

work environment in the community recreation, fitness, outdoor recreation or sport industry, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	-	-	-	-

SRX FAC 002A   MAINTAIN SPORT AND RECREATIONAL FACILITIES

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to maintain facilities within a sport and recreation context in accordance with an organisation's policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. **Inspect, clean and maintain** *facilities/areas*	a. Regular inspections to identify potential hazards/problems are carried out in the work area according to workplace *procedures* and standards b. *Areas* and amenities are cleaned and *maintained* to required standards in accordance with Occupational Health and Safety *legislation* c. Chemicals are stored and handled safely according to directions, Occupational Health and Safety, health regulations and organisation guidelines d. *Wastes* and dangerous *chemicals* are disposed of in accordance with Occupational Health and Safety, health regulations and organisation *guidelines*
2. **Monitor necessary supplies**	a. *Supplies* are checked regularly for quantity, quality and expiry date b. *Supplies* are ordered or requested in accordance with organisation *procedures* c. *Supplies* are disposed of according to Occupational Health and Safety *legislation* and organisation regulations
3. **Clean facility areas**	a. The cleanliness of the facility areas is *maintained* in accordance with the approved guidelines and codes of practice b. *Areas are cleaned* at the specified times where possible, with *cleaning agents* which are compatible with their surfaces c. Graffiti and chewing gum are removed, as soon as possible, using the correct cleaning agent d. Notices which warn clients of potentially unsafe areas, resulting from cleaning are clearly and correctly displayed e. Correct clothing/*equipment/*materials and work methods are used f. *Cleaning agents* are used as specified, using the recommended dosages/solution concentrations and chemicals are handled with care g. Cleaning materials, tools and *equipment* are cleaned and returned to the correct storage location
4. **Tidy facility areas**	a. Spillage's, breakage's and waste are removed promptly and safely to the correct place, with minimum inconvenience to clients and staff b. Lockers, baskets, cubicles and other clothing storage facility areas are maintained in a clean and tidy place c. Left belongings are dealt with according to approved *guidelines* and codes of practice d. Correct clothing, equipment and work methods are used e. Rubbish is correctly and hygienically disposed of
5. **Handle cleaning chemicals**	a. *Chemicals* are correctly identified b. *Chemicals* are handled according to current safety regulations c. Correct protective clothing is located and worn as required d. Any spillage's are promptly dealt with according to current *safety regulations*

		e.	Any contamination of the person is promptly dealt with according to the manufacturer's guidelines and a full and accurate report made
		f.	Leaking or damaged containers are immediately reported to the responsible authority
		g.	In the event of an emergency threatening the safety of staff or clients, the correct **procedures** are followed
6.	Organise cleaning chemicals	a.	Chemicals are stored so that the most frequently used are most accessible
		b.	Separation of incompatible chemicals is carried out according to manufacturer's **guidelines** and current regulations
		c.	**Chemicals** are stored in the correct area
		d.	Leaking or damaged containers are promptly reported to the responsible authority
		e.	Levels of chemical stocks are checked as used and the responsible person is informed of any possible change
		f.	The shelf-life of stock is regularly checked and any past the expiry date are promptly removed and correctly disposed of
		g.	Accurate records are kept clean and tidy, and containers are packed in an orderly manner
		h.	Defects in the storage area are reported to the responsible person
		i.	Storage areas are locked when unattended
7.	Ensure the continued operation of coin operated machines	a.	Stock levels of **machines** are periodically checked and supplies are topped up as required
		b.	Coin boxes for coin-operated **machines** are emptied according to schedule, or when reports are made of machines being filled up
		c.	**Machine** trip numbers are recorded accurately on the specified documentation
		d.	**Machine** faults are recorded and promptly reported to the responsible person, and notices are displayed promptly on machines to inform facility clients
		e.	**Machines** are cleaned frequently and occurring marks, stains, dust and grease are promptly removed
		f.	Minor repairs on the machine are carried out when necessary subject to the manufacturer's service agreement
8.	Contribute to the administration of the facility	a.	Bookings for the recreational facility are accepted and recorded accurately and in accordance with organisation guidelines
		b.	Clients are correctly informed of the requirements and responsibilities of using the recreational facility
		c.	Bookings are recorded in accordance with organisation and legislative requirements accurately and legibly

Range of Variables

MAINTAIN SPORT AND RECREATIONAL FACILITIES

VARIABLE STATEMENT	CATEGORIES
1. **Areas to be cleaned**	a. wet areas b. dry areas
2. **Chemicals**	a. bleach based b. acid based c. chemicals used for the purification of water d. floor seals
3. **Cleaning agents to be used**	a. acid/alkaline based chemicals b. heavy-duty detergents c. organic solvents d. abrasives
4. **Facility/area**	may include a. beach b. pool c. dry and wet recreation centre/facility
5. **General cleaning equipment**	a. manual equipment b. mechanical equipment
6. **Guidelines**	a. written safety procedures for the facility b. the written assessment for the facility
7. **Legislative context**	a. state/territory statutory requirements b. local laws, by-laws ordinances and policy
8. **Machines**	a. telephones b. dispensing machines
9. **Maintenance**	a. lawn mowing b. edging c. tree lopping d. maintaining supplies e. minor repairs f. cleaning facility
10. **Maintenance activities**	a. restocking b. emptying coins c. cleaning
11. **Procedures**	a. written safety/operating standards
12. **Safety regulations**	a. current Occupational Health and Safety Act b. current control of substances hazardous to health
13. **Supplies**	a. first aid and sun cream b. chemicals (for pool, cleaning, eg, detergent, wax) c. office supplies d. toilet paper

	e. supplies specific to recreation activity or service requirements
14. Wastes	a. blood b. bandages c. chemicals d. sanitary bins e. garbage f. sharps
15. Work environment	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of the service provided e. availability of resources

Evidence Guide

MAINTAIN SPORT AND RECREATIONAL FACILITIES

1.	**Critical aspects of evidence to be considered**	Application of the competencies will vary according to the organisation context. However:
		a. Assessment must confirm sufficient knowledge of the maintenance tasks required within own area of responsibility within a specific recreation facility
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 clean and service facility areas
		  c.2 use cleaning chemicals compatible to the surfaces being cleaned within the work environment
		  c.3 comply with all safety requirements with respect to the use and storage of chemicals and treatment of spills
		  c.4 perform maintenance duties without inconveniencing clients
		  c.5 maintain adequate stock levels
		  c.6 wear correct protective clothing and dispose of wastes in accordance with legislative requirements and organisation's procedures
		  c.7 empty coin, stock and maintain machines and notify relevant personnel of faults
		  c.8 maintain a facility/area using equipment consistent with level of responsibility

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX OHS 001A Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 The main types of cleaning agents and their correct uses
		  a.2 Hazards associated with cleaning agents and methods of minimising these
		  a.3 Symbols used to identify hazards
		  a.4 Treatment procedures for chemical spillage's on the skin and the floor
		  a.5 The relevant provisions for the employees under the Health and Safety Act pertaining to the handling of cleaning equipment and chemicals
		  a.6 Where the details of the Health and Safety Act requirements can be found in the organisation
		  a.7 Organisation's codes or practice for dealing with lost belongings and the possible consequences of not following these
		  a.8 Correct clothing, equipment and work methods
		  a.9 Correct and hygienic methods for disposing of waste
		  a.10 Organisation ordering procedures
		  a.11 Relevant health and safety legislation
		  a.12 Machinery operation (eg, whipper snipper/lawn mowers/cleaners)

		a.13 Types of supplies available and necessary (Occupational Health and Safety regulations)
		
		b. Underpinning skills
		    b.1 Communication/interpersonal skills to notify of faults and cleaning schedules
		    b.2 Operating machinery
		    b.3 Identifying hazards/unclean area/pollution
		    b.4 Using cleaning materials
		    b.5 Driving maintenance machinery (eg, lawn mowers)
		    b.6 Gardening and operation of gardening equipment
		    b.7 Cleaning techniques (eg, for pool)
		    b.8 Monitoring supplies
		    b.9 Writing order/requests
		    b.10 Checking expiry dates
		    b.11 Organising
		    b.12 Disposal of dangerous materials

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment with cleaning and maintenance equipment and coin operated machines b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements applicable in the specific recreation work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
-	-	1	1	-	-	-

SRX FAC 003A   IMPLEMENT FACILITY MAINTENANCE PROGRAMS

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to implement a maintenance program for a sport and recreation facility and to contribute to the development of the facility maintenance program.

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of a maintenance program	a. Maintenance program protects health and safety of facility users b. Program accounts for short, medium and long term *maintenance* requirements of the facility c. *Maintenance activities* are scheduled to minimise disruption to facility users d. Maintenance program is integrated with asset acquisition and disposal plans e. Maintenance plan protects function and value of asset f. Alternative maintenance methods are considered and used to maintain cost effective program
2. Implement a maintenance program	a. *Facility* function is maintained without interruption where possible b. Safety for *facility users* is maintained at all times in accordance with organisation and *legislative requirements* c. Routine *maintenance* is carried out within scheduled timeframes and budgets d. Prompt response is made to requests for maintenance assistance e. Recommendations which contribute to the increased efficiency of maintenance are reported to the responsible person
3. Respond to failed or unsafe equipment	a. Clear and noticeable warning signs are erected around *equipment* which is in the process of being repaired b. The assessment of failed or unsafe *equipment* is carried out in accordance with requirements c. Any repairs carried out are within the learner's designated responsibility and are made to the manufacturer's recommendations and standards d. Unsafe *equipment* which cannot be effectively repaired within one's own area of responsibility is immediately withdrawn from use e. *Equipment* seen to have failed is noted and reported promptly to the responsible person f. Reports on repair work which is undertaken are promptly, accurately and correctly completed g. *Guidelines* and codes of practice are followed correctly at all times
4. Inspect, clean and maintain facilities	a. Regular inspections to identify potential hazards/problems are carried out in the work area according to workplace procedures and standards b. Areas and amenities are cleaned and maintained to required standards in accordance with Occupational Health and Safety legislation c. Chemicals are stored and handled safely according to directions, Occupational Health and Safety, health regulations and organisation policy d. *Wastes* and dangerous chemicals are disposed of in accordance with Occupational Health and Safety, health regulations and organisation policy

5.	**Monitor necessary supplies and records**	a. ***Supplies/stock*** are checked regularly for quantity, quality and expiry date b. Determined optimum supply/stock levels are maintained to ensure constant productivity c. ***Purchase, receipt, storage and issue*** of supplies is undertaken in accordance with organisation procedures d. Supply/ stock levels are reconciled with paperwork and any discrepancies are rectified or reported to nominated person within designated timelines e. ***Records*** are updated in an accurate manner to ensure confidentiality and security of information and records are kept for the necessary period f. Expired or damaged supplies/stock are disposed of according to Occupational Health and Safety legislation and organisation regulations
6.	**Monitor function and value of assets**	a. Research and feedback from facility users is obtained on effectiveness of maintenance program b. Condition of asset is regularly checked against criteria that ensure retention of function and value c. Identified problems are promptly responded to in accordance with organisation procedures d. Stock/supplies are valued using the nominated valuation method, if required

Range of Variables

IMPLEMENT FACILITY MAINTENANCE PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Equipment**	a. large items of equipment b. small items of equipment c. simple equipment d. complex equipment e. equipment with significant health and safety implications
2. **Facility**	a. buildings (single and multi purpose) b. built structures (including tracks and walkways) c. plant (fixtures, infrastructure, superstructure)
3. **Facility users**	a. clients b. supporters c. sponsors d. members e. volunteers f. teams g. clubs h. resource owners
4. **Guidelines**	a. written safety operating standards
5. **Legislation and Industry codes**	a. Occupational Health and Safety b. building codes and regulations c. fire regulations d. health act e. industrial relations f. environment legislation g. Equal Employment Opportunity h. anti-discrimination legislation i. local government regulations j. Australian Taxation Office regulations
6. **Maintenance**	a. capital items b. fittings and fixtures c. equipment d. premises e. plant f. motor vehicles g. environment

7. **Maintenance activities**	a. lawn mowing and edging
	b. maintaining stocks and supplies (eg, toilet paper, office requirements)
	c. maintenance and minor repairs to
	    c.1 equipment
	    c.2 facility/building
	    c.3 surroundings/grounds

8. **Purchase, receipt, storage and issue documents**	a. purchase requisitions b. purchase orders c. delivery dockets d. invoices

	e. credit notes f. inventory cards
9. Records	a. paper-based b. electronic c. organisation accounting system
10. Supplies/stock	a. first aid b. chemicals for pool c. office supplies (eg, stationery) d. toilet paper e. cleaning supplies (eg, detergent, wax) f. equipment for sport and recreation activities
11. Wastes	a. blood b. bandages c. chemicals d. sanitary bins e. garbage f. sharps
12. Work environment	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of services provided e. availability of resources (human, financial, physical)

Evidence Guide

IMPLEMENT FACILITY MAINTENANCE PROGRAMS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of maintaining equipment and facilities in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 schedule and implement short and long term maintenance programs for facilities and equipment
		  c.2 respond appropriately to equipment failures
		  c.3 implement maintenance program within budget, scheduled timeframes and without inconveniencing clients
		  c.4 inspect the cleanliness and safety of facilities to ensure their compliance with standards
		  c.5 maintain supplies/stock levels to ensure the smooth running of the organisation within area of responsibility
		  c.6 maintain accurate records and deal with discrepancies
		  c.7 account for supplies/stock

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FAC 001A Maintain equipment for activities
		  a.2 SRX FAC 002A Maintain sport and recreational facilities
		
		a. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Equipment operation (eg, filtration)
		  a.2 Chemical handling
		  a.3 Ordering procedures
		  a.4 Occupational Health and Safety, Health and other regulations
		  a.5 Garden machinery operation (eg, whipper snipper/lawn mowers) and basic gardening techniques
		  a.6 Standard of cleaning required
		  a.7 Types of supplies available and necessary (eg, Occupational Health and Safety regulations/first aid)
		  a.8 Current procedures for disposal of dangerous materials (eg, syringes, chemicals)
		  a.9 Purchasing and receipting procedures within the organisation
		
		b. Underpinning skills
		  b.1 Servicing and repairing equipment
		  b.2 Communication/interpersonal skills
		  b.3 Identifying hazards/unclean area/pollution
		  b.4 Using cleaning materials
		  b.5 Gardening
		  b.6 Operation of gardening equipment
		  b.7 Cleaning techniques (eg, for pool)
		  b.8 Monitoring supplies
		  b.9 Ordering supplies
		  b.10 Writing orders/requests
		  b.11 Checking expiry dates

			b.12 Organising b.13 Disposal of dangerous materials
4.	**Resource implications**	a.	Assessment of this competency requires access to a work environment with maintenance requirements
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all relevant categories of the range of variable statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	-	-

SRX FAC 004A   PLAN AND PROVIDE SPORT AND RECREATIONAL SERVICES

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to determine the services required by clients and to plan, implement and evaluate the services, from a facility management perspective.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish need for the recreation service**	a. Research is undertaken to establish needs, and *target groups* are identified b. The composition and nature of the *services* which will address the identified needs are determined c. Necessary approvals are gained d. Recommendations are made to the appropriate person/s
2. **Plan the service**	a. Objectives and evaluation procedures are established b. *Work plan*s and *administration procedures* are established c. *Resources* necessary for the service are identified, a promotional plan determined and a *budget* established d. Service content and design are determined and industry standards and necessary approvals gained e. Risk audit is undertaken f. The cultural, linguistic and special needs of the target group are taken into account
3. **Implement the service**	a. Necessary *resources* are obtained and allocated b. *Work plan*, *administration procedures* and promotional strategy are implemented c. Service is monitored, reviewed and modified or cancelled if necessary to meet *new circumstances* d. Service is conducted safely to meet stated outcomes and objectives e. Occupational Health and Safety and organisation's emergency procedures and industry standards are followed
4. **Evaluate the service**	a. *Feedback* on the service is sought b. Outcomes are identified and assessed against objectives c. Recommendations on future *services* are developed, recorded and reported to the appropriate person

Range of Variables

PLAN AND PROVIDE SPORT AND RECREATIONAL SERVICES

VARIABLE STATEMENT	CATEGORIES
1. **Administration procedures**	a. registration b. receipting c. ticketing d. confirmation of bookings
2. **Budget**	a. setting fees
3. **Facility**	a. buildings (single and multi-purpose) b. built structures (including tracks and walkways) c. plant (fixtures, infrastructures, superstructure)
4. **Feedback may be qualitative and quantitative**	a. evaluation forms b. asking people c. numbers d. surveys e. complaints f. reaction g. feedback from staff h. financial information
5. **Legislative context**	a. state/territory statutory requirements b. local laws, by-laws, ordinances and policy
6. **New circumstances**	a. numbers b. weather c. facility booking falling through d. equipment failure e. people not arriving f. emergencies
7. **Services**	a. major events b. educational programs c. group programs/services d. an individual program/service e. overall program f. Occupational Health and Safety program g. term program
8. **Resources**	a. staff b. equipment c. venues d. paperwork
9. **Target group**	a. non-English speaking background b. age specific c. disability specific d. aboriginal e. regular clients f. new clients g. gender specific

	h. specific ethnic origin
10. Work environment	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of the service(s) provided e. availability of resources and technology
11. Work plan	a. timeframes b. promotional plan c. roles and responsibilities d. permits, approvals and/or permission e. renovations and refurbishing

Evidence Guide

PLAN AND PROVIDE SPORT AND RECREATIONAL SERVICES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the service requirements of the organisation and its clients
		b. Assessment of performance should be over a period of time covering all categories of administration, new circumstances and resources and any categories from the remaining range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 determine the nature of services that the organisation could provide in response to client needs
		   c.2 recommend the introduction of new services
		   c.3 plan services to meet identified client needs
		   c.4 implement the introduction of a service
		   c.5 monitor, review and evaluate the service
		   c.6 make and record recommendations on future services

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX CLS 004A Provide advice in order to meet current and anticipated client requirements a. This unit must be assessed in conjunction with the following unit(s): b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units: c.1. SRX CAI 006A Organise a sport and recreation program c.2. SRX CAI 007A Conduct a sport and recreation program

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Organisation policies and procedures
		   a.2 Organisation objectives
		   a.3 Resource allocation
		   a.4 Insurance policy/arrangements
		   a.5 Occupational Health and Safety legislation relevant to the provision of recreation services
		   a.6 Organisation emergency policy procedures
		   a.7 Community relations
		
		b. Underpinning skills
		   b.1 Ability to use computers
		   b.2 Research skills
		   b.3 Planning and coordination of services
		   b.4 Monitoring, reviewing and modifying services

4.	**Resource implications**	a. Assessment of this competency requires access to a work environment in order to identify the need for, and plan and provide a recreational service b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all

categories of administration, new circumstances and resources and any categories from the remaining range of variable statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c.   Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d.   Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

SRX FAC 005A   COORDINATE FACILITY AND EQUIPMENT ACQUISITION AND MAINTENANCE

FAC   Facility management

DESCRIPTION: This unit deals with the knowledge and skills to coordinate equipment selection, use and maintenance and to produce maintenance plans for a facility. It does not include specialist skills but focuses on the need for mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish maintenance systems**	a. ***Systems*** are set up to ensure that the condition and performance of equipment and facilities are regularly reported and discussed within the organisation b. Areas/items prone to defects, demonstrating frailty, or scheduled for regular maintenance are identified, and information is used to develop a long-term maintenance plan c. Individuals in the organisation who are responsible for performing regular or scheduled maintenance duties are informed of the details of the plan d. Organisations and/or individuals suitably qualified to offer maintenance repair are identified, and contact numbers are stored for easy access e. ***Systems*** are developed to ensure that urgent /non-routine maintenance jobs are reported to the appropriate authority as soon as problems are found
2. **Research and plan for facility and equipment maintenance**	a. Work requirements are identified and clarified/confirmed with appropriate parties or by site inspection b. ***Relevant codes and standards*** are identified, applied and monitored throughout the work procedure c. ***Resources*** required to satisfy the work plan are identified, obtained and inspected for compliance with the job specifications d. Relevant plans, drawings and text are selected and interpreted in accordance with the work plan e. ***Maintenance*** is planned in detail including sequencing, prioritising and considerations made where appropriate for the maintenance of safety, security and capacity in accordance with system/site/organisation requirements f. Coordination requirements, including requests for isolations where appropriate, are resolved with others involved, affected or required by the work g. Potential hazards are identified and prevention and/or control measures are selected h. ***Equipment*** and ***facility maintenance*** history, condition monitoring information, recent modifications and existing status are addressed in defining work scope i. Costings of work is undertaken and impact on ***budget*** is assessed j. Needs for operational testing and/or recommissioning are identified
3. **Develop maintenance plan**	a. Work scope is scheduled into a plan in accordance with established criteria and the sequence and emphasis demonstrated in maintenance plan are in accordance with organisational procedures b. Work schedules are realistic in their expectations of the frequency with which maintenance checks are to be performed and contain the

			required ***information*** to allow efficient operation of maintenance checks
		c.	Isolation and access requests are documented in accordance with organisation requirements
		d.	Plans are developed in conjunction with other affected groups in accordance with organisation requirements
		e.	Availability of resources is confirmed and documented in accordance with organisation requirements
		f.	Relevant information to work activities is attached to maintenance plan in accordance with organisation requirements
		g.	Maintenance plans and associated information is documented and distributed to all affected staff in accordance with organisation ***communication systems***
		h.	Maintenance methods are drafted in accordance with criteria developed in research
		i.	Maintenance methods in a legible, accurate and accessible ***document*** are formatted in accordance with organisation requirements
		j.	**Recording systems** are uncomplicated, clear and suited to the organisation's needs
		k.	Methods are presented for review to relevant staff in accordance with organisation requirements
4.	**Implement and monitor maintenance plan**	a.	Maintenance information is allocated to appropriate staff
		b.	Feedback is sought on application/progress of maintenance methods and plans and maintenance methods/plans are modified to reflect feedback obtained
		c.	Modification of method/plan is reviewed/approved by relevant staff
		d.	Amended/updated ***documentation*** is distributed to relevant staff in accordance with organisation ***communication system***
5.	**Monitor on-site maintenance contracts and contractors**	a.	The workings of the maintenance contractors are constantly observed
		b.	The work is in accordance with the requirements of the contract
		c.	The work of the contractors is scheduled in line with operation of the service
6.	**Supervise the storage of equipment**	a.	Reorder levels are established and, where adequate levels cannot be sustained, ***colleagues and co-workers*** are promptly informed
		b.	Procedures are established to ensure that ***equipment*** and materials are stored under conditions recommended by the manufacturer and security is maintained
		c.	Systems for recording the quantity and condition of stored equipment in an accurate and up-to- date manner are established
7.	**Contribute to the selection of equipment and facilities**	a.	Suggested new ***equipment*** and /or ***facilities*** meet the current or future needs of service provision
		b.	Suggestions are based on investigating a range of ***information sources***
		c.	Members of staff within the learner's area of responsibility are encouraged to contribute ***recommendations***
		d.	***Recommendations*** are made clearly and accurately in the required format to the appropriate person in the organisation
		e.	***Recommendations*** state clearly the benefits which can be expected from the suggested new ***equipment*** and /or ***facilities***

Range of Variables

COORDINATE FACILITY AND EQUIPMENT ACQUISITION AND MAINTENANCE

VARIABLE STATEMENT	CATEGORIES
1. **Budget**	a. cost of labour b. materials c. training d. services e. tools and equipment
2. **Colleagues**	a. those working in the same organisation b. line manager
3. **Communication channels**	a. verbal b. written memorandums
4. **Communication systems**	a. site meetings b. computers 　　b.1　personal computer 　　b.2　mainframe c. manuals d. drawings e. logs
5. **Co-workers**	a. volunteers b. workers in other organisations for whom the learner has resourcing responsibility
6. **Data to be included in the reports on repair work**	a. date b. time c. nature of fault/repair d. repairs carried out
7. **Documentation**	a. job cards b. check sheets c. safety rule procedures d. plant records e. drawings f. Quality Assurance documentation g. maintenance procedures and outage reports
8. **Documents**	a. maintenance plans b. scheduling documents c. budgets d. reports e. submissions
9. **Equipment**	a. large items of equipment b. small items of equipment c. simple equipment d. complex equipment e. equipment with significant health and safety implications

10. Facility	a. buildings (single and multi purpose) b. built structures (including tracks and walkways) c. plant (fixtures, infrastructure, superstructure)
11. Information sources	a. trade journals b. exhibitions c. work of other organisations d. sales information e. client feedback
12. Information to be shown on work schedules	a. days b. times c. frequency of checks d. staff allocation
13. Maintenance	a. structural modifications to building b. internal or external painting of facility, buildings or structures c. resurfacing/returfing d. major cleaning procedures e. facility repairs (electrical, plumbing, structural) f. equipment cleaning, servicing and repair
14. Preparation and implementation of strategies are achieved using	a. the services of maintenance and planning staff both within and beyond the authority of this work
15. Recommendation formats	a. written reports b. verbal briefings
16. Recording systems	a. computer records b. form books c. index file
17. Reference information	a. benchmarking reports b. maintenance data c. market requirements d. budgets e. business plans
18. Relevant codes and standards	a. Occupational Health and Safety standards b. statutory requirements c. relevant Australian standards d. codes of practice e. manufacturers' specifications f. environmental requirements g. enterprise procedures
19. Resources	a. all service providers b. materials c. equipment d. tools e. finances
20. Service providers	a. internal staff b. external specialists c. contractors etc
21. System	a plan allocating, reporting and recording the routine and non-routine maintenance of the components of a facility, including a. plant b. equipment

c.   fixtures and fittings
d.   grounds

Evidence Guide

COORDINATE FACILITY AND EQUIPMENT ACQUISITION AND MAINTENANCE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of statutory requirements for facility maintenance within an organisation in the sport and recreation industry
		b. Assessment of performance should be over a period of time covering all categories of maintenance and all corresponding categories of the remaining range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 develop and implement a maintenance plan for significant work on a facility
		  c.2 plan maintenance schedules for a diverse range of equipment
		  c.3 establish systems for the storage of equipment
		  c.4 respond appropriately to equipment failures
		  c.5 provide suitable input into the selection of new equipment
		  c.6 supervise service contractors
		  c.7 negotiate work activities with all relevant personnel
		  c.8 modify maintenance plans based on feedback
		  c.9 accurately document all aspects of plan

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX RES 003A Contribute to the planning, monitoring and control of resources
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Relevant statutory requirements and codes of practice relating to facility construction and construction sites
		  a.2 Environmental standards and requirements
		  a.3 Safety standards of equipment and range of repair techniques relevant to the equipment being maintained
		  a.4 Organisational procedure for reporting faulty equipment
		  a.5 Recording/reporting procedures and requirements within the organisation
		  a.6 Occupational Health and Safety standards, guidelines and codes of practice pertaining to reporting of unsafe equipment, recording of equipment repair and the repair and maintenance of facilities and equipment
		  a.7 Methods of monitoring work of contractors and contract requirements when outsourcing repairs
		  a.8 Schedule of facility operation which the contractors work should fall in line with
		  a.9 Reorder levels for consumables
		  a.10 Procedures for judging whether materials and equipment are fit for use and maintenance requirements and frequency of checks for the equipment
		  a.11 Methods of equipment disposal
		  a.12 Routine and non-routine schedules for maintenance
		  a.13 Requirements within maintenance schedules and considerations

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Coordinate facility and equipment acquisition and maintenance   **SRX FAC 005A**

		when planning and timetabling a cleaning and maintenance schedule a.14 Communication channels within organisations a.15 Methods to determine current and future equipment needs and information sources which may be used a. Underpinning skills b.1 Application of Occupational Health and Safety standards, statutory requirements, codes of practice and environmental requirements b.2 Development of implementation plans b.3 Report writing b.4 Prioritising work
4.	**Resource implications**	a. Assessment of this competency requires access to a work environment with a facility requiring maintenance b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all relevant categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	1

SRX FAC 006A   MANAGE AND CONTROL STOCK SUPPLY AND PURCHASE

FAC   Facility management

DESCRIPTION: This unit deals with the knowledge and skill required to establish stock control and stock purchasing systems within a sport and recreation facility or context.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish and implement an order and supply process**	a. An order and supply process is established and implemented in the workplace b. Economic order quantities are established based on internal information and supplier advice c. Situations creating extra demand are taken into consideration (ie, peak times, new staff, advertising) and current usage of *stock* is monitored for wastage d. *Stock* levels are determined according to peak seasons, special events and supplier's lead time e. Process is developed to include monitoring of quality during supply and delivery processes
2. **Establish and implement stock control systems**	a. *Stock control systems* are developed and communicated to all appropriate persons within the organisation b. Special control systems are applied to items showing high wastage or loss c. A range of data is used to calculate standard methods and measures and these are communicated to appropriate persons within the organisation d. Systems are monitored within the workplace and adjustments made according to feedback and operational experience e. Staff are trained to minimise *stock* wastage f. Systems to prevent theft are implemented and maintained
3. **Develop optimum supply arrangements**	a. Quality of supply is evaluated based on feedback from colleagues and clients b. Potential suppliers are sourced and reviewed against the organisation's requirements c. Purchase specifications are developed and quotes are obtained from different suppliers as required d. Suppliers are assessed against specifications and best options are selected and approval given to designated person e. All required information is obtained, checked and verified for efficient ordering and purchases are made within budget allocations f. New product/supplies are ordered if appropriate following an established pattern of demand g. Performance of suppliers is monitored and sources of supply are amended in accordance with assessment
4. **Manage stock take/ reconciliation of actual stock levels with records**	a. Stock take/reconciliation is planned to designated timelines b. Appropriate counting procedures are followed and checks are put in place to ensure accuracy c. Auditor is used if necessary d. All paperwork is completed accurately and within legislative requirements and maintenance of records is monitored to ensure that records are stored for requisite amount of time

Range of Variables

MANAGE AND CONTROL STOCK SUPPLY AND PURCHASE

VARIABLE STATEMENT	CATEGORIES
1. **Data for establishing stock control system**	a. yield tests b. historical sales figures c. stock take figures
2. **Recording mechanism/ systems**	a. paper based b. electronic
3. **Relevant legislation**	a. Australian Taxation Office regulations
4. **Stock**	a. food and beverages b. office supplies and stationery c. equipment d. cleaning agents and chemicals e. maintenance supplies f. general stores
5. **Stock control systems**	a. integrated point of sale systems b. imprest c. ledgers d. bin cards e. stock taking systems f. stock valuation systems g. stock reporting systems

Evidence Guide

MANAGE AND CONTROL STOCK SUPPLY AND PURCHASE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of processes to develop purchasing and control systems in the workplace
		b. Assessment of performance should be over a period of time covering all categories of stock and stock control systems from the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Ensure that the system operates smoothly
		  c.2 Ensure that stock requirements are estimated correctly according to organisation needs
		  c.3 Have an understanding of allowing for contingencies when ordering stock
		  c.4 Ensure stock take occurs according to set timelines
		  c.5 Ensure records are completed and stored according to organisation needs
		  c.6 Ensure the stock is secure

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX RES 003A Contribute to the planning, monitoring and control of resources
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX RES 005A Achieve an efficient use of resources

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Methods of stack valuation
		  a.2 Methods of yield testing
		  a.3 Suppliers and the market
		  a.4 Methods to accurately assess current and future needs
		
		b. Underpinning skills
		  b.1 Planning for current and future needs and contingencies

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of stock and stock control from the range of variables statements in the workplace, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	2	1

SRX FAC 007A   MANAGE THE PROVISION OF EQUIPMENT AND CONSUMABLES

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to develop and oversee processes for the identification, selection, maintenance and provision of equipment and consumables.

ELEMENT	PERFORMANCE CRITERIA
1. Identify equipment and consumables needs	a. Current asset register/equipment inventory is compiled b. Operational and development plans are assessed and *future need for equipment* and consumables is established based on accurate, up-to-date information on services provided and planned as part of future developments c. Budgetary limitations are identified d. Particular functions of desired *equipment* and consumables are identified and financial outlay established e. *Cost/benefit analysis* is developed to reflect established findings f. *Colleagues* and other *co-workers* are encouraged to contribute suggestions and confirm *equipment needs*
2. Select equipment and consumables	a. Where necessary, needs analysis is presented to *designated person* for approval b. Retail market is monitored and negotiations are conducted for purchase of equipment and consumables c. Quotes equalling the number predetermined by the organisation's policies and procedures are obtained d. Equipment and consumables chosen correspond to identified needs and comply with health and safety requirements, the organisation's policy and recognised good practice e. Equipment and consumables meet reasonable criteria for durability, after-sales service, maintenance schedules and costs and correspond to current good practice within the limitations of available budget f. Chosen equipment and consumables can be purchased, stored and maintained within the available budget, or, if necessary, a well researched and presented case is made for additional funds g. Competent organisations are consulted to establish the safety record of equipment for which the organisation has no experience or knowledge h. Where possible, *colleagues* and *co-workers* are consulted over the selection of equipment and consumables
3. Obtain equipment and consumables	a. The process of securing preferred suppliers is documented and *procedures for maintaining relationships* with supplier representatives are identified b. Equipment and consumables are obtained from the most cost effective supplier without compromising quality and are obtained promptly so that service delivery is not interrupted c. *Colleagues* and others are informed promptly of any difficulties in supply d. Purchase of equipment and consumables is made within available budgets e. Approved procedures for the purchase and obtaining of equipment and consumables are followed and documents associated with the purchase and delivery are correctly completed and filed

		f.	Payment for equipment and consumables is prompt and within the conditions of purchase
		g.	Received equipment and materials are carefully checked for damage and correct function and to match with the description on advice notes
		h.	Correct action is taken in cases where supplied equipment and consumables do not meet **specifications**
4.	**Manage the storage and use of equipment**	a.	Adequate insurance exists for equipment specified by the organisation's guidelines and procedures are established to ensure that manufacturer's instructions and insurance conditions are followed
		b.	Systems are established to maintain stocks of equipment and consumables at a level which can support regular service provision
		c.	**Records** of **equipment** and consumables are correct and up-to-date and asset replacement/service schedule is developed and maintained
		d.	Where necessary, the correct procedures are followed to obtain additional funding for the maintenance, storage and insurance of equipment
		e.	Items subject to regular function or safety testing are tested at the required interval using approved methods and the results accurately recorded
		f.	Systems are established and monitored to ensure that materials with expired life span are withdrawn and correctly disposed of and equipment which is hazardous is taken out of use, and faulty equipment is repaired to manufacturer's specifications
5.	**Coordinate the provision of equipment**	a.	**Colleagues** and **co-workers** are kept informed of equipment which is available
		b.	Procedures for the allocation of equipment to individuals and organisations are established according to the organisation's policies and priorities and **conditions for the use and return** of equipment are defined
		c.	Guidelines for the checking in and out of equipment, collection of fees, conduct of briefings on equipment use, and checking for serviceability are developed
		d.	Procedures for the retrieval of equipment overdue for return are established, where required
		e.	The frequency of use of equipment and feedback from users is monitored and evaluated to assist in the review of procedures

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage the provision of equipment and consumables **SRX FAC 007A**

Range of Variables

MANAGE THE PROVISION OF EQUIPMENT AND CONSUMABLES

VARIABLE STATEMENT	CATEGORIES
1. **Colleagues**	a. those working in the same organisation
2. **Conditions for use and return**	should cover a. conditions for use b. maintenance c. labelling d. secure storage

3. **Cost/benefit analysis**	a. cost
	   a.1 initial outlay
	   a.2 lease
	   a.3 hire purchase
	   a.4 allocated provisions
	b. benefits
	   b.1 increased participation
	   b.2 depreciation
	   b.3 tax deductibility
	   b.4 increased staff morale
	   b.5 increased productivity
	   b.6 life of existing equipment lengthened

4. **Co-workers**	a. volunteers b. workers in other organisation for whom the learner had resourcing responsibility
5. **Designated person**	a. Board of Management b. Chief executive Officer c. Finance Manager d. Maintenance Manager
6. **Equipment**	a. large items of equipment b. small items of equipment
7. **Equipment needs**	a. type or equipment b. quantity of equipment c. intended use d. quality
8. **Future need for equipment**	a. growth of organisation b. age of current equipment c. diversity of activities/services/programs d. new activities/services/programs e. maintenance program of equipment f. depreciation schedule g. statutory regulations/codes
9. **Legislative context**	a. state/territory statutory requirements b. local laws, by-laws, ordinances and policy c. commercial law specifically in the area of contracts and consumer protection

	d. Occupational Health and Safety legislation e. taxation law (eg, sales tax)
10. Procedures for maintaining relationships	a. visits by sales representatives welcomed b. attendance at product launches/trade shows c. name added to mailing lists for promotional material
11. Range of sources	a. suppliers b. other departments within the same organisation c. community groups d. organisations supplying without charge
12. Records	should cover equipment which is a. damaged b. missing c. on loan
13. Specifications	a. types of equipment b. quantity of equipment c. quality d. environmental impact

Evidence Guide

MANAGE THE PROVISION OF EQUIPMENT AND CONSUMABLES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the factors affecting the purchase and provision of equipment and consumables in the work environment and of the establishment of procedures to ensure that this is achieved effectively and efficiently
		b.	Assessment of performance should be over a period of time covering all categories of equipment and all other categories from the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Assess the organisation's current and future needs for equipment and consumables
			c.2 Budget for the acquisition of required equipment and consumables
			c.3 Research the market to establish the best equipment available for the least financial outlay
			c.4 Develop and maintain relationships with manufacturers and suppliers
			c.5 Establish procedures for the maintenance of equipment
			c.6 Establish procedures and guidelines for the use of equipment and hiring of equipment, where appropriate
			c.7 Consult with colleagues and co-workers
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX FIN 005A Produce reports as required for cash flow forecasts and budgetary purposes
			a.2 SRX FAC 005A Coordinate facility and equipment acquisition and maintenance
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX FIN 007A Monitor and control disbursements within a given budget
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Services provided within the organisation and future development plans
			a.2 Organisation's policies and procedures for obtaining quotes for the purchase of equipment and consumables
			a.3 Organisation's objectives, purpose, prime functions and key departments/divisions
			a.4 Sales and marketing principles and practices and selling techniques of sales persons
			a.5 Legal issues that affect the purchase of equipment and the entering into of hire purchase contracts
			a.6 Consumer laws and regulations pertaining to after sales service
			a.7 Sales Tax legislation
			a.8 Sources of information on current good practice for equipment maintenance, and criteria for durability
			a.9 Manufacturer's recommendations and the organisation's insurance conditions for the maintenance and storage of equipment used
			a.10 Overview of financing options for asset acquisition
		b.	Underpinning skills

		b.1 Negotiation skills in order to negotiate at all levels including with employees, management, external consultants, manufacturer and suppliers, government departments b.2 Planning and evaluation skills to determine the best possible equipment for the organisation's current and future needs and to evaluate performance of equipment against needs and manufacturer's information b.3 Problem solving skills to overcome impediments to achieving desired equipment levels due to budgetary restraints b.4 Data collection and analysis skills to gather and assess current and future needs b.5 Literacy and numeracy skills in regard to the preparation, analysis, evaluation and reporting of forecast, trends and recommendations and general business correspondence
4.	**Resource implications**	a. Assessment of this competency requires access to documentation on a range of equipment and consumables available for purchase and information on the organisation's services and needs b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	1

SRX FAC 008A   OBTAIN FACILITIES

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to identify facility requirements and to negotiate facility use based on requirements.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify facilities for activity use**	a. Choice is based on considering the range of potential *facilities* b. The identified *facility* can be made suitable for the chosen purpose through the most efficient use of resources c. Use of the *facility* for the chosen purpose will not cause any long-term damage d. The current ownership, conditions and any fee for use is established e. The chosen *facility* is brought up to nationally approved health and safety standards and other relevant guidelines, ordinances and codes through the most cost effective use of resources f. Access to the *facility* is appropriate to the clients who will use it g. Records are made of suitable *facilities* and are communicated to any colleagues who may wish to make use of it
2. **Negotiate the use of facilities**	a. Enquiries and negotiations are conducted in a manner which encourages good working relationships b. *Negotiations* include consideration for local residents and other users of the *facility* c. The use of the *facility*, the *activities* involved and any potential benefits to the owners are made clear d. Agreements detail any responsibilities for the upkeep, services and security of the *facility* e. Agreements are satisfactory to all parties and are in line with approved policy f. Records of agreements are complete, accurate and are stored for future availability g. Agreements are clearly and accurately communicated to personnel who may use the *facility*

Range of Variables

OBTAIN FACILITIES

VARIABLE STATEMENT	CATEGORIES
1. **Activity use**	a. short-term b. long-term
2. **Facilities**	a. indoor b. outdoor c. in the locality d. outside the local area e. for activities f. for accommodation g. for storage
3. **Negotiations**	are carried out through a. correspondence b. meetings

Evidence Guide

OBTAIN FACILITIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the range of facility requirements within the learner's work environment and the procedures to assess the suitability of facilities
		b. Assessment of performance should be over a period of time covering all categories of facility applicable in the learners work environment to suit both short and long-term use
		c. In particular, assessment must confirm the ability to:
		  c.1 Identify facilities to suit purpose
		  c.2 Confirm that the facility meets requirements, health and safety standards, client needs and budget
		  c.3 Negotiate facility use and document agreements/contract conditions
		  c.4 Acquire the facility in a cost effective manner
		  c.5 Keep accurate records of available facilities

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units:
		  c.1 Other units from the Resource Management field within the National Sport and Recreation Industry Competency Standards

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Range of potential facilities available
		  a.2 Methods by which the potential facility can be equipped for the purpose and the standard required
		  a.3 Contractual obligations and current practice for hiring/leasing facilities
		  a.4 Relevant health and safety legislation and guidelines
		  a.5 Industrial relations acts, insurance laws, local government by-laws and by-laws of relevant associations (state, national and international)
		  a.6 Likely needs and concerns of local residents and users of the facility
		  a.7 Benefits to owners of the proposed use for facility
		  a.8 Procedures and relevant legislation covering the hiring of facilities
		  a.9 Recording procedures to meet organisational requirements
		  a.10 Consequences of not keeping accurate records of negotiated terms of facility use
		  a.11 Communication systems within organisation to inform personnel of the terms of agreement for facility use
		
		b. Underpinning skills
		  b.1 Communication and negotiation skills to deal with difficulties and areas of conflict in carrying out negotiations to acquire facilities

4.	**Resource implications**	a. Assessment of this competency requires the learner to have access to a real work environment with facility requirements b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of facility applicable in the learners work environment to suit both short and long-term use, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	2	-

SRX FAC 009A   PLAN, DEVELOP AND COMMISSION FACILITY DEVELOPMENT

FAC   Facility management

DESCRIPTION: This unit covers the knowledge and skills to establish the need and requirements for facility development and to plan and facilitate that development.

ELEMENT	PERFORMANCE CRITERIA
1. Commission improvements to a facility	a. Information and data is gathered from the monitoring of operations to indicate the need for an increase or decrease in specific facility areas b. Recommendations for development of facilities and equipment are passed to the appropriate person in a form suitable to their needs and response and within the specified time c. The disruptions to the service in carrying out improvements is analysed and evaluated and measures are taken to minimise inconvenience d. Planned improvements bring the facility up to a standard suitable for its purpose and all relevant health and safety requirements
2. Establish the need for a new facility	a. User groups are identified and background **information** on their needs is collected b. User groups requirements for the **facility** are established using consultation mechanisms c. Service trends and developments are considered and current or predicted obstacles and **resources** for the new **facility** are identified d. Negotiations are undertaken with and between user groups and other levels of government to establish priorities for the **physical requirements** of the **facility** e. All relevant information is recorded and kept up-to-date f. The results of the needs analysis are compared with the aims, objectives and values of the organisation to determine consistency g. Initial **siting**s of the **facility** are determined based on outcomes of the negotiations and the budget for the new **facility** is estimated and proposed
3. Prepare a plan of the facility	a. Decisions are made on the **process** to be followed for developing the **facility** b. Negotiations are undertaken with **relevant bodies** regarding the acquisition of **resources** c. Financial plan for the **facility** is developed taking into account financial constraints of user groups d. Funds for the **facility** are sought, if necessary e. Initial **requirements** are reviewed in light of the available funds and **resources** f. **Requirements** for **tender and brief** are identified and prepared as required
4. Negotiate a design brief	a. The **brief** is based on an analysis of need, constraints, available **resources** and policy b. The **brief** identifies the optimum location for the **facility**, completion date and the purposes for which it will be used c. The **brief** itemises all necessary **requirements** for the user group d. The **brief** itemises any aspects of health and safety which will have to be addressed

		e.	The **brief** can be realised within available budgets and is acceptable to all interested **parties**
		f.	Negotiations are carried out with sensitivity and in a way likely to maintain the goodwill of all those involved while obtaining value for money for the organisation
5.	**Work with others to finalise plans**	a.	A time scale and budget for the completion of plans are agreed
		b.	Plans correspond to the original **brief** with the constraints of budget and technical limitation
		c.	Plans meet with the agreement of any interested **parties** and are consistent with recognised standards
		d.	Plans correspond to approved values and **organisation policies**
		e.	Joint work is carried out in a manner which optimises available time and **resources** and fosters a collaborative working relationship
		f.	Agreements reached include implementation plans at the necessary level of detail and are in line with known strategy
		g.	Records of negotiations and agreements are accurate, complete, legible and passed on to the appropriate authority
		h.	Any planning and other required permissions necessary to carry out the work is obtained
6.	**Support others in realising the plans**	a.	A time scale for completion of the project is reviewed and agreed with all those involved
		b.	Responsibilities for all aspects of the project are clearly established and agreed
		c.	Means of checking progress and dealing with contingencies are established and agreed
		d.	All aspects of project within own area of responsibility are completed within schedule and budget
		e.	In the event of over-runs, overspends or departures from the original plans, the necessary remedial action is promptly taken
7.	**Develop management structures for the facility**	a.	Management structures are determined which are appropriate to the purpose and use of the **facility**
		b.	Policy and procedures for the use of the **facility** are developed in consultation with key user groups
8.	**Review and evaluate development of the facility**	a.	Ongoing monitoring of the development **process** is undertaken, consistent with agreed role of **stakeholders**, to ensure agreed user **requirements** are met
		b.	The development **process** and outcomes are reviewed at the completion of the **facility**
		c.	The functionality of the building is regularly monitored in consultation with key user groups
9.	**Check and approve the completed facility**	a.	The **facility** conforms to the original plans or variations are approved by interested **parties**
		b.	Any concerns over discrepancies are raised with the supplier for clarification and explanation
		c.	The **facility** conforms to relevant standards
		d.	The **facility** is only accepted when all conditions have been met

Range of Variables

PLAN, DEVELOP AND COMMISSION FACILITY DEVELOPMENT

VARIABLE STATEMENT	CATEGORIES

1. **Facility development**	a. new
	   a.1 major community facility
	   a.2 small community centre
	b. renovation to existing facility or structure
	c. extensions to existing facility or structure

2. **Information sources**	a. surveys b. written/published material c. interviews or meetings
3. **Legislative context**	a. State/Territory statutory requirements b. local laws, by-laws, ordinances and policy
4. **Organisation policies and procedures**	a. criteria for use and priority access b. fee structures c. opening hours
5. **Parties to be negotiated with**	a. suppliers b. architects c. planners d. potential users e. local residents f. engineers g. consultants h. managers
6. **Parties to work with**	a. suppliers b. architects c. planners d. potential users e. local residents f. managers
7. **Physical requirements**	a. storage b. layout c. loud/quiet areas d. wet/dry areas e. clean/dirty areas f. disabled access g. equipment specific to technical requirements of controlling bodies (eg, international/national sporting organisations)
8. **Process**	a. order of tender/design/costing/approvals b. when/whether to appoint architects/builders
9. **Relevant bodies**	a. government departments b. developers c. community groups
10. **Requirements**	a. management structure and auspice

11. **Resources**	a. land b. building c. equipment
12. **Siting takes into consideration**	a. local/regional facility b. transport routes c. topography d. nature of neighbourhood/facility
13. **Stakeholders**	a. users/clients b. organisation staff c. elected members d. other interested parties e. government departments
14. **Tenders and briefs**	a. decisions on layout/allocation of funds in design process involvement in selection for brief and tender
15. **Work environment**	varies with respect to a. size of the organisation b. location c. organisation structure d. nature of the service provided e. resources available

Evidence Guide

PLAN, DEVELOP AND COMMISSION FACILITY DEVELOPMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of processes involved in establishing the need for facilities and in planning and developing plans for facilities
		b. Assessment of performance should be over a period of time covering one category of facility development and all relevant associated categories from the remaining range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Determine user group needs and trends within the industry
		  c.2 Negotiate design briefs
		  c.3 Develop a tender brief
		  c.4 Cost a tender brief
		  c.5 Liaise with all relevant stakeholders
		  c.6 Establish budgets for the facility development
		  c.7 Respond to overspends and over-runs
		  c.8 Check completed work

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX RES 005A Achieve an efficient use of resources
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 User group needs and techniques to identify and determine them
		  a.2 Current service trends and developments
		  a.3 Organisation strategic plan, aims and objectives
		  a.4 Organisation priorities
		  a.5 Organisation financial plan and methods of estimating costs
		  a.6 Facility management
		  a.7 Tender legislation and regulations, contractual obligations and relevant legislation
		  a.8 Methods to develop and cost a brief
		  a.9 Current recognised standards in relation to recreational facilities and sources of information on relevant national standards
		  a.10 Methods of monitoring and evaluating progress
		  a.11 Methods of establishing budgets within technical restraints and to work within allocated budgets and time scales
		  a.12 Remedial action in the case of over-runs and overspends
		
		b. Underpinning skills
		  b.1 Consulting with various representatives
		  b.2 Identification of sources of conflict and application of methods to overcome these
		  b.3 Negotiation with stakeholders
		  b.4 Ability to develop realistic action plans
		  b.5 Mathematical assessment of tenders and budget
		  b.6 Monitoring and assessing/reviewing
		  b.7 Realistic and equitable allocation of responsibilities

4.	**Resource implications**	a.	Assessment of this competency requires access to a work environment requiring facility development
		b.	Assessment of this competency will require resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	c.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover one category of facility development and all relevant associated categories from the remaining range of variable statements that are applicable in the learners environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	1

FINANCE

FIN

Contents

SRX FIN 001A   PREPARE AND PROCESS FINANCIAL DOCUMENTATION FOR CASH FLOW AND ACCOUNTING RECORDS

FIN   Finance

DESCRIPTION: This unit covers competencies in petty cash transactions, invoices and banking documents. This unit is based on unit BSA FIN 201A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Record and balance petty cash transactions**	a. Petty cash vouchers are prepared b. Petty cash claims and vouchers are checked for *accuracy* and *authenticity* before processing c. Petty cash transactions are *recorded* d. Irregularities are noted and referred to *nominated person* for checking within designated timelines e. Transactions are balanced f. Transactions are presented to *nominated person* for checking within designated timelines
2. **Reconcile invoices for payment to creditors**	a. Discrepancies between *invoices* and *delivery notes* are identified and reported to *nominated person* for resolution b. Errors in invoice charges are identified and reported to *nominated person* for correction/resolution c. Discrepancies and errors are rectified, as directed d. Correct and authorised invoices are processed for payment e. Correct and authorised figures are recorded into *financial journals* f. Creditor enquiries are resolved or referred to *nominated person* for resolution
3. **Prepare invoices for debtors**	a. Preparatory calculations are performed to produce accurate invoices b. *Relevant documentation* is completed to ensure accuracy of contents c. Invoices are distributed to *nominated person* for verification prior to being dispatched d. Verified invoices are dispatched within designated timelines e. Verified figures are recorded into financial journals f. Documents are copied and filed for auditing purposes
4. **Prepare and process banking documents**	a. Cash, cheques and credit cards are listed on banking deposit forms in accordance with the banking institution's guidelines b. Deposit documentation is balanced with all *money* calculations c. Bank deposit totals are balanced with *internal records* d. Deposits are lodged with the *banking institution*

Range of Variables

PREPARE AND PROCESS FINANCIAL DOCUMENTATION FOR CASH FLOW AND ACCOUNTING RECORDS

VARIABLE STATEMENT	CATEGORIES
1. Accuracy	a. documentation balances with claim
2. Authenticity	a. claim accurately reflects attached documentation
3. Banking institution	a. bank b. building society c. credit union
4. Delivery note	a. a record of delivery
5. Financial journals	a. general ledger b. sales journal c. purchases journal d. inventory journal e. chart of accounts f. wages and salaries journal g. trade creditors journal h. trade debtors journal
6. Internal records	a. cash books b. receipt books
7. Invoice	a. a record of a sale
8. Money	a. cash b. cheques c. credit cards
9. Nominated person	a. supervisor b. manager
10. Recording mechanisms/ systems	a. paper-based b. electronic c. organisation accounting system
11. Relevant documentation	a. purchase requisitions and orders b. invoices and receipts c. delivery dockets d. credit notes e. statements f. cheques g. deposit books h. petty cash vouchers/books i. remittance advices j. cash register rolls
12. Work environment	a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PREPARE AND PROCESS FINANCIAL DOCUMENTATION FOR CASH FLOW AND ACCOUNTING RECORDS

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the preparation and processing of financial transactions in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learners work environment c. In particular, assessment must confirm the ability to: c.1 Check documents for accuracy of contents c.2 Self-check numerical information c.3 Balance petty cash c.4 Account for petty cash c.5 Check invoices for accuracy c.6 Note and correct irregularities or refer to nominated person/section for rectification c.7 Distribute documents to nominated person/section for processing within nominated timelines c.8 Ensure banking documents are filled out correctly and that cash, cheques and credit card slips are bundled according to the bank's requirements
2.	Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 Nil
3.	Required knowledge and skills	a. Underpinning knowledge a.1 Banking institution's guidelines a.2 Organisation's policy and procedures for reporting of discrepancies and errors a.3 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for checking b. Underpinning skills b.1 Use of technology in order to record invoices for debtors and creditors into electronic accounting system b.2 Referral skills to identify to whom to refer discrepancies b.3 Research skills to seek information on the correct procedures for preparing and processing financial documentation b.4 Problem solving skills to identify the best course of action if a discrepancy appears in any financial documentation b.5 Literacy skills to clarify information contained in organisation's policies and procedures
4.	Resource implications	a. Assessment of this competency requires access to a real or simulated work environment with a.1 Documentation on financial journals, both electronic and paper-based systems a.2 Sample documentation of petty cash vouchers, purchase requisitions and orders, invoices and receipts, delivery dockets, credit notes, bank statements, deposit books and cheques

		a.3	Commonly used computerised accounting system, eg, Mind Your Own Business
		a.4	Electronic accounting system used by the learner's organisation
		a.5	Documentation on banking procedures
		a.6	Australian Accounting and Auditing Standards
	b.		Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a.		Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over all categories of all range of variables and contexts applicable to the work environment
6. Context for assessment	a.		Competency must be demonstrated in a real or simulated work environment
	b.		In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c.		Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d.		Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	-	1	1	1

SRX FIN 002A   MAINTAIN DAILY FINANCIAL RECORDS FOR ACCOUNTING PURPOSES

FIN   Finance

DESCRIPTION: This unit covers maintaining common financial records such as petty cash, cash journals, bank reconciliations and accounts. This unit is based on unit BSA FIN 301A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Enter payment and receipt transactions into cash journals**	a. Transactions are entered into cash journals and totalled b. Cash journal entries are checked against individual documents c. Cash journals are cross checked and proofed d. Cash journal errors are noted and reported to nominated person for resolution within designated timelines
2. **Prepare bank reconciliations**	a. Cash receipts and payment summaries are checked for accuracy against bank statements b. Direct debits and credits are entered into cash journals c. Discrepancies are noted and resolved d. Regular reconciliation reports are produced within designated timelines
3. **Enter credit transactions and journals**	a. Credit transactions are entered into journals b. Discrepancies between transaction documentation and account entries are identified c. Journals are cross checked and proofed d. Errors in documentation are rectified
4. **Maintain creditors and debtors system**	a. Transactions are entered into individual debtor and creditor accounts b. Discrepancies are identified in individual debtor and creditor accounts c. Errors in documentation are rectified or referred to the nominated person for action d. Schedule of debtors and creditors is prepared and reconciled within designated timelines

Range of Variables

MAINTAIN DAILY FINANCIAL RECORDS FOR ACCOUNTING PURPOSES

VARIABLE STATEMENT	CATEGORIES
1. **Business source documents**	a. petty cash vouchers b. petty cash book c. purchase requisitions and orders d. invoices and receipts e. delivery dockets f. credit notes g. statements h. cheques i. deposit books j. bank statements
2. **Recording mechanisms / systems**	a. paper based b. electronic c. organisation accounting system
3. **Relevant legislation**	relevant legislation a. Australian Taxation Office regulations

Evidence Guide

MAINTAIN DAILY FINANCIAL RECORDS FOR ACCOUNTING PURPOSES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of basic bookkeeping principles and practices in order to maintain daily financial records in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Enter transactions accurately
		  c.2 Identify and rectify errors
		  c.3 Complete reconciliations
		  c.4 Complete debtors and creditors schedules

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 001A Prepare and process financial documentation for cash flow and accounting purposes
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 003A Monitor cash control for accounting records
		  c.2 SRX FIN 005A Produce reports as required for cash flow forecasts and budgetary purposes

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Basic bookkeeping principles and practices
		  a.2 Banking institution's guidelines
		  a.3 Organisation's policy and procedures for reporting of discrepancies and errors
		  a.4 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for checking
		
		b. Underpinning skills
		  b.1 Use of technology in order to record invoices for debtors and creditors into electronic accounting system
		  b.2 Referral skills to identify to whom to refer discrepancies
		  b.3 Research skills to seek information on the correct procedures for preparing and processing financial documentation
		  b.4 Problem solving skills to identify the best course of action if a discrepancy appears in any financial documentation
		  b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with a manual bookkeeping system of journals and an electronic accounting system, eg, Mind Your Own Business b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

SRX FIN 003A   MONITOR CASH CONTROL FOR ACCOUNTING RECORDS

FIN   Finance

DESCRIPTION: This unit covers monitoring cash flow, making and receiving payments, debtors and creditors and following up accounts. This unit is based on unit BSA FIN 302A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Receive and document payments/takings**	a. Cash is correctly counted and, where applicable, correct change given b. Cheque and credit card payments are verified with the ***nominated person*** prior to acceptance c. Receipts are accurately completed and issued
2. **Check and dispatch invoices to debtors**	a. Debtor statements are checked for accuracy of content b. Invoices are validated against financial records c. Any noted discrepancies are rectified d. Debtor statements are dispatched within designated timelines
3. **Follow up outstanding accounts**	a. Outstanding accounts are collected within designated timelines b. Credit terms are reviewed and controlled to ensure payment within designated timelines c. Debtors ledger is maintained accurately to reflect the correct situation d. Credit terms are reviewed when debtor accounts are rectified
4. **Check and dispatch payments to creditors**	a. Payment documentation is checked for accuracy of information and dispatched to creditors within designated timelines b. Cash, cheque and credit card payments are made according to organisation guidelines c. Creditor's statements are reconciled with accounting records d. Relevant data is corrected in creditor's account

Range of Variables

MONITOR CASH CONTROL FOR ACCOUNTING RECORDS

VARIABLE STATEMENT	CATEGORIES
1. **Business source documents**	a. petty cash vouchers b. petty cash book c. purchase requisitions and orders d. invoices and receipts e. delivery dockets f. credit notes g. statements h. cheques i. deposit books j. bank statements
2. **Nominated person**	a. supervisor b. manager c. finance manager d. credit card security
3. **Recording mechanisms / systems**	a. paper based b. electronic c. organisation accounting system
4. **Relevant legislation**	a. Australian Taxation Office regulations b. consumer law

Evidence Guide

MONITOR CASH CONTROL FOR ACCOUNTING RECORDS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of basic bookkeeping principles and practices to monitor cash control systems in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the all range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Document cash, cheque and credit card takings correctly
		  c.2 Check completed invoices for errors
		  c.3 Dispatch correct invoices
		  c.4 Monitor and review outstanding amounts
		  c.5 Record and make accurate payments to creditors
		  c.6 Follow appropriate legislative procedures

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 001A Prepare and process financial documentation for cash flow and accounting records
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 002A Maintain daily financial records for accounting purposes
		  c.2 SRX FIN 005A Produce reports as required for cash flow forecasts and budgetary purposes

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Basic bookkeeping principles and practices
		  a.2 Banking institution's guidelines
		  a.3 Organisation's policy and procedures for reporting of discrepancies and errors
		  a.4 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for checking
		  a.5 Organisation's policy and procedures in regard to designated timelines for the dispatch of debtor statements and outstanding accounts
		  a.6 Organisation's policy and procedures for cash, cheque and credit card payments
		
		b. Underpinning skills
		  b.1 Use of technology in order to record invoices for debtors and creditors into electronic accounting system
		  b.2 Referral skills to identify to whom to refer discrepancies
		  b.3 Research skills to seek information on the correct procedures for preparing and processing financial documentation
		  b.4 Problem solving skills to identify the best course of action if a discrepancy appears in any financial documentation
		  b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with a manual bookkeeping system of journals and an electronic accounting system, eg, Mind Your Own Business b. Assessment of this competency will require human resources

			consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

SRX FIN 004A   PROCESS PAYROLL

FIN   Finance

DESCRIPTION: This unit covers the processing of payroll from provided data. This unit is based on unit BSA FIN 304A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. Process payroll	a. Employee pay period details, deductions and allowances are entered b. Payment due to individual employees is calculated with ***data*** provided c. Total wages for pay period are reconciled d. Pay advice slips for individual employees are prepared e. Salaries and wages are prepared and presented for authorisation f. Salaries and wages are issued within designated timelines g. ***Records*** are kept and maintained for taxation and auditing purposes h. Designated security procedures are followed at all times to ensure confidentiality and security of information i. Enquiries about salaries and wages are dealt with promptly and courteously

Range of Variables

PROCESS PAYROLL

VARIABLE STATEMENT	CATEGORIES
1. **Data**	a. time card b. time sheet c. doctors certificate d. meal allowance e. uniform allowance f. overtime g. car allowance h. travel allowance i. holiday pay entitlements j. commission
2. **Records**	a. purchase requisitions and orders b. invoices and receipts c. delivery dockets d. credit notes e. statements f. cheques g. deposit books h. petty cash vouchers/books i. remittance advices j. cash register rolls
3. **Recording mechanism/system**	a. paper-based manual system b. electronic c. organisation's accounting system d. organisation's payroll system

4. **Relevant legislation/ standards**	a. standards
	  a.1 Australian Accounting Standards
	b. relevant legislation
	  b.1 Australian Taxation Office regulations
	  b.2 payroll tax
	  b.3 sales tax

Evidence Guide

PROCESS PAYROLL

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the practices and procedures for processing a payroll in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Ensure data is entered accurately
		  c.2 Ensure payments are calculated correctly
		  c.3 Ensure any errors are identified and rectified
		  c.4 Ensure reconciliations are complete
		  c.5 Ensure the correct procedures are followed and employees are presented with the correct pay within designated guidelines
		  c.6 Ensure confidentiality of records is maintained
		  c.7 Ensure appropriate legislative procedures are followed

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 001A Prepare and process financial documentation for cash flow and accounting records
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 002A Maintain daily financial records for accounting purposes
		  c.2 SRX FIN 003A Monitor cash control for accounting records

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the confidentiality and security of information
		  a.2 Basic bookkeeping principles and practices
		  a.3 Banking institution's guidelines
		  a.4 Organisation's policy and procedures for reporting of discrepancies and errors
		  a.5 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for authorisation
		  a.6 Organisation's policy and procedures in regard to designated timelines for issue of salaries and wages
		
		b. Underpinning skills
		  b.1 Use of technology in order to record salary and wages information into electronic accounting system
		  b.2 Referral skills to identify to whom to refer discrepancies
		  b.3 Research skills to seek information on the correct procedures for preparing and processing salary and wage documentation
		  b.4 Problem solving skills to identify the best course of action if a discrepancy appears in any salary or wage documentation
		  b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with a manual payroll system and/or an electronic payroll system, eg, Mind Your Own Business b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

SRX FIN 005A   PRODUCE REPORTS AS REQUIRED FOR CASH FLOW FORECASTS AND BUDGETARY PURPOSES

FIN   Finance

DESCRIPTION: This unit covers collecting and preparing data to be used in forecasts, budgets and costing reports for administrative activities, for example, seminars, conferences and purchase of resources. This unit is based on unit BSA FIN 401A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Undertake and document costing procedures**	a. Relevant data identifying costs is obtained from appropriate ***documentation*** b. Material, labour and overhead costs are calculated c. Break-even analysis is determined if required d. Unit cost/product price is determined e. Costing system is maintained to ensure all relevant information is up to date, accurate and confidential f. A report identifying likely contingencies and final cost/price is prepared within designated timelines
2. **Prepare financial reports to enable preparation of cash flow forecasts and budget reports**	a. Purpose of the report is clarified with ***nominated person*** b. Relevant data is obtained from the nominated internal and/or external ***sources*** including any ***indices*** or historical data required to update previous forecasts c. Determination of ***indices*** to be utilised for percentage increase rate is made by either: judgement of employee on information sourced from industry/organisation information network and/or nominated government authorities; or direction from management d. Report is produced using appropriate ***design and structure*** for the data e. Reports are distributed to ***nominated person*** within designated timelines
3. **Draft financial forecast/budgets**	a. Prepare draft financial forecasts/budget from data contained in financial reports b. Relevant ***records*** are updated to indicate current financial position of forecast or budget c. ***Nominated person*** is advised of updated records within designated timelines

Range of Variables

PRODUCE REPORTS AS REQUIRED FOR CASH FLOW FORECASTS AND BUDGETARY PURPOSES

VARIABLE STATEMENT	CATEGORIES
1. **Design and structure**	a. financial report layout b. graphs c. tables d. written e. business plan
2. **Documentation**	a. bank statements b. balance sheet c. profit and loss statements d. audited accounts e. tax return f. purchase requisitions and orders g. invoices and receipts h. delivery dockets i. credit notes j. statements k. cheques l. deposit books m. petty cash vouchers/books n. remittance advises
3. **Indices**	a. direction from management b. judgement by employee on information sourced from industry/organisation network
4. **Nominated person**	a. supervisor b. manager c. Finance Manager d. Chief Executive Officer e. Board of Management
5. **Records**	a. cash flow forecasts b. profit and loss statement c. balance sheet d. general ledger e. budget
6. **Recording mechanisms/ systems**	a. paper based b. electronic c. organisation accounting system

7. **Relevant legislation/ standards**	a. legislation
	  a.1 Australian Tax Office regulations
	  a.2 consumer law
	  a.3 payroll tax
	  a.4 sales tax
	b. standards
	  b.1 Australian Accounting Standards

8.	**Sources**	a.	general ledger
		b.	sales journal
		c.	purchases journal
		d.	inventory journal
		e.	chart of accounts
		f.	wages and salaries journal
		g.	trade creditors journal
		h.	trade debtors journal
		i.	bank statements
		j.	balance sheet
		k.	profit and loss statements
		l.	audited accounts

Evidence Guide

PRODUCE REPORTS AS REQUIRED FOR CASH FLOW FORECASTS AND BUDGETARY PURPOSES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of producing reports for cash flow forecasts and budgetary purposes in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Accurately calculate costing
		  c.2 Maintain costing system
		  c.3 Identify contingencies
		  c.4 Prepare reports with appropriate data and format
		  c.5 Draft accurate financial forecasts based on relevant information

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 002A Maintain daily financial records for accounting purposes
		  a.2 SRX FIN 003A Monitor cash control for accounting records
		  a.3 SRX FIN 004A Process payroll
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the confidentiality and security of information
		  a.2 Bookkeeping principles and practices
		  a.3 Banking institution's guidelines
		  a.4 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for authorisation
		  a.5 Organisation's policy and procedures for designated timelines for the issue of financial reports
		  a.6 Organisation's policy and procedures for the distribution of financial reports to designated personnel
		
		b. Underpinning skills
		  b.1 Use of technology in order to record financial information into electronic accounting system
		  b.2 Referral skills to identify to whom to refer discrepancies
		  b.3 Research skills to seek information on the correct procedures for preparing financial forecasts
		  b.4 Problem solving skills to identify the best course of action if unable to produce required financial report
		  b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with
		  a.1 financial records in order to produce a cash flow forecast for the organisation
		  a.2 documentation on correct accounting practices and procedures
		  a.3 and access to an electronic accounting system, eg, Mind Your

			Own Business
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	2	2	1

SRX FIN 006A   MANAGE PAYROLL RECORDS FOR EMPLOYEE SALARIES AND STATUTORY RECORD KEEPING PURPOSES

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to prepare, process and administer payroll data and records, including calculation of all wage and salary categories, issuing of wages and salaries, and ensuring all statutory requirements are met. This unit is based on unit BSA FIN 501A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare payroll data**	a. Gross pay is accurately calculated from information contained in nominated *industrial awards and government legislation* b. *Statutory and voluntary deductions* are accurately calculated from relevant documentation c. *Payment due* to individual employees is calculated or data referred to payroll processor for calculation within designated timelines d. Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees
2. **Process payment of salaries**	a. Salaries and wages are prepared and issued within designated timelines b. *Records* are kept and maintained for taxation and auditing purposes c. Designated security procedures are followed at all times to ensure confidentiality and security of information d. Salary, wages and related enquiries are dealt with promptly and courteously e. *Records* are kept for the period as determined by government legislation
3. **Administer Pay As You Earn salary records**	a. Employee group certificates amounts are prepared and balanced from salary records b. *Declaration* forms for new and existing employees are completed in accordance with Australian Taxation Office requirements c. Payments to government authorities are identified and accurately calculated in accordance with the relevant government *legislation* d. Payments to government authorities are prepared and dispatched within the timelines designated by the authority e. Group tax amounts are calculated and/or transcribed and payments made in accordance with Australian Taxation Office procedures f. Periodic deductions are forwarded to nominated creditors within designated timelines

Range of Variables

MANAGE PAYROLL RECORDS FOR EMPLOYEE SALARIES AND STATUTORY RECORD KEEPING PURPOSES

VARIABLE STATEMENT	CATEGORIES
1. **Australian accounting and auditing standards**	a. usage and interpretation of relevant industrial award(s) b. state government changes c. Australian Taxation Office regulations
2. **Declaration**	a. employment declaration form b. Prescribed Payments System
3. **Industrial awards and government legislation**	a. clerks award b. sporting organisations award c. Australian Workplace Agreement d. Enterprise Bargaining Agreement e. Common Law Agreement
4. **Payment due**	a. gross wage/salary b. Pay As You Earn payable c. Superannuation Guarantee Levy d. holiday leave accrual e. sick leave accrual f. long service leave accrual g. meal allowance h. uniform/tool allowance i. travel allowance
5. **Records**	a. salary and wages journal report b. salary and wages reconciliation c. database records for each employee
6. **Recording systems/ mechanisms**	a. paper-based b. electronic
7. **Statutory and voluntary deductions**	a. employee superannuation contribution b. salary sacrifice superannuation c. union fees d. Prescribed Payments System

Evidence Guide

MANAGE PAYROLL RECORDS FOR EMPLOYEE SALARIES AND STATUTORY RECORD KEEPING PURPOSES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of processing and administering payroll data and records in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Ensure pays are calculated accurately
		  c.2 Ensure employees are paid on time and with correct pay advice slips
		  c.3 Ensure Pay As You Earn salary records are maintained and processed accurately
		  c.4 Ensure records are kept according to government legislation requirements
		  c.5 Ensure confidentiality of records is maintained

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FN 005A Produce reports as required for cash flow forecasts and budgetary purposes
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 007A Monitor and control disbursements within a given budget

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation's policy and procedures for the confidentiality and security of information
		  a.2 Organisation's policy and procedures in regard to designated timelines for presentation to nominated person for authorisation
		  a.3 Organisation's policy and procedures for designated timelines for the issue of salary and wages
		  a.4 Bookkeeping principles and practices
		  a.5 Banking institution's guidelines
		  a.6 Australian Taxation Office regulations
		  a.7 Australian Accounting and Auditing Standards
		
		b. Underpinning skills
		  b.1 Use of technology in order to record financial information into electronic accounting system
		  b.2 Referral skills to identify to whom to refer discrepancies
		  b.3 Research skills to seek information on the correct procedures for preparing salary and wages
		  b.4 Problem solving skills to identify the best course of action if unable to reconcile wage and salary records
		  b.5 Literacy skills to clarify information contained in organisation's policies and procedures

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with wage and salary data and an electronic payroll system, eg, Mind Your Own Business b. Assessment of this competency will require human resources

			consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	1	1

SRX FIN 007A   MONITOR AND CONTROL DISBURSEMENTS WITHIN A GIVEN BUDGET

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to monitor the disbursement of funds for programs and services and to ensure all appropriate records are kept and statutory regulations and compliances are met. This unit is based on unit BSA FIN 502A of the Administration Training Package (1997), but has been substantially enhanced for use within this training package.

ELEMENT	PERFORMANCE CRITERIA
1. **Disburse funds**	a. Funds for program and services are identified b. Funds are ***allocated and available*** within required timeframe c. Unallocated or unused funds are allocated according to ***management*** direction to meet changing requirements
2. **Administer financial control systems**	a. Funds expenditure is detailed in ***financial control systems*** b. ***Commonly accepted measures*** for controlling expenditure are included in system c. Appropriate ***program and services expenditure assessment*** is able to be made on systems d. Statutory regulatory, audit and policy compliance is understood and maintained by staff

Range of Variables

MONITOR AND CONTROL DISBURSEMENTS WITHIN A GIVEN BUDGET

VARIABLE STATEMENT	CATEGORIES
1. **Allocated and available**	a. within total budget for program/service b. provision allowed for use at appropriate time
2. **Business source documents**	a. petty cash vouchers b. petty cash book c. purchase requisitions and orders d. invoices and receipts e. delivery dockets f. credit notes g. statements h. cheques i. deposit books j. bank statements
3. **Commonly accepted measures**	a. Australian Accounting and Auditing Standards
4. **Financial control systems**	a. cash flow forecasts b. profit and loss statement c. balance sheet d. general ledger
5. **Indices**	a. direction from management b. judgement by employee on information sourced from industry/organisation network
6. **Management**	a. Board b. Chief Executive Officer
7. **Program and services expenditure assessment**	a. a budget has been developed for each program /service b. year-to-date profit and loss statement reports c. budget analysis reports
8. **Recording mechanisms/ systems**	a. paper based b. electronic c. organisation accounting system

9. **Relevant legislation/ standards**	a. legislation
	  a.1 Australian Taxation Office regulations
	  a.2 consumer law
	  a.3 payroll tax
	  a.4 sales tax
	b. standards
	  b.1 Australian accounting standards

Evidence Guide

MONITOR AND CONTROL DISBURSEMENTS WITHIN A GIVEN BUDGET

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of monitoring the disbursement of funds for programs and services, ensuring all appropriate records are kept in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to: c.1 Ensure there is an understanding of financial systems c.2 Ensure funds are allocated to projects and programs c.3 Ensure there is an understanding of the relevant legislation and policy with regard to disbursements of funds c.4 Ensure the funds for disbursement and control are clearly defined c.5 Ensure auditing requirements are met
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX FIN 005A Produce reports as required for cash flow forecasts and budgetary purposes
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX FIN 006A Manage payroll records for employee salaries and statutory record keeping purposes
3.	**Required knowledge and skills**	a.	Underpinning knowledge a.1 Organisation's policy and procedures for the confidentiality and security of information a.2 Organisation's policy and procedures on the designated timelines for the allocation of funds for programs and services a.3 Bookkeeping principles and practices a.4 Australian Accounting and Auditing Standards a.5 Statutory regulations a.6 Audit procedures
		b.	Underpinning skills b.1 Use of technology in order to record financial information into electronic accounting system b.2 Referral skills to identify to whom to refer discrepancies or problems within budget allocations b.3 Research skills to seek information on the appropriate fund allocations for programs and services b.4 Problem solving skills to identify the best course of action if available funds do not cover predicted expenditure b.5 Literacy skills to clarify information contained in organisation's policies and procedures
4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with a set of budgets for services and programs and access to an electronic accounting system, eg, Mind Your Own Business
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	2	2	1

SRX FIN 008A   SECURE FINANCIAL RESOURCES TO SUPPORT THE ORGANISATION

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to seek and secure additional funding through sponsorship and/or income generation avenues and to manage these activities in a professional manner.

ELEMENT	PERFORMANCE CRITERIA
1. **Seek to secure additional finances to support services**	a. A range of potential *funding organisations* are identified and contacted with a view to developing agreements b. Potential sponsors/funding agencies are given clear, accurate and inviting description of the possible *benefits* to be obtained from agreements c. A *pack* is developed which contains information on the benefits to be derived, as well as the financial and technical details involved d. Agreements reached are a result of both parties having had queries clearly answered and indicating satisfaction with their understanding of the arrangements e. A contractual agreement is constructed which contains clear, accurate and complete details of the settlement, is agreeable to both parties and is signed to confirm arrangement f. *Records* of negotiations and agreements are complete and accurate and are passed on to the appropriate people for storage and future reference g. Organisations who are contacted with regards to funding/sponsorship are communicated with in a professional fashion irrespective of whether particular negotiations are successful or not h. The feasibility of alternative fundraising schemes is *evaluated* and recommendations made accordingly i. All calculations are correct
2. **Generate income**	a. Possible sources of *income generation* are identified b. Income generation complies with known objectives, legal requirements and agreements c. Income generation takes account of *resource implications* d. Methods to generate income are presented and promoted in a manner which is likely to enhance their value e. Past experience is used to inform current decisions f. Income generation is monitored and evaluated to inform future decisions g. Details of income generation are disseminated to the *appropriate people* h. All calculations are accurate

Range of Variables

SECURE FINANCIAL RESOURCES TO SUPPORT THE SERVICE

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate people**	a. Board of Management b. Chief Executive Officer c. Marketing Manager d. Public Relations Manager e. Client Services Manager
2. **Benefits**	a. increased participation b. increased sales c. increased membership d. return on investment e. increase in public image/profile
3. **Evaluated**	a. against organisation's aims and objectives b. against other planned activities c. against existing sponsors and their aims and objectives and possible conflict d. against expected outgoings versus expected income
4. **Income generation**	a. participant income b. merchandising c. increased membership d. exhibition e. conference f. awards and presentations g. lunches/dinners
5. **Pack**	a. organisation's business plan b. organisation's strategic plan c. testimonials d. promotional material, brochures etc e. strategic plan for sponsorship proposal f. benefits to sponsor g. financial details
6. **Records**	a. minutes of all meetings b. contracts c. financial budget
7. **Resource implications**	a. human b. physical c. financial
8. **Funding organisations**	a. government funding agencies b. industry bodies c. philanthropic organisations d. corporate suppliers/manufacturers/service organisations e. sport funding bodies f. Australian Sports Commission

Evidence Guide

SECURE FINANCIAL RESOURCES TO SUPPORT THE SERVICE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of securing additional funding for the organisation through sponsorship and income generation activities and ensuring all facets are managed in a professional manner in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Identify the range of potential sponsors/funding agencies who may be approached for additional finances
		  c.2 Determine why certain potential sponsors/funding agencies were prioritised
		  c.3 Understand the importance of agreements being based on full information and to the satisfaction of all parties
		  c.4 Follow relevant procedures and legislation covering funding agreements and possible consequences of not doing so
		  c.5 Understand the importance of keeping records of negotiations and agreements and possible consequences of not doing so
		  c.6 Understand the importance of maintaining good relationships with potential sponsors/funding agencies
		  c.7 Identify the range of income generation schemes appropriate to recreation organisations
		  c.8 Follow relevant organisational and legal requirements
		  c.9 Determine how income generation schemes will be resourced
		  c.10 Evaluate the organisation's past experience in schemes to generate income
		  c.11 Develop methods of monitoring and evaluating income generation schemes
		  c.12 Understand the importance of keeping all relevant personnel informed and up-to-date

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 006A Manage payroll records for employee salaries and statutory record keeping purposes
		  a.2 SRX FIN 007A Monitor and control disbursements within a given budget
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX MKT 006A Initiate and maintain communication with sponsors/funding organisations
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 009A Negotiate insurance
		  c.2 SRX FIN 010A Prepare and analyse financial budgets and produce financial reports
		  c.3 SRX FIN 011A Meet statutory reporting requirements

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Financial management and budgeting
		  a.2 Organisation's policies and procedures for marketing, promotions and sponsorship
		  a.3 Organisation's objectives, key purpose, prime functions and key departments
		  a.4 Sales and marketing principles and practices and the ability to develop a sponsorship proposal

		a.5 Sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display
		a.6 Organisation's policies and procedures for client services
		a.7 Occupational Health and Safety and risk management procedures for management of promotional activities
		a.8 Legal issues that affect marketing activities
		a.9 Industry and marketing knowledge including sales networks and distribution systems and customer trends and preferences
	b.	Underpinning skills
		b.1 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments
		b.2 Investigating skills to determine the best sponsorship or income generating options will achieve the organisation's income generation objectives
		b.3 Problem solving skills to overcome impediments to achieving performance targets within sponsorship and income generating proposals
		b.4 Time management skills to ensure promotional activities are in line with the sponsorship proposal and clients remain informed and agreeable to solutions
		b.5 Evaluation skills to evaluate performance targets within the sponsorship or income generating proposal and instigate modifications or improvements
		b.6 Data collection and analysis skills to gather and assess success of the sponsorship or income generating activity
		b.7 Public speaking, group presentation skills
		b.8 Planning skills to manage promotional activities that are part of the sponsorship proposal
		b.9 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence
		b.10 Team and human resource management
		b.11 Use of technology to understand management systems
4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment with documentation on sponsorship proposals and industry and corporate networks in regard to possible sources of sponsorship
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Secure financial resources to support the organisation   **SRX FIN 008A**

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	2	1

SRX FIN 009A   NEGOTIATE INSURANCE

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to assess insurance requirements, arrange appropriate coverage and make claims as necessary.

ELEMENT	PERFORMANCE CRITERIA
1. Assess current insurance policies	a. Current **insurance policies** are identified b. Specific data on the parameters covered by insurance policies is identified and **assessed** as to **extent of coverage** c. **Limitations** of the policy are identified
2. Establish current insurance requirements	a. The **appropriate insurance agent** is identified b. Specific data on current insurance policies and areas for additional coverage and/or adjustments are **documented** for presentation to the insurance agent c. Negotiations are conducted with the agent covering identified areas d. The type and amount of cover required by the organisation is determined based on identified parameters

Range of Variables

NEGOTIATE INSURANCE

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate insurance agent**	a. registration under Insurance Act b. past history of claims payment and client service c. premiums d. policy features compared with insurance requirements

2. **Assessed**	a. advice from insurance company/broker
	b. statutory requirements
	c. willingness to accept risk
	    c.1 self insurance
	    c.2 no insurance
	    c.3 insurance for a lessor value
	    c.4 self insurance up to a fixed sum
	    c.5 comprehensive insurance through a company review and updating of insurance cover

3. **Documented**	a. policy documents b. safety reports c. accident reports
4. **Extent of coverage**	a. dollar amount b. no claim bonus c. excess payable on claims d. exclusions e. excess premiums
5. **Insurance policies**	a. professional indemnity b. workers compensation c. public liability d. building/contents e. motor vehicle f. participant/accident g. superannuation h. voluntary worker's i. travel j. consequential loss k. staff l. members/clients m. assets
6. **Limitations**	a. number of participants b. parameters of acceptable activity types c. venues used for activities

Evidence Guide

NEGOTIATE INSURANCE

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of various forms of insurance used in the work environment in order to assess their applicability to the organisation and negotiate additions and/or adjustments
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Identify parameters of current insurance policies and assess their applicability to current and planned activities of the organisation
			c.2 Undertake negotiations with an insurance company/broker in order to obtain the best possible insurance coverage for the least outlay of funds
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX FIN 006A Manage payroll records for employee salaries and statutory record keeping purposes
			a.2 SRX FIN 007A Monitor and control disbursements within a given budget
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX FIN 008A Secure financial resources to support the organisation
			c.2 SRX FIN 010A Prepare and analyse financial budgets and produce financial reports
			c.3 SRX FIN 011A Meet statutory reporting requirements
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Financial management and budgeting
			a.2 Organisation's policies and procedures for insurance coverage
			a.3 Organisation's objectives, key purpose, prime functions and key departments
			a.4 Sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display in order to provide adequate insurance coverage
			a.5 Organisation's policies and procedures for client services and volunteer management in order to ensure adequate insurance coverage
			a.6 Occupational Health and Safety and risk management procedures for management of promotional activities
			a.7 Legal issues that affect marketing activities and the limitation of insurance policies for these activities
		b.	Underpinning skills
			b.1 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments in relation to the insurance needs and limitations of the organisation
			b.2 Investigating skills to determine the best possible insurance coverage to allow the organisation to achieve its aims and objectives while being adequately covered by insurance

		b.3 Problem solving skills to overcome impediments in conducting the organisations programs, services and activities under insurance policy parameters
		b.4 Evaluation skills to evaluate current insurance policies and their parameters and limitations, and new insurance coverage and its advantages and limitations
		b.5 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence
		b.6 Use of technology in order to understand management systems
4.	Resource implications	a. Assessment of this competency requires access to a real or simulated work environment with actual insurance policies and documentation on other policies available in the market place
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a. Competency must be demonstrated in a real or simulated work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	3	3	2

SRX FIN 010A   PREPARE AND ANALYSE FINANCIAL BUDGETS AND PRODUCE FINANCIAL REPORTS

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to develop budgets based upon past and projected income and expenditure; and to develop monitoring and reporting systems.

ELEMENT	PERFORMANCE CRITERIA
1. Develop budgets	a. Revenue/expenditure/requests/predictions are obtained from ***appropriate person*** b. Future organisational operations are considered and assessed with reference to all available ***plans*** c. Previous financial statements are considered to provide baseline information d. Budgets and cash flows are prepared using all available information e. Budgets are circulated to ***appropriate person***
2. Monitor revenue and expenditure against budget	a. Appropriate monitoring and ***reporting systems*** are discussed, agreed upon and procedures established b. Income and expenditure are compared to budgeted and previous periods and discrepancies are identified and investigated c. Achievement and variances to the budget are identified and examined in liaison with ***appropriate person*** d. Recommendations for action on variances are documented e. Regular reports of operations are prepared to indicate fluctuations f. ***Financial statements*** and accompanying report of operations are provided to ***appropriate person*** for discussion

Range of Variables

PREPARE AND ANALYSE FINANCIAL BUDGETS AND PRODUCE FINANCIAL REPORTS

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate person**	a. Board of Management b. Finance Manager c. Deputy Executive Officer d. section managers
2. **Financial statements**	a. balance sheet b. profit and loss statement c. cash flow d. general ledger report
3. **Plans**	a. business plan b. strategic plan c. financial management plan d. human resource management plan e. building/equipment/maintenance plan f. cash flow g. event/activity/program/section budget
4. **Reporting systems**	a. cash flow b. balance sheet c. profit and loss statement d. written report

Evidence Guide

PREPARE AND ANALYSE FINANCIAL BUDGETS AND PRODUCE FINANCIAL REPORTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of monitoring income and expenditure against designated budgets in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Develop detailed budgets for specific aspects of the organisation ensuring all revue, expenditure, and projections are considered
		  c.2 Ensure the budgets consider existing and planned activities of the organisation
		  c.3 Ensure appropriate monitoring systems are developed that will provide an accurate picture of each event/activity/program/service of the organisation's operations
		  c.4 Make recommendations for action on any variances to the budget in order to keep it within acceptable budgeting limits

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX FIN 006A Manage payroll records for employee salaries and statutory and records keeping purposes
		  a.2 SRX FIN 007A Monitor and control disbursements within a given budget
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX FIN 008A Secure financial resources the support the organisation
		  c.2 SRX FIN 009A Negotiate insurance
		  c.3 SRX FIN 011A Meet statutory reporting requirements

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1. Organisation's objectives, key purpose, prime functions and key departments
		  a.2. Organisation's policy and procedures for the confidentiality and security of information
		  a.3. Banking institution's guidelines
		  a.4. Australian Accounting and Auditing Standards
		  a.5. Australian Taxation Office regulations
		  a.6. Financial management and budgeting
		  a.7. Strategic planning processes
		
		b. Underpinning skills
		  b.1 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments
		  b.2 Investigating skills to review income and expenditure against budgets
		  b.3 Problem solving skills to make recommendations on variances to budgets
		  b.4 Evaluation skills to evaluate income and expenditure performance targets within budgets
		  b.5 Data collection and analysis skills to gather and assess

			movements within budgeted figures b.6 Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting or forecasts, trends and recommendations, and business correspondence b.7 Team and human resource management skills b.8 Use of technology in order to understand management and accounting systems
4.	**Resource implications**	a.	Assessment of this competency requires access to a real or simulated work environment with actual budgets and cash flows
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	3	3	2

SRX FIN 011A   MEET STATUTORY REPORTING REQUIREMENTS

FIN   Finance

DESCRIPTION: This unit covers the knowledge and skills required to meet all statutory requirements of the organisation including the correct formatting of financial documentation, ensuring annual returns are submitted using audited data, tax returns are completed using audited data, fringe benefits tax is paid annually and accurate records of all lodgements are maintained.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare financial accounts and schedules to accounts in statutory format to meet audit requirements**	a. *Format of financial statements* is determined through liaison with auditor b. Financial statements are prepared to required format c. Schedules to accounts are prepared as required by auditor d. Accounts are audited within designated timeframes to meet *statutory reporting deadlines*
2. **Prepare annual return**	a. Annual return form is completed using audited financial accounts b. Annual return form is authorised by *designated person* and forwarded to the Australian Securities and Investments Commission together with required fee
3. **Prepare Income Tax Return**	a. Auditor is liaised with and *tax status* is determined b. Return is drafted and draft is forwarded to auditor for checking and lodgement
4. **Prepare fringe benefits tax return**	a. *Organisational procedures* for recording of benefits paid are established and adhered to b. Benefits at end of fringe benefits tax year are calculated c. Annual fringe benefits return is prepared and forwarded to auditor for checking prior to lodgement d. Salary packages are reconciled in accordance with fringe benefit tax payments

Range of Variables

MEET STATUTORY REPORTING REQUIREMENTS

VARIABLE STATEMENT	CATEGORIES
1. **Designated person**	a. Chief Executive Officer b. Board of Management c. auditor d. Finance Manager
2. **Format of financial statements**	a. paper-based b. electronic c. level of detail presented in reports d. which reports e. balance sheet f. profit and loss g. general ledger h. trial balance
3. **Organisational procedures**	a. paper-based b. electronic c. receipts/dockets/records d. journals created
4. **Statutory reporting deadlines**	a. Corporate Law b. Income Tax Assessment Law c. Fringe Benefits Tax Assessment Act
5. **Tax status**	a. non profit – non tax liability status b. exempt c. tax payable d. Pay As You Earn e. superannuation f. sales tax g. fringe benefits tax h. corporations tax

Evidence Guide

MEET STATUTORY REPORTING REQUIREMENTS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the factors influencing the preparation and lodgement of Australian Securities and Investments Commission annual returns, income tax returns and fringe benefits tax returns in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Ensure all financial records are maintained as per the requirements of the auditor
			c.2 Ensure all statutory returns are forwarded to the auditor for checking before lodgement
			c.3 Ensure the Australian Securities and Investments Commission annual return is prepared and lodged at the appropriate time so as not to incur a penalty
			c.4 Ensure the Australian Taxation Office Income Tax Return is prepared and lodged at the appropriate time so as not to incur a penalty
			c.5 Ensure the Fringe Benefits Tax Return is prepared and lodged at the appropriate time so as not to incur a penalty
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX FIN 006A Manage payroll records for employee salaries and statutory record keeping purposes
			a.2 SRX FIN 007A Monitor and control disbursements within a given budget
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX FIN 008A Secure financial resources to support the organisation
			c.2 SRX FIN 009A Negotiate insurance
			c.3 SRX FIN 010A Prepare and analyse financial budgets and produce financial reports
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Corporate Law
			a.2 Income Tax Assessment Law
			a.3 Fringe Benefits Tax Assessment Act
			a.4 Organisation's objectives, key purpose, prime functions and key departments
			a.5 Organisation's policy and procedures for the confidentiality and security of information
			a.6 Banking institution's guidelines
			a.7 Australian Accounting and Auditing Standards
			a.8 Banking institution's guidelines
			a.9 Financial management and budgeting
			a.10 Strategic planning processes
		b.	Underpinning skills
			b.1 Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments

		b.2	Investigating skills to review income tax, fringe benefit tax liabilities
		b.3	Problem solving skills to make recommendations when compliance not adhered to
		b.4	Evaluation skills to evaluate income tax, fringe benefit tax liabilities contained within proposed salary packages
		b.5	Data collection and analysis skills to gather and assess liabilities
		b.6	Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence
		b.7	Use of technology in order to understand management and accounting systems
4.	Resource implications	a.	Assessment of this competency requires access to a real or simulated work environment with documentation on the Australian Taxation system, and the Australian Securities and Investments Commission
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real or simulated work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	3	3	2

GROUPS

GRP

Contents

SRX GRP 001A   FACILITATE A GROUP

GRP   Groups

DESCRIPTION: This unit covers the knowledge and skills to establish a functional group within the context of a sport and recreation activity and to facilitate a group of clients participating in a sport and recreation activity or persons within a recreation organisation.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan the establishment of a group**	a. The **needs** of the individuals/group and the activity goals are identified b. Acceptance for the establishment of group goals is negotiated within the individual's/group's expectations c. Clearly defined purpose, roles, responsibilities are established within the group d. Group performance plan is established
2. **Monitor group formation**	a. Criteria are established against which group development and performance will be measured b. Systems and mechanisms are established to monitor and review group development and performance c. Potential **barriers** to group development and performance are identified d. Strategies to reduce/eliminate **barriers** are developed and implemented
3. **Develop group commitment and co-operation**	a. Shared information, open communication and constructive feedback are used to develop and maintain group commitment and co-operation b. Open communication is used to establish trust, confidence and ownership in group decision-making, feedback and problem solving processes
4. **Facilitate group processes**	a. Group effectiveness is gained through active participation and facilitation, and sensitivity to the effect the leader's behaviour has on colleagues b. Collaborative approaches are used to develop effective working relationships which help to accomplish strategic and operational goals c. Individual and collective empowerment is facilitated and achieved whilst maintaining group cohesion d. **Problems which impede individual and group performance** are identified and resolved by the group, using external assistance as required e. Cross-cultural, including gender appropriate communication strategies are routinely used
5. **Manage and facilitate group performance**	a. Competencies of group members are assessed regularly and refreshed as required to meet group plans b. Mentoring and support is provided to individuals and **groups** to enhance knowledge and skills c. Tasks are allocated to group members so that the diverse skills of each group member make a maximum contribution to the outcome d. Responsibility and accountability are devolved within the context in which the group members in relation to their responsibilities e. Delegations and tasks are monitored and followed up to assess the performance of group members in relation to their responsibilities f. Achievement is recognised by appropriate recognition and/or reward

Range of Variables

FACILITATE A GROUP

VARIABLE STATEMENT	CATEGORIES
1. **Barriers**	a. conflict of interest b. conflict between individual and group goals c. personality clashes d. poor communication skills e. poorly defined responsibilities and roles
2. **Groups**	a. full time employees b. part time employees c. clients d. volunteers
3. **Needs**	a. physical and/or b. emotional
4. **Problems which may impede group performance**	a. conflict of interest b. conflict between individual and group goals c. personality clashes d. inadequate/inappropriate skills to perform task e. poor communication skills f. lack of group cohesion and commitment to group goals g. inadequately defined goals h. poorly defined responsibilities and roles
5. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

FACILITATE A GROUP

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of group dynamics and the stages and phases of group formation
		b.	Assessment of performance should be over a period of time covering two categories of group from the range of variables and all categories from the remaining range statements applicable in the learner's work environment
		c.	In particular, assessment must confirm the ability to:
			c.1 identify and clarify group and individual goals
			c.2 analyse problems and barriers to group development and participation and develop appropriate strategies for removal/resolution
			c.3 establish strong commitment to group goals, strategies, outcomes and priorities
			c.4 handle uncertainty and conflict in a positive manner
			c.5 interact effectively with group members who have diverse styles, aspirations, cultures and perspectives
			c.6 communicate clearly and concisely with group
			c.7 demonstrate an understanding of group dynamics
			c.8 provide leadership to the group in varying contexts and situations
			c.9 encourage group to openly propose, discuss and resolve issues
			c.10 create opportunities to celebrate and promote group/individual success
			c.11 deal with conflict before it adversely affects group performance
			c.12 strive to achieve consensus in group decisions
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX TEM 004A Deal with conflict
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 activity specific competencies in fitness, community recreation, sport or outdoor recreation where required
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX CAI 005A Conduct a sport and recreation session for clients
			c.2 SRX CAI 007A Conduct a sport and recreation program
			c.3 SRX CAI 009A Conduct, monitor and adjust individualised long-term training program
			c.4 SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Activity aims and client goals
			a.2 Group dynamics with respect to stages of group formation
			a.3 Leadership styles
			a.4 Decision making and conflict resolution strategies for dealing with group and individual situations
		b.	Underpinning skills
			b.1 Problem solving of activity-specific problems as well as client interaction/conflict
			b.2 Conflict resolution and negotiation skills to resolve conflict that arises
			b.3 Interpersonal skills to enhance interaction with clients
			b.4 Communication (verbal, written and listening skills)

4.	**Resource implications**	a.	Assessment of this competency requires access to groups of clients participating in a recreation activity
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to group facilitation
6.	**Context for assessment**	a.	Competency must be demonstrated in an actual/real recreation activity with clients
		b.	In cases where the learner does not have the opportunity to cover two categories of group from the range of variables and all categories from the remaining range statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	-	1	-

SRX GRP 002A   PROVIDE LEADERSHIP TO GROUPS

GRP   Groups

DESCRIPTION: This unit covers the knowledge and skills to provide leadership to groups of clients within a sport and recreation context.

ELEMENT	PERFORMANCE CRITERIA
1. **Demonstrate appropriate standards of performance**	a. Performance standards serve as a role model for others b. Confidence and respect of others is gained through personal and professional integrity c. Performance measures are developed, monitored and achieved d. Planned and unplanned events are responded to decisively to achieve performance plans e. Organisation goals, standards and values are understood and applied in internal and external environments
2. **Influence individuals and groups**	a. Appropriate interpersonal styles and methods are used to encourage and guide individuals/group to achieve goals and targets b. Clearly communicated expectations, roles and responsibilities are provided to individuals and groups c. Efforts and contributions of individuals and groups are recognised and valued d. Ideas and information are clearly and persuasively explained in a manner which gains the acceptance and support of the individual/group members e. Negotiation and **conflict resolution strategies** are used to resolve potential problems
3. **Make decisions**	a. Criteria are established and all relevant information is assembled in preparation for making decisions b. Options are weighed and their risks assessed on the basis of substantiated evidence c. Decisions are timely, taking into account the context and the impact on individuals/group d. Plans to implement the decisions are agreed with the relevant individuals/group e. Feedback processes are used to monitor the implementation and impact of the decision
4. **Facilitate group decision making**	a. Situations are assessed to determine whether group decision making is appropriate within time and activity constraints b. **Barriers to effective group decision-making** are identified and steps taken to eliminate them c. Process for group decision making is facilitated and consequences of group decision are clarified and communicated d. Style of leadership encourages individual input into group decision-making process
5. **Demonstrate appropriate leadership styles**	a. A range of **leadership styles** are identified b. Factors affecting the application of each style are identified c. Predominant personal **leadership styles** are identified and steps taken to expand the range of options d. A **leadership style** appropriate to the group and situation is demonstrated

Range of Variables

PROVIDE LEADERSHIP TO GROUPS

VARIABLE STATEMENT	CATEGORIES
1. **Barriers to group decision making**	a. attitude b. conflict of interest c. conflict between individual and group goals d. personality clashes e. poor communication skills f. lack of group cohesion g. lack of confidence h. shyness i. dominant personalities j. phase of group formation (forming, storming, norming, performing, adjourning)
2. **Conflict resolution strategies**	a. integration/collaboration b. compromise c. power/dominance d. suppression/smoothing over e. ignoring/non-involvement
3. **Groups**	a. clients b. volunteers c. employees
4. **Leadership styles**	a. autocratic (telling) b. political (selling) c. evaluative (testing) d. participative (consulting) e. democratic (joining) f. laissez-faire
5. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PROVIDE LEADERSHIP TO GROUPS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of leadership styles, group dynamics and decision making and problem solving processes and procedures to suit different situations and clients b. Assessment should be over a period of time to confirm the ability to apply knowledge of leadership styles and factors that enhance leadership skills to two categories of group from the range of variables statement and all categories from the remaining range statements applicable in the learner's work environment c. In particular, assessment must confirm the ability to lead different client groups in an activity specific context, demonstrating: c.1 display of personal and professional integrity c.2 effective response to unexpected demands and pressures c.3 handling of uncertainty and conflict in a positive manner c.4 seeking of feedback regularly from others in own performance and acting on constructive criticism c.5 use of self-diagnosis and continuous improvement processes to enhance the quality of personal performance c.6 clear and concise communication of information to colleagues, supervisors and clients c.7 consistent performance to agreed outcomes c.8 demonstration of an understanding of group dynamics c.9 provision of leadership to the group in varying contexts and situations c.10 use of a range of leadership styles
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 SRX GRP 001A Facilitate a group b. This unit must be assessed in conjunction with the following unit(s): b.1 activity specific competencies in fitness, community recreation, sport or outdoor recreation where required c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX CAI 005A Conduct a sport and recreation session for clients c.2 SRX CAI 007A Conduct a sport and recreation program c.3 SRX CAI 009A Conduct, monitor and adjust individualised long term training programs c.4 SRX CAI 011A Plan and prepare for clients to meet the demands of high level participation
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Legislative requirements (eg, duty of care) a.2 Occupational Health and Safety responsibilities a.3 Organisation policy and procedures a.4 Relevant codes of practice/guidelines and ethics a.5 Technical expertise in activity a.6 Site/facility particulars a.7 Activity aims and client goals a.8 Group dynamics a.9 Leadership styles a.10 Decision making and conflict resolution processes b. Underpinning skills b.1 Risk assessment

		b.2	Problem solving and conflict resolution
		b.3	Interpersonal skills to achieve trust and empathy
		b.4	Communication (verbal, written, listening skills)
		b.5	Observation skills to identify sources of conflict, and emotional state of group
		b.6	Negotiation skills to resolve conflict
		b.7	Flexibility
4.	**Resource implications**	a.	Assessment of this competency requires access to client groups participating in recreation activities
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable
6.	**Context for assessment**	a.	Competency must be demonstrated in an actual/real sport and recreation activity with clients
		b.	In cases where the learner does not have the opportunity to cover two categories of group from the range of variables statement and all categories from the remaining range statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	3	3	3	-	2	-

HUMAN RESOURCE MANAGEMENT

HRM

Contents

SRX HRM 001A   MANAGE VOLUNTEERS

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to recruit and retain volunteers.

ELEMENT	PERFORMANCE CRITERIA
1. **Research and document needs for volunteer involvement**	a. Requirements of the organisation's human resource plan and financial plan are identified to ensure consistency b. Benefits to the organisation and volunteers deriving from their involvement is assessed and documented in the human resource plan
2. **Undertake volunteer recruitment**	a. The purpose and *role of volunteers* is defined in an appropriate *position description* b. *Volunteer rewards* are identified and incorporated into the recruitment program c. Responsibility for volunteer coordination is communicated/delegated to relevant parties d. *Target areas* are identified from which volunteers might be recruited e. Opportunities are provided for potential volunteers to experience work roles prior to commitment
3. **Maximise volunteer retention**	a. The human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers b. Individual requirements of volunteers are identified and incorporated into work role design c. Suitable induction and training for volunteers is arranged on an ongoing basis to ensure work roles, responsibilities and rights are clearly understood
4. **Ensure a positive experience for volunteers**	a. Counselling and reviews of work roles are regularly held with volunteers and areas of concern identified for further action b. *Social and other motivations* of volunteers are identified and incorporated in work design programs

Range of Variables

MANAGE VOLUNTEERS

VARIABLE STATEMENT	CATEGORIES
1. **Position description**	a. required knowledge b. skills and attributes c. responsibilities d. accountability e. commitment f. rewards g. reimbursement of costs h. uniform
2. **Industry sectors**	a. sport b. fitness c. outdoor recreation d. community recreation
3. **Relevant legislation and industry codes**	a. Occupational Health and Safety b. consumer affairs c. equal opportunity d. company code e. organisation articles of association f. professional association regulations g. codes and guidelines
4. **Role of volunteers**	a. coach b. fundraiser c. instructor d. judge e. umpire f. referee g. administrator h. organiser i. leader j. catering k. team support l. management of events m. projects n. finance o. administration of facilities p. administration of equipment/uniforms q. assist with marketing/promotions r. technical assistance s. maintenance t. run events u. supervision of children v. activity leaders w. transport
5. **Social and other motivations**	a. socialisation b. enjoyment c. loyalty d. desire to do something different e. support of family members and/or friends

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage volunteers   **SRX HRM 001A**

		f. meet new people g. break from routine h. sense of involvement i. learn new skills j. increased self esteem k. pathway to employment l. travel m. acknowledgment n. status
6.	**Target areas**	a. past and present membership b. family c. friends d. local community and community groups e. volunteer agencies f. unemployed people g. service organisations
7.	**Volunteer activities**	a. events b. fixtures c. seasons d. classes e. training f. administration g. controlling h. coaching i. officiating
8.	**Volunteer rewards**	a. free admittance to games/competitions/events b. free/discounted merchandise c. meet new people d. break from routine e. sense of involvement f. learn new skills g. increased self esteem h. pathway to employment
9.	**Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Manage volunteers   SRX HRM 001A

Evidence Guide

MANAGE VOLUNTEERS

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of managing volunteers in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers
			c.2 Ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function
			c.3 Ensure appropriate training is provided to volunteers to maximise their contribution to the organisation
			c.4 Undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX TEM 006A Create, maintain and enhance effective working relationships
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX HRM 002A Participate in staff selection to ensure team goals are achieved
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Recruitment methods and training processes
			a.2 Organisation's policy and procedures for developing job descriptions
			a.3 Organisation's strategic planning processes
			a.4 Work supervision
			a.5 Team facilitation
			a.6 Insurance and relevant policies
			a.7 Organisational systems, policy and procedures for industrial awards and agreements
			a.8 Equal Employment Opportunity legislation
			a.9 Occupational Health and Safety legislation
		a.	Underpinning skills
			b.1 Communication – Written and verbal
			b.2 Team and human resource management
4.	**Resource implications**	a.	Assessment of this competency requires access to a work environment in which volunteers play a vital role
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	-

SRX HRM 002A   PARTICIPATE IN STAFF SELECTION TO ENSURE TEAM GOALS ARE ACHIEVED

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to participate in the recruitment and induction of staff into the organisation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify requirements for new team position	a. Role of new position within team is identified b. Selection criteria is discussed with a ***nominated person*** c. Resources for position are identified with a ***nominated person*** d. Position description is drafted to reflect identified needs of the position
2. Draft job vacancy advertisement	a. Advertisement for the position is drafted b. Advertisement is finalised in discussion with a ***nominated person*** c. Position is advertised within ***nominated publications***
3. Select staff	a. Applications are received and recorded b. A shortlist of suitable applicants for interview is prepared in discussion with interview panel or a ***nominated person*** c. Interview schedule is arranged d. Interviews are conducted e. Candidates are notified of outcome
4. Employ staff	a. Induction of successful candidate is arranged b. ***Employment documents*** are processed

Range of Variables

PARTICIPATE IN STAFF SELECTION TO ENSURE TEAM GOALS ARE ACHIEVED

VARIABLE STATEMENT	CATEGORIES
1. **Employment documents**	a. Employment Declaration Form b. employment contract c. salary and bank details d. superannuation documents
2. **Nominated person**	a. supervisor b. section manager c. Human Resource Manager d. Chief Executive Officer e. Board of Management f. Finance Manager
3. **Nominated publications**	a. local newspaper b. national newspaper/s c. industry publications d. staff newsletter e. gazette
4. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

PARTICIPATE IN STAFF SELECTION TO ENSURE TEAM GOALS ARE ACHIEVED

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of staff recruitment and induction processes in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Ensure the organisation's goals are maintained
			c.2 Ensure the staff position and role are understood by the team
			c.3 Ensure staff suitable to the position are employed
			c.4 Ensure correct procedures for interviewing and selecting staff are followed
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX TEM 006A Create, maintain and enhance effective working relationships
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX HRM 001A Manage volunteers
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Recruitment methods and training processes
			a.2 Organisation's policy and procedures for developing job descriptions
			a.3 Organisation's strategic planning processes
			a.4 Work supervision
			a.5 Team facilitation
			a.6 Insurance and relevant policies
			a.7 Organisational systems, policy and procedures for industrial awards and agreements
			a.8 Equal Employment Opportunity legislation
			a.9 Occupational Health and Safety legislation
		b.	Underpinning skills
			b.1 Communication – Written and verbal
			b.2 Team and human resource management
4.	Resource implications	a.	Assessment of this competency requires access to a real work environment undergoing a recruitment process
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	Context for assessment	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning

on "What if?" scenarios

c.   Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d.   Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	-	1	-

SRX HRM 003A   PROMOTE AND MAINTAIN A POSITIVE EMPLOYEE/ INDUSTRIAL RELATIONS ENVIRONMENT

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to create and maintain a positive working environment for staff, it looks at industrial relations requirements and the ability to identify potential problems and come up with solutions that involve all stakeholders.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a positive employee/ industrial relations environment	a. Opportunities for consultation between *stakeholders* are provided and encouraged through a regular review process b. Areas identified in the review process are documented for future planning c. Provide up to date and relevant information on *industrial issues* d. Information is assessed, interpreted and documented in a format which is understandable and useable to stakeholders e. Keep union representatives informed of all issues which may affect employees f. Make decisions using processes which involve the participation of all relevant individuals and bodies g. The organisation's policy and procedures on industrial relations are incorporated into all processes
2. Implement solutions to potential problems	a. Potential problems on an individual or organisational level are recognised and documented b. Relevant documentation and information on the issue is obtained c. An appropriate method of addressing the potential problem/s is ascertained and agreed with relevant parties d. Seek *specialist assistance* if necessary e. A solution is agreed and documented which considers the needs of the organisation and of individuals f. *Stakeholders* are advised on how best to resolve difficult issues g. Procedures are carefully and precisely *documented* to meet legal and organisation requirements h. Solutions are applied and monitored for effectiveness

Range of Variables

PROMOTE AND MAINTAIN A POSITIVE EMPLOYEE/INDUSTRIAL RELATIONS ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. **Documentation**	may include but is not limited to the requirements defined in the current a. acts b. awards c. enterprise agreements d. Australian Workplace Agreements e. employment contracts
2. **Documented**	a. personnel records b. notices issued c. correspondence sent and received d. photographs e. witness reports f. legal opinions g. expert advice h. board/committee minutes i. awards j. organisation policies and procedures k. identification documents
3. **Organisation's policies and procedures**	developed to identify potential problems a. a reporting system from payroll regarding absenteeism b. encouraging supervisors to report on potential problems c. dispute settlement procedures d. grievance mechanisms e. regular stakeholder feedback systems
4. **Industrial issues**	a. conditions of employment b. award wage rates c. employee entitlements d. rights and responsibilities
5. **Specialist assistance**	a. Occupational Health and Safety specialists b. industrial officers c. technical experts d. line management e. union officials
6. **Stakeholders**	a. users b. parents c. players d. teams e. associated groups f. officials g. coaches h. management i. union representatives j. industrial relations officers k. professional or technical staff with specific expertise l. employees affected by the change process

	m. volunteers	
7. Work environment	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range	

Evidence Guide

PROMOTE AND MAINTAIN A POSITIVE EMPLOYEE/INDUSTRIAL RELATIONS ENVIRONMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of promoting and maintaining positive employee and industrial relations in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: c.1 Apply relevant regulations and legislation c.2 Identify potential issues and/or conflicts c.3 Ensure all stakeholders are kept informed of potential issues and/or conflicts c.4 Ensure all processes comply with legal and the organisation's requirements c.5 Ensure the effectiveness of solutions are monitored and documented
2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s): a.1 BSX FMI 502A Provide leadership in the workplace a.2 BSX FMI 504A Participate in, lead and facilitate work teams b. This unit must be assessed in conjunction with the following unit(s): b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX HRM 004A Recruit staff c.2 SRX HRM 005A Monitor and review staff performance c.3 SRX HRM 006A Develop and implement a human resource plan
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Equal Employment Opportunity legislation a.2 Affirmative action legislation a.3 Awards and enterprise agreements a.4 Organisation policies and procedures for industrial awards and agreements a.5 Grievance resolution policy and procedures a.6 Relevant legislation and regulations a.7 Environmental awareness a.8 Staff development techniques a.9 Recruitment methods and training processes a.10 Organisation's strategic planning processes a.11 Work supervision a.12 Team facilitation a.13 Insurance and relevant policies a.14 Occupational Health and Safety legislation a.15 Workplace stress management and monitoring b. Underpinning skills b.1 Negotiation skills to promote a positive employee / industrial relations environment b.2 Consulting with unions, employees and management on issues as they arise b.3 Problem solving skills to resolve problems within the workplace b.4 Counselling skills to support colleagues

		b.5	Report writing skills to report to management and other stakeholders
		b.6	Conflict resolution to support a positive environment
		b.7	Grievance resolution
		b.8	Decision making skills to promote effective decision making in the work environment
4.	**Resource implications**	a.	Assessment of this competency requires access to a real work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	-	1	1

SRX HRM 004A   RECRUIT STAFF

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to write job descriptions, place advertisements, interview and employ staff for the organisation, ensuring that all legal and organisational requirements are followed.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare position and job profile descriptions**	a. ***Relevant parties*** are consulted during the development of ***job descriptions*** to ensure all relevant perspectives are identified b. Descriptions are prepared consistent with operational plan and operating targets c. ***Job descriptions*** document a clear and concise description of work duties d. Job descriptions include statements on organisation's key areas as appropriate
2. **Recruit and select staff**	a. ***Recruitment methods*** suit job and organisation's requirements in accordance with relevant legislation b. The selection process, including interviews, is undertaken in a fair and equitable manner, in accordance with selection criteria, organisation's requirements and relevant legislation c. Information on competing applications is judged against documented selection criteria d. All applicants are promptly and accurately informed regarding selection process outcome
3. **Implement industrial instrument**	a. Application of relevant ***industrial instrument*** is identified and implemented b. Suitable employee contracts are negotiated with appropriate and full records kept of agreements reached c. Regular audit of terms and conditions of ***industrial instrument*** is undertaken to ensure compliance
4. **Induct new staff**	a. New recruits are informed of organisation's mission and operating principles, policies and procedures, and client groups b. New recruits are familiarised with people, roles and functions in the workplace c. New recruits are familiarised with their job roles in the workplace

Range of Variables

RECRUIT STAFF

VARIABLE STATEMENT	CATEGORIES

1. **Industrial instruments**	a. awards/contracts defined under relevant legislation with coverage for the industry
	b. may be defined by type of work or worksites involved
	c. coverage may vary between states and territories
	d. employment contracts
	    d.1 documented and agreed employment arrangement between employer, employee or employee representatives
	    d.2 enterprise agreements

2. **Job descriptions**	a. title of position b. duties and responsibilities c. reporting arrangements d. terms and conditions of employment e. company policy requirements f. safety g. security h. public presentation i. rates of pay j. overtime k. reward schemes l. formal job profiles m. incorporated in job advertisements
3. **Recruitment methods**	a. advertisements b. word of mouth c. referrals d. employment or government agencies e. training institutions
4. **Relevant parties**	a. Human Resource Manager b. Chief Executive Officer c. Personnel Manager d. Section Manager e. Supervisor
5. **Work environment**	varies with respect to a. size of organisation b. type of organisation c. location d. complexity e. product/service range

Evidence Guide

RECRUIT STAFF

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of recruiting staff in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Prepare job descriptions that will ensure employment outcomes reflect the needs of the organisation
		   c.2 Ensure the interview process is carried out in compliance with all relevant legislation
		   c.3 Ensure all staff are employed under relevant industrial relations conditions
		   c.4 Ensure staff induction is comprehensive

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 BSX FMI 502A Provide leadership in the workplace
		   a.2 BSX FMI 504A Participate in, lead and facilitate work teams
		   a.3 SRX HRM 002A Participate in staff selection to ensure team goals are achieved
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 SRX HRM 003A Promote and maintain a positive employee/industrial relations environment
		   c.2 SRX HRM 005A Monitor and review staff performance
		   c.3 SRX HRM 006A Develop and implement a human resource plan

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Organisation's policy and procedures for employment terms and conditions
		   a.2 Current industrial instruments
		   a.3 Organisation's policy and procedures on recruitment methods and practices
		   a.4 Organisation's policy and procedures for selection methods and processes
		   a.5 Organisation's key departments key personnel, key functions
		   a.6 Organisation's policies and procedures for the induction of new staff and training of new and existing staff
		
		b. Underpinning skills
		   b.1 Written and verbal communication skills to engage in recruitment process
		   b.2 Interpersonal skills to deal with people at all levels, both internally and externally
		   b.3 Interviewing skills to effectively screen applicants
		   b.4 Decision making skills to select candidates
		   b.5 Assessment against criteria to evaluate the prospective candidates
		   b.6 Report writing skills to report to management and line staff on the outcomes of recruitment
		   b.7 Negotiation skills to secure the most attractive candidate

4.	**Resource implications**	a.	Assessment of this competency requires access to a real recruitment process
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	1	-

SRX HRM 005A   MONITOR AND REVIEW STAFF PERFORMANCE

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to review staff performance against agreed planned targets and to implement disciplinary and termination procedures when required.

ELEMENT	PERFORMANCE CRITERIA
1. **Develop an appropriate review process**	a. Organisational goals are identified b. Employee goals are identified
2. **Develop and train staff in performance management system**	a. ***Performance management systems*** are designed in consultation with employees b. Planned targets for employees and the organisation are agreed and documented c. All staff are informed of the performance management systems and what is acceptable performance to reach the agreed targets
3. **Undertake staff performance assessment**	a. Staff are consulted with to negotiate assessment criteria b. Staff are assessed at regular intervals against pre determined performance requirements c. Assessment is conducted in a fair and equitable manner to all staff members d. Staff are provided with opportunities to question assessment and negotiate outcomes where appropriate
4. **Implement performance management systems**	a. Systems are administered fairly and equitably to all parties
5. **Counsel staff on options and alternatives**	a. ***Staff counselling*** occurs promptly to minimise the negative impact of delays b. Counselling strategies are appropriate to organisation and individual needs c. A record of counselling and required action is prepared promptly d. Counselling is undertaken in a supportive environment that protects the privacy of the individual e. Referrals to ***professional services*** are made as appropriate f. Clear information is given to staff regarding the performance standards expected g. ***Options for assisting staff to meet required standards*** are offered h. The perspectives of staff, the organisation and any other relevant people are taken into account i. All parties are advised immediately of any ***external decisions*** that impact on a resolution j. Resolutions and decisions are based on complete and accurate details of the situation and conducted within agreed procedures
6. **Develop disciplinary and termination procedures**	a. Procedures are developed in association with ***relevant parties*** and agreement on approach obtained b. Procedures comply with organisation, industrial and legislative requirements c. Procedures are fair and equitable and reflect accepted community

NATIONAL **C**OMMUNITY **R**ECREATION, **F**ITNESS, **O**UTDOOR **R**ECREATION AND **S**PORT **I**NDUSTRY **T**RAINING **P**ACKAGES

Monitor and review staff performance   **SRX HRM 005A**

			standards
7.	**Implement disciplinary and termination procedures**	a.	The need for intervention is monitored from individual's response to work
		b.	Requests for intervention are considered and responded to
		c.	Details of decisions and actions taken are fully documented
		d.	Disciplinary and/or termination interviews are conducted in an appropriate manner with a constructive approach in accordance with ***organisational policy and relevant legislation***
		e.	The interests of the organisation and the individual are protected within required and agreed procedures and relevant legislation
		f.	All other relevant parties are involved and/or advised promptly of actions taken

Range of Variables

MONITOR AND REVIEW STAFF PERFORMANCE

VARIABLE STATEMENT	CATEGORIES

1. **Disciplinary systems**	a. disciplinary procedures
	   a.1 formal processes under required legislation
	b. disciplinary systems
	   b.1 developed within the organisation
	   b.2 prescribed by external parties
	   b.3 through industrial or other agreements

2. **External decisions**	a. change in legislation b. change in ownership of organisation c. change in planned targets d. directive from share holders/Board of Management
3. **Industry sectors**	a. sport b. fitness c. outdoor recreation d. community recreation
4. **Options for assisting staff to meet required standards**	a. training b. counselling c. change in duties
5. **Organisational policy and relevant legislation**	a. operating procedures b. industrial awards c. state and federal legislation
6. **Performance assessment**	a. formal b. informal
7. **Performance management systems**	a. regular review and display of performance against planned targets b. incentive system c. working in teams, team goals rather than individual
8. **Professional services**	a. workplace trainer b. trainer/educator c. family counsellor d. psychiatrist e. psychologist
9. **Relevant legislation**	a. taxation b. Equal Employment Opportunity
10. **Relevant parties**	a. individual employee b. supervisor c. manager d. elected representatives e. unions f. employee representatives g. government departments and their representatives h. legal agents

	i.	volunteers
11. Rewards systems	a.	pay bonuses
	b.	sales targets
	c.	time off
	d.	organisation recognition awards
12. Staff counselling	a.	employee discussions
	b.	organised and formal interviews
	c.	at the request of employer or employee
13. Work environment	varies with respect to	
	a.	size of organisation
	b.	type of organisation
	c.	location
	d.	complexity
	e.	product/service range

Evidence Guide

MONITOR AND REVIEW STAFF PERFORMANCE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of monitoring and reviewing staff performance against set criteria and implementing disciplinary procedures when required in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Develop a review process that incorporates the goals of the organisation and the employee being reviewed
		  c.2 Ensure performance management systems are understood by all staff
		  c.3 Ensure the staff performance system is fair and equitable to all staff members
		  c.4 Conduct staff counselling sessions that are supportive to the individual while ensuring that organisational performance standards are understood and assistance given to reach these standards
		  c.5 Ensure disciplinary and termination procedures comply with all legal and organisational requirements

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 BSX FMI 502A Provide leadership in the workplace
		  a.2 BSX FMI 504A Participate in, lead and facilitate work teams
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX HRM 003A Promote and maintain a positive employee/ industrial relations environment
		  c.2 SRX HRM 004A Recruit staff
		  c.3 SRX HRM 006A Develop and implement a human resource plan

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Employment assessment systems
		  a.2 Industrial terms and conditions
		  a.3 Employer and employee rights
		  a.4 Relevant industrial agreements
		  a.5 Industrial awards and legislation
		  a.6 Organisation policy and procedures
		  a.7 Equal Employment Opportunity legislation
		  a.8 Interviewing techniques
		  a.9 Feedback strategies
		  a.10 Psychological indicators
		  a.11 Counselling strategies
		  a.12 Organisation's aims, objectives and goals
		  a.13 Organisation's policy and procedures for staff counselling
		  a.14 Organisation's policy and procedures for the implementation of disciplinary processes and the termination of staff
		
		b. Underpinning skills
		  b.1 Communication, verbal and written skills to deal with staff at all levels
		  b.2 Counselling skills to support staff in the staff review process

		b.3 Stress management skills to identify determinants of stress b.4 Option development skills to identify alternative courses of action b.5 Lateral and alternative thinking skills to identify alternative solutions to problems b.6 Empathy and resourcefulness skills to identify with staff b.7 Report writing to inform management and line staff of the outcomes of the review process b.8 Negotiation skills to encourage staff to take appropriate course of action b.9 Decision making skills to support review process b.10 Assessment skills to evaluate and monitor situations
4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment and a staff review process b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	-	1	-

SRX HRM 006A   DEVELOP AND IMPLEMENT A HUMAN RESOURCE PLAN

HRM   Human resource management

DESCRIPTION: This unit covers the knowledge and skills required to analyse present profile of staff and recommend future human resource requirements for the organisation.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse present workforce profile**	a. ***Staff*** data is accessed, interpreted and documented b. ***Data*** used is current, valid and reliable c. Competency profiles for positions in present ***workforce*** are developed
2. **Determine future human resource requirements of the organisation**	a. Organisation's strategic and business plan are examined to ensure human resource initiatives are consistent with objectives b. Internal/external factors likely to impact on future human resource needs are identified c. A future profile of probable human resource requirements is determined and documented d. Future competencies required not able to be met by present workforce are identified and documented
3. **Develop and implement a human resource plan to meet future requirements**	a. ***Relevant experience*** is consulted/engaged where appropriate b. Skill base and any gaps in the workforce are identified and documented c. Organisational objectives and constraints which will affect human resource requirements are identified d. Strategies to meet present/future human resource requirements are incorporated into plan and prioritised e. ***Relevant stakeholders*** are consulted and confirmation of plan is agreed f. All relevant parties within the organisation are consulted and agreement obtained for the human resources plan g. Workplace plan is documented clearly and distributed to ensure all ***relevant parties*** are kept informed h. Strategies are implemented in accordance with plan specifications
4. **Monitor and evaluate implementation of plan**	a. Reviews are undertaken at regular intervals and recommendations documented

Range of Variables

DEVELOP AND IMPLEMENT A HUMAN RESOURCE PLAN

VARIABLE STATEMENT	CATEGORIES
1. **Data**	a. staff levels b. training c. competencies held d. skill/knowledge base e. support facilities f. job planning g. career planning h. procedures i. teams j. equal opportunity k. health and safety l. recruitment m. growth/decline n. role of volunteers o. paid/unpaid staff p. liability q. strategic and operational plans
2. **Relevant experience**	a. workplace trainer b. trainer/educator c. skills coach
3. **Relevant parties**	a. employees b. participants c. supporters d. sponsors e. members f. volunteers g. teams h. clubs i. facility owners j. volunteers
4. **Relevant stakeholders**	a. Human Resource Manager b. Chief Executive Officer c. manager d. staff e. team leaders f. Board of Management g. union official/representative
5. **Staff**	a. employees b. management c. full-time d. part-time e. casual f. volunteers
6. **Workforce**	a. paid workers b. unpaid workers

7. **Work environment**	varies with respect to
	a. size of organisation
	b. type of organisation
	c. location
	d. complexity
	e. product/service range

Evidence Guide

DEVELOP AND IMPLEMENT A HUMAN RESOURCE PLAN

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of developing and implementing a human resource plan in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Analyse data on current workforce and determine the gaps between the current and the future human resource requirements of the organisation
		   c.2 Ensure the human resource plan developed will meet the future requirements of the organisation
		   c.3 Implement a Human Resource plan in a work environment
		   c.4 Ensure the human resource plan is reviewed and updated regularly

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 BSX FMI 502A Provide leadership in the workplace
		   a.2 BSX FMI 504A Participate in, lead and facilitate work teams
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 SRX HRM 003A Promote and maintain a positive employee/industrial relations environment
		   c.2 SRX HRM 004A Recruit staff
		   c.3 SRX HRM 005A Monitor and review staff performance

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Organisation's strategic and business plan
		   a.2 Organisation's aims and objectives
		   a.3 Equal Employment Opportunity management plans
		   a.4 Labour market program
		   a.5 Organisation policies and procedures
		   a.6 Human resource information management system
		   a.7 Labour market movements
		
		b. Underpinning skills
		   b.1 Analysis of human resource needs for organisation
		   b.2 Forecast / trend identification
		   b.3 Consultation with internal and external contacts
		   b.4 Creating/planning/manage human resource strategies
		   b.5 Preparation of submissions/reports
		   b.6 Analysis of data

4.	**Resource implications**	a. Assessment of this competency requires access to a real work environment where a human resource plan can be developed b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	1	2	-	2	-

THH GLE 09A   MANAGE WORKPLACE DIVERSITY

HRM   Human resource management

DESCRIPTION: This unit deals with the skills and knowledge required to provide leadership in a diverse workplace where clients and staff are from a wide range of backgrounds. It builds on the common core unit THH COR 02A and reflects the importance of managing cross-cultural issues in the sport and recreation industry.

ELEMENT	PERFORMANCE CRITERIA
1. **Encourage respect for diversity in the workplace**	a. Individual behaviour provides a role model for others and demonstrates respect for diversity b. Planning and work practices are developed in a manner which shows respect for workplace diversity c. Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and clients
2. **Use diversity as an asset**	a. The skills of a diverse workforce are recognised and used to enhance organisation performance b. Benefits of diversity are promoted to colleagues
3. **Deal with problems arising from diversity issues**	a. Workplace problems which arise from diversity issues are promptly recognised and action is taken to resolve the situation b. Training needs are identified and actioned c. Coaching and mentoring is used to assist colleagues to successfully work in a diverse environment

Range of Variables

MANAGE WORKPLACE DIVERSITY

VARIABLE STATEMENT	CATEGORIES
1. Diversity	refers to diversity in its broadest sense and may be related to a. race b. language c. special needs d. disabilities e. family structure f. gender g. age h. sexual preference

Evidence Guide

MANAGE WORKPLACE DIVERSITY

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of managing workplace diversity in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Understand the role of leaders in encouraging effective cross cultural communication in the sport and recreation industry
		   c.2 Apply knowledge of specific cultural issues that may apply in a particular industry context

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		   b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		   c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Specific diversity issues which apply to the sport and recreation industry and which contribute to the industry's progress
		
		b. Underpinning skills
		   b.1 Cross cultural communication skills

4.	**Resource implications**	a. Assessment of this competency requires access to clients and colleagues in a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	3	1

THH GLE 21A   PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES

HRM   Human resource management

DESCRIPTION: This unit deals with the skills and knowledge required to act as a business mentor to other individuals in industry. To achieve competence in this unit, significant workplace experience would generally be required.

ELEMENT	PERFORMANCE CRITERIA
1. Establish a relationship with mentoree	a. Effective communication styles are used to develop trust, confidence and rapport b. Agreements are made on how the relationship will be conducted including 　b.1 the amount of time involved for both parties 　b.2 confidentiality of information 　b.3 scope of issues to be covered c. Expectations and goals are discussed and clarified
2. Offer mentoring support	a. The mentoree is assisted to identify and evaluate options to achieve agreed goals b. Personal experiences and knowledge are shared with the mentoree to assist in progress towards agreed goals c. The mentoree is encouraged to make decisions and take responsibility for the courses of action/solutions under consideration d. Supportive advice and assistance is provided in a manner which allows the mentoree to retain responsibility for achievement of their own goals e. Changes in the mentoring relationship are recognised and openly discussed f. Adjustments to the relationship take into account the needs of both mentor and mentoree

Range of Variables

PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES

VARIABLE STATEMENT	CATEGORIES
1. **Mentors and mentorees**	may work within a. same organisation b. different organizations
2. **Mentoring process**	may apply to any area of a. business b. professional endeavour

Evidence Guide

PROVIDE MENTORING SUPPORT TO BUSINESS COLLEAGUES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of providing mentoring support to business colleagues in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Use knowledge and experience to assist another individual achieve their agreed goals
		  c.2 Apply effective communication styles
		  c.3 Understand the role and benefits of mentoring in business

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Understanding of mentoring, its role and potential benefits
		  a.2 Knowledge and experience of the area of business in which the mentoree operates
		
		b. Underpinning skills
		  b.1 Communication skills in relation to listening, questioning and non-verbal communication

4.	**Resource implications**	a. Assessment of this competency requires access to business colleagues in a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real or simulated work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	3	1

INDUSTRY/ENTERPRISE

IND

Contents

SRX IND 001A   DEVELOP KNOWLEDGE OF THE SPORT AND RECREATION INDUSTRY

IND   Industry/Enterprise

DESCRIPTION: This unit deals with the skills and knowledge required to access, increase and update the knowledge of the sport and recreation industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the sport and recreation industry.

ELEMENT	PERFORMANCE CRITERIA
1. **Research basic information about the recreation industry in Australia**	a. Correctly identify the structure of the recreation industry and the roles and functions of the various sectors including: community recreation; outdoor recreation; fitness; and sport b. The appropriate sector of the sport and recreation industry to which particular organisations belong is able to be stated c. *Sources of information* on the sport and recreation industry are correctly identified and accessed d. The *economic and social significance* of sport and recreation and the impact it has for individuals and the community is accurately identified
2. **Apply industry information**	a. Specific information on the sector of work is accessed b. Industry information is correctly applied in day-to-day work activities c. Information to assist effective work performance within the industry is obtained, including *industry specific information* and key *legislation*
3. **Update sport and recreation industry knowledge**	a. *Informal and/or formal research* is used to update general knowledge of the sport and recreation industry b. Updated knowledge is shared with clients and colleagues as appropriate, and incorporated into day-to-day work activities

Range of Variables

DEVELOP KNOWLEDGE OF THE SPORT AND RECREATION INDUSTRY

VARIABLE STATEMENT	CATEGORIES
1. **Economic and social significance**	may include a. employment b. impact on volunteers c. effect on local amenities/facilities d. population changes e. community role in recreation f. contribution to Gross Domestic Product g. positive and negative impacts on health h. offending against the law i. national pride
2. **Industries other than recreation**	may include a. community services b. health c. entertainment d. arts e. science and research f. retail g. tourism and hospitality
3. **Industry bodies**	may include a. national activity organisations b. peak bodies c. professional organisations d. unions
4. **Industry characteristics**	a. high levels of part time and casual employment b. irregular working hours c. high turnover of volunteers d. relatively few professional positions e. workforce employed mostly in operation positions f. mainly small business or self-employed personnel g. over 2/3 of the recreation industry have no formal/recognised qualifications
5. **Industry specific information**	a. different sport and recreation services and their relevance to industry sectors b. relationships between sport and recreation and other industries c. different sectors of the industry, their inter-relationships and the services available in each sector d. major sport and recreation industry bodies e. issues for sport and recreation f. specific features of the local/regional industry g. the roles and responsibilities of individual staff in a successful sport and recreation business h. quality assurance
6. **Informal and formal research**	may include a. informal discussions with colleagues b. formal study c. reading of brochures

		d.	trade and general media
		e.	product updates and launches
		f.	promotional seminars
		g.	direct contact with other organisations
		h.	familiarisations
		i.	accessing the Internet
7.	**Information**	a.	nature and extent of services
		b.	nature of relationships between sectors/providers
		c.	roles and functions of key industry bodies
8.	**Information sources**		may include
		a.	media
		b.	reference books
		c.	libraries
		d.	union
		e.	industry associations and organisations
		f.	industry journals
		g.	computer data, including Internet
		h.	personal observations and experience
9.	**Sport and recreation industry sectors**	a.	fitness
		b.	sport
		c.	outdoor recreation
		d.	community recreation
10.	**State and Federal legislation**	a.	consumer protection
		b.	duty of care
		c.	equal employment opportunity
		d.	anti-discrimination
		e.	workplace relations

Evidence Guide

DEVELOP KNOWLEDGE OF THE SPORT AND RECREATION INDUSTRY

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of developing sport and recreation industry knowledge in the work environment
		a.	Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to
			c.1 Provide an overview of the sport and recreation industry in Australia
			c.2 Describe the roles and functions of various sport and recreation sectors and key industry bodies within each sector
			c.3 Describe the social and economic significance of the sport and recreation industry and its impact on individuals and the community
			c.4 Apply researched industry information to day-to-day work activities
			c.5 Convey researched information to clients and colleagues
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX COM 001A Communicate in the workplace
			c.2 SRX CLS 001A Interact with clients
3.	Required knowledge and skills	a.	Underpinning Knowledge
			a.1 Information sources of the recreation industry
			a.2 Sectors of the recreation industry and their inter-relationships
			a.3 Roles and functions of each sector
			a.4 Key industry bodies in the recreation industry
			a.5 Knowledge of economic and social issues impacting on the recreation industry
			a.6 Characteristics of the industry
			a.7 Relevant legislation including: Occupational Health and Safety; Equal Employment Opportunity and Trade Practices Acts
		b.	Underpinning Skills
			b.1 Questioning/listening techniques to elicit information
			b.2 Basic research skills to identify and collect relevant information
			b.3 Interpersonal communication skills to deal with clients and colleagues
			b.4 Presentation skills to convey information to clients and colleagues
			b.5 Time management skills to schedule research activities
4.	Resource implications	a.	Assessment of this competency requires access to a real or simulated work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

| 6. | **Context for assessment** | a. | Competency must be demonstrated in a real or simulated work environment |

6. **Context for assessment**

a. Competency must be demonstrated in a real or simulated work environment
b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	-	-	-	-	-

SRX IND 002A   DEVELOP AND IMPLEMENT A CAREER PATH

IND   Industry/Enterprise

DESCRIPTION: This unit covers the competencies required in developing and implementing a career path in the sport and recreation industry.

ELEMENT	PERFORMANCE CRITERIA
1. Set career plan and objectives	a. Career options based on ***participation profile*** are evaluated b. Industry career paths are correctly identified and an individual career path is planned and developed c. Personal position, capabilities and interests are identified and compared against career options d. Advice of professionals is sought to provide objective perspective on possible career directions e. Goals and objectives set are realistic, achievable and capable of revision in changed circumstances f. ***Career plan*** integrates with performance requirements g. ***Career plan*** identifies suitable milestones for achievement and implements progressive attainment of goals
2. Undertake suitable education and training	a. Education and training activities facilitate achievement of planned career objectives b. Education and training activities integrate with work and performance requirements effectively c. Studies are undertaken on a regular basis to assist career development, where appropriate
3. Undertake suitable employment activities	a. Suitable ***employment*** arrangements are sought and maintained where possible b. ***Employment*** activities are relevant to career objectives and plan c. ***Employment*** facilitates training and performance in industry events d. ***Employment*** activities integrate the personal and financial goals of the individual
4. Review and monitor career development	a. Opportunities for career development or change are identified through a process of continuous review b. Contingencies are managed to ensure minimal disruption to achieving planned objectives c. Adjustments are incorporated into ***career plan*** and objectives in response to changes in circumstance or events d. Career directions are regularly monitored in association with relevant ***professional service providers***

Range of Variables

DEVELOP AND IMPLEMENT A CAREER PATH

VARIABLE STATEMENT	CATEGORIES
1. **Career plan**	a. financial expectations b. type of work and location c. level of integration with professional activity d. dates e. timeframes f. measurable outcomes g. short and long term outcomes
2. **Employment**	a. full time b. part time c. casual d. volunteer involvement e. paid performance f. competition g. displays h. promotional activities i. endorsements j. non-performance related work k. public relations
3. **Participation profile**	a. plan for participating in activities
4. **Professional service providers**	a. counsellors b. coach c. managers d. career development officers
5. **Relevant legislation and industry codes**	a. Occupational Health and Safety b. industry control and regulating legislation c. professional association regulations, codes and guidelines

Evidence Guide

DEVELOP AND IMPLEMENT A CAREER PATH

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the development and implementation of a career path in the work environment
		b. Assessment of performance should be over a period of time covering career plan, employment and relevant legislation and industry code categories of the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		  c.1 Identify career paths and evaluate career options
		  c.2 Seek advice of professionals on career options
		  c.3 Develop a career plan setting realistic and achievable goals
		  c.4 Undertake additional training towards career goals
		  c.5 Monitor and review career plan

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX IND 001A Develop knowledge of the sport and recreation industry
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 SRX COM 002A Receive and pass on information to facilitate effective routine communication
		  c.2 SRX CLS 002A Deliver service to clients
		  c.3 SRX ORG 002A Work effectively in a sport and recreation organisation

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Organisation policies and procedures, particularly in relation to employment, career planning and progression
		  a.2 Relevant codes, rules and guidelines
		  a.3 Career options and alternatives
		  a.4 Personal aspirations, needs and wants
		  a.5 Work options
		  a.6 Educational and training opportunities
		  a.7 Sources of professional assistance
		
		b. Underpinning skills
		  b.1 Questioning/listening techniques to elicit information
		  b.2 Personal motivation to set career goals
		  b.3 Basic planning skills to map out a career path
		  b.4 Decision making skills to evaluate alternative career paths and choose direction

4.	**Resource implications**	a. Assessment of this competency requires access to a real or simulated work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment	a. Competency must be demonstrated in a real or simulated work environment
	b. In cases where the learner does not have the opportunity to cover career plan, employment and relevant legislation and industry code categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
	c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
	d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	1

SRX IND 003A   APPLY SPORT AND RECREATION LAW

IND   Industry/Enterprise

DESCRIPTION: This unit covers competencies required in identifying and applying laws which are relevant to the sport and recreation industry with application in the workplace.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify laws applicable to the sport and recreation industry**	a. *Sources of legal information* which relate to the organisation are accurately identified b. Differences in legal terminology and types of *law* as they apply to the organisation are clarified c. The impact of Federal and State/Territory legislation on the organisation is determined
2. **Ensure compliance with legal requirements**	a. The need for legal advice is sought where appropriate b. Information is shared with colleagues c. *Workplace systems* are established to ensure compliance d. *Workplace systems* are monitored to ensure ongoing compliance e. Aspects of operations that do not comply are identified and recommendations to modify them are made to the appropriate person

Range of Variables

APPLY SPORT AND RECREATION LAW

VARIABLE STATEMENT	CATEGORIES
1. Laws	a. incorporation b. taxation c. gaming d. contracts e. Equal Employment Opportunity/anti discrimination f. Occupational Health and Safety g. industrial relations h. insurance and superannuation i. licensing j. consumer protection and trade practices
2. Sources of legal information	a. reference books b. media c. industry and or exemplar association d. industry journals e. internet f. clients and suppliers g. appointed legal experts

3. Workplace systems	a. policies
	b. procedures
	c. insurance
	    c.1 public liability
	    c.2 professional indemnity
	d. risk minimisation
	e. documentation

Evidence Guide

APPLY SPORT AND RECREATION LAW

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge and understanding of sport and recreation law applicable in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learners work environment
		c. In particular, assessment must confirm the ability to
		  c.1 Identify laws which are applicable to the sport and recreation industry
		  c.2 Determine the impact of the laws on the organisation and the nature of services provided
		  c.3 Apply relevant laws as applicable
		  c.4 Take adequate steps to minimise legal liability within area of responsibility
		  c.5 Apply organisation's policies and procedures with respect to legal compliance

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX OHS 001A Follow defined Occupational Health and Safety policies and procedures related to the work being undertaken in order to ensure own safety and that of others
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX RIS 001A Undertake risk analysis of activities
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of Federal, State and local legislation including: Equal Opportunity; Anti-Discrimination legislation; Occupational Health and Safety; Workers Compensation legislation; Gaming legislation; Trade Practices Act; Freedom of Information Act; Income Tax Assessment Act; Superannuation Guarantee Charge Act 1992; and, Payroll Tax Act
		  a.2 Knowledge of relevant industry codes of practice
		  a.3 Knowledge of organisation's policies and procedures for implementation and application of sport and recreation law and documentation requirements
		  a.4 Knowledge of risk management
		
		b. Underpinning skills
		  b.1 Research skills to identify and source relevant legislation
		  b.2 Negotiation skills in relation to contracts
		  b.3 Risk assessment skills to minimise risk
		  b.4 Literacy and numeracy skills to understand and apply relevant legislation and complete documentation

4.	**Resource implications**	a. Assessment of this competency required access to a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

SRX IND 004A   ESTABLISH AND MAINTAIN AN EFFECTIVE INDUSTRY NETWORK

IND   Industry/Enterprise

DESCRIPTION: This unit covers competencies required in establishing, participating in and maintaining an effective industry network.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify and maintain industry affiliations**	a. ***Affiliations*** are relevant to status and level of performance in the industry b. ***Affiliations*** provide access to required facilities and equipment and opportunities for performance at required levels c. ***Affiliations*** are appropriate to support requirements
2. **Participate in industry events or activities**	a. Participation is at a frequency and standard that provide sufficient challenge to optimise performance b. ***Involvement*** is balanced between professional and personal goals c. Participation is undertaken in a professional manner in line with industry expectations and community standards d. ***Involvement*** is suitable for achieving required recognition or accreditation for performance levels e. ***Involvement*** is in accordance with appropriate ***participation profile***
3. **Maintain records of industry activities**	a. Relevant records are accurately maintained b. ***Records maintained*** are relevant to enhancement of performance c. Records are formatted to enable ease of access and are suitable for analysis
4. **Review appropriateness of industry networks**	a. Cost effectiveness of ***industry network*** is assessed on a regular basis b. Relevance of ***affiliations*** is assessed against changes in status and performance levels c. Access to current industry information is maintained to enable valid comparisons d. ***Industry support networks*** are maintained to provide suitable opportunities for participation at required levels e. ***Industry support networks*** are maintained to access support resources for effective performance f. Review is undertaken in association with support team and industry peers where appropriate

Range of Variables

ESTABLISH AND MAINTAIN AN EFFECTIVE INDUSTRY NETWORK

VARIABLE STATEMENT	CATEGORIES

1. **Industry networks / affiliations**	a. participants
	b. teams
	c. associations
	d. sponsors
	   d.1 existing
	   d.2 potential
	e. unions
	f. organisations
	g. suppliers
	h. associated and related industries
	i. peers
	j. amateurs
	k. professionals
	l. clubs
	m. authorities
	n. funding bodies
	o. control bodies
	p. professional associates
	q. partners

2. **Involvement**	a. membership of clubs and associations b. competition/participation c. social functions d. meetings e. training courses f. clinics g. workshops h. seminars i. support to industry organisations j. representation k. leadership l. exhibitions
3. **Participation profile**	a. plan for participating in activities
4. **Records maintained**	a. manual b. computerised
5. **Relevant legislation and industry codes**	a. Occupational Health and Safety b. industry control and regulating legislation c. professional association regulations, codes and guidelines d. anti-discrimination

Evidence Guide

ESTABLISH AND MAINTAIN AN EFFECTIVE INDUSTRY NETWORK

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of establishing and maintaining relevant industry networks in the work environment
		b.	Assessment of performance should be over a period of time covering four categories of industry networks/affiliations and four categories of involvement, and all other categories of the range of variables statements that are applicable in the learners work environment
		c.	In particular, assessment must confirm the ability to
			c.1 identify relevant potential industry affiliations
			c.2 establish and or maintain an industry network which is relevant to the workplace
			c.3 participate in relevant industry events or activities
			c.4 record and review involvement in professional development activities
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRX IND 001A Develop knowledge of the sport and recreation industry
		b.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRX COM 003A Collect and provide information to facilitate communication flow
			c.2 SRX CLS 003A Coordinate interaction with clients
			c.3 SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's policies and procedures, particularly in regard to industry affiliations
			a.2 Relevant industry bodies, clubs and associations
			a.3 Organisation's desired performance outcomes and requirements
			a.4 Relevant knowledge of Occupational Health and Safety legislation pertaining to application within the workplace
		b.	Underpinning skills
			b.1 Basic research skills to identify relevant industry affiliations
			b.2 Interpersonal skills to partake in industry events and activities
			b.3 Record keeping skills to maintain a record of industry network
			b.4 Networking skills to build an industry network
			b.5 Literacy skills in regard to record keeping
			b.6 Numeracy skills in relation to cost comparisons
4.	Resource implications	a.	Assessment of this competency requires access to a real work environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover four categories of industry networks/affiliations and four categories of involvement, and all other categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	1	1

SRX IND 005A PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES

IND Industry/Enterprise

DESCRIPTION: This unit covers competencies required in the analysis and interpretation of legislation relevant to the organisation and the sport and recreation industry. It also covers the development and evaluation of workplace systems to implement legislative requirements and ensure business compliance.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse the laws and legal principles which relate to the organisation**	a. *Sources of legal information* which relate to the organisation are accurately identified b. Interpretations of the identified *laws* and legal principles are analysed for the *implications* on products and services of the organisation and individuals within the organisation c. Information is recorded and/or distributed
2. **Analyse the implications of contracts on individuals and the organisation**	a. Analysis examines the different *types of contract* utilised by the organisation and the rationale for their use b. Analysis further examines **the *implications*** of contracts on individuals and the organisation and ensures compliance with legal obligations
3. **Develop workplace systems to ensure compliance with legal requirements**	a. Need for legal advice is assessed and sought where appropriate b. Information is shared with appropriate colleagues in a timely manner c. Information updates and training are organised for colleagues and staff, where appropriate d. *Policies and procedures* are developed and documented which are consistent with the identified laws and legal principles e. *Policies and procedures* are communicated to all affected individuals f. Implementation strategies are developed and documented to ensure compliance with *policies and procedures* g. Implementation strategies are communicated to all affected individuals h. Monitoring procedures are implemented which establish compliance with the identified *laws* and legal principles by individuals within the organisation i. Aspects of operations which may infringe *laws* are identified and modifications are promptly developed and implemented
4. **Evaluate the effectiveness of workplace systems**	a. Evaluation methods are developed and implemented which are appropriate to the nature of information sought b. Research findings are presented in a written report according to the requirements of the organisation c. Recommendations are supported by research documented in the report d. *Policies and procedures* and implementation strategies are reviewed in light of documented recommendations
5. **Update legal knowledge**	a. *Informal and formal research* is used to update the legal knowledge required for business compliance b. Updated knowledge is shared with colleagues and incorporated into workplace planning and operations

Range of Variables

PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES

VARIABLE STATEMENT	CATEGORIES
1. **Implications of legislation**	a. health b. safety c. employment d. privacy e. constitutional structure f. natural justice g. contracts
2. **Informal and formal research**	a. informal discussions with colleagues b. formal study c. reading of industry updates d. trade and general media e. industry seminars/presentations f. industry/legal journals g. direct contact with other organisations
3. **Organisation's policies and procedures**	a. compliance with legislative requirements b. contract establishment and management c. business compliance and management reporting
4. **Sources of legal information**	a. reference books b. media c. industry and or employer associations d. industry journals e. Internet f. clients and suppliers g. appointed legal experts
5. **Type of contracts**	a. participants b. funding c. sponsorship d. employment e. service and/or supply of goods and services f. preferred providers g. licences h. trademarks/branding/badging i. transfers j. franchises
6. **Types of law**	a. company b. taxation c. contract d. insurance and superannuation e. consumer protection and trade practices f. licensing g. industrial relations h. taxation i. Equal Employment Opportunity and anti-discrimination
7. **Workplace systems**	a. policies b. procedures

c.   insurance
    c.1   public liability
    c.2   professional indemnity
d.   risk minimisation
e.   documentation

Evidence Guide

PROMOTE COMPLIANCE WITH LAWS AND LEGAL PRINCIPLES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of promoting compliance with laws and legal principles in the work environment
		b. Assessment of performance should be over a period of time covering all categories of all the range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to
		  c.1 Identify sources of legal information which relate to the industry and the organisation
		  c.2 Analyse the implications of laws and legal requirements on products and services of the organisation
		  c.3 Identify the types of contracts used by the organisation
		  c.4 Seek legal advice, where appropriate
		  c.5 Develop and implement policies and procedures which promote compliance with laws and legal requirements
		  c.6 Communicate relevant information to colleagues
		  c.7 Identify areas of operation which do not comply with laws and legal requirements and rectify
		  c.8 Evaluate the effectiveness of workplace systems and report on findings
		  c.9 Research and update legal knowledge on business compliance

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of organisation's policies and procedures, particularly in relation to implementing legislative requirements and business compliance
		  a.2 Relevant Federal and State legislation which governs business operations including: taxation law; company law; and industrial relations law
		  a.3 Responsibilities/liabilities of Managers and Directors
		  a.4 Relevant industry codes of practice
		  a.5 Occupational Health and Safety legislation pertaining to application in the workplace
		
		b. Underpinning skills
		  b.1 Research skills to identify relevant legislation
		  b.2 Analytical skills to review legislative obligations
		  b.3 Evaluation techniques to review policies and procedures
		  b.4 Communication skills to liaise with colleagues and management
		  b.5 Literacy skills in relation to interpretation of organisation policies and procedures and legislation

4.	**Resource implications**	a. Assessment of this competency requires access to relevant legal documentation in a real work environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	**Consistency in performance**	a.	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a.	Competency must be demonstrated in a real work environment
		b.	In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c.	Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d.	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	1	3	1

ORGANISATION GOVERNANCE

GOV

Contents

SRX GOV 001A   PARTICIPATE AS A MEMBER OF AN EFFECTIVE BOARD OF AN ORGANISATION

GOV   Organisation governance

DESCRIPTION: This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the core business and establish the strategic direction of the organisation**	a. The ***core business of the organisation*** is identified b. The relationships between the organisation and other ***stakeholders*** are identified, explained and documented c. Interaction occurs with key ***stakeholders*** to inform them of achievements and to ensure their input into the determination of strategic goals and directions d. The organisation's strategic direction and priorities are documented e. Performance targets, that form the basis for evaluation of performance, are established
2. **Follow legal requirements when carrying out Board duties**	a. The relevant provisions of the ***legal framework*** under which the organisation was established are readily identified and referred to b. Relevant aspects of the appropriate federal, state and local ***legislation*** and by-laws are monitored for organisation compliance
3. **Work within the structure of the organisation**	a. The member, governance and management issues of the organisation are differentiated and documented in the ***organisation's governance policy guidelines*** b. The relationships between governance issues and management issues are readily identified, documented and referred to c. The role of the Board is identified and documented in the ***organisation's governance policy guidelines*** d. The role of the individual Directors are identified and documented in the ***organisation's governance policy guidelines*** e. The role of the Chairperson is identified and documented in the ***organisation's governance policy guidelines*** f. The role of the Secretary is identified and documented in the ***organisation's governance policy guidelines*** g. Delegations of the Board's authority are documented h. Duties outlined in job descriptions of Board members are undertaken and evaluated regularly as a whole ***Board assessment*** and an ***individual Director assessment***
4. **Monitor trends and changes in the industry**	a. The Board is regularly made aware of ***emerging issues*** in the industry that are likely to have an impact on the organisation's business b. The identified ***emerging issues*** are evaluated within a risk management and due diligence framework for their impact on the organisation c. Those ***emerging issues*** requiring attention by the organisation are dealt with by the Board in an appropriate manner d. The Board regularly reviews its policies and procedures to take account of the ***emerging issues***

5.	**Monitor the organisation's operations**	a.	Preparation for meetings is adequate and timely
		b.	Meetings are attended and effectively participated in
		c.	Information provided is utilised in analysing the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets
		d.	Policies, procedures, operations and ***workplace responsibilities*** of the organisation are reviewed and adapted accordingly
6.	**Supervise the senior management of the organisation**	a.	Information and advice is regularly received from the senior management of the organisation and forms the basis of informed decision-making
		b.	Instructions are provided to the senior management of the organisation to implement specific policy directions as required
		c.	Feedback is actively sought from senior management of the organisation in relation to the implementation of the specific policy directions
		d.	The performance of the Chief Executive Officer is assessed regularly in accordance with the ***legal framework*** under which they are engaged

Range of Variables

PARTICIPATE AS A MEMBER OF AN EFFECTIVE BOARD OF AN ORGANISATION

VARIABLE STATEMENT	CATEGORIES
1. **Board assessment**	a. the assessment of the Board as a whole could be undertaken by four key issues a.1 chat with the Chairperson a.2 yes/no questionnaire a.3 grading questionnaire a.4 written questionnaire b. the introduction of an effective process of Board assessment will involve b.1 implementation over time b.2 gaining commitment b.3 careful preparation b.4 deciding the issues to be covered by the Board assessment b.5 defining measures of performance: organisation and Board b.6 communicating performance b.7 implementing changes b.8 reviewing the process
2. **Chief Executive Officer assessment**	a. the Chief Executive Officer assessment should be a.1 undertaken by the Board, as the Chief Executive Officer is responsible to the Board as a whole, not just the Chairperson a.2 part of a policy framework a.3 based on objective performance criteria a.4 reviewed as part of an organisation and Board performance review a.5 linked to a remuneration policy which reflects objective performance b. the aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer with the long-term interests of the organisation. This would require a three stage process of b.1 the Board setting goals for/with the Chief Executive Officer b.2 monitoring the performance of the organisation against the goals b.3 responding to the difference between expected and actual outcomes c. performance measures should be c.1 valid c.2 verifiable c.3 controllable c.4 global c.5 communicable
3. **Core business of the organisation**	a. that business that is consistent with the intent and purpose for which the organisation was established b. that business that is consistent with the Memorandum and Articles of Association
4. **Emerging issues**	a. the Corporate Law Economic Reform Bill (1998) b. technology c. information

5.	**Individual Director assessment**	a.	the assessment of Directors who are currently on the Board can be undertaken by various means

			a.1 chat with the Chairperson
			a.2 chat with the Governance Committee
			a.3 Director self-assessment
			a.4 aggregated results to give Board profiles
			a.5 qualitative peer assessment
		b.	the assessment of a Director prior to appointment should consider the following issues
			b.1 the profile should be related to the goals of the organisation and the organisation and Board performance criteria
			b.2 an external search process should be used to complement the probable likely suspects known to the Board
			b.3 the appointment term should be considered
			b.4 relevant information should be discussed prior to the appointment
			b.5 current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
			b.6 a thorough induction process should be undertaken
6.	**Legal framework**		the legal context within which the organisation operates
		a.	association – Associations law
		b.	corporation – Corporation law
7.	**Legislation**	a.	specific laws
			a.1 Corporation law
			a.1.1 the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories
			a.1.2 the Company Law Review Act (1998)
			a.1.3 the Corporate Law Economic Reform Bill (1998)
			a.2 Associations law
			a.3 Trade Practices law
			a.3.1 competition
			a.3.2 consumer protection
			a.4 Contract law
			a.5 Environmental law
			a.6 Taxation law
			a.7 Regulatory compliance
		b.	laws relating to people
			b.1 Industrial Relations/Workplace Relations Act
			b.2 Occupational Health and Safety Acts
			b.3 Employment
			b.4 Equal Opportunity and Anti-Discrimination
			b.5 Child Protection
			b.6 Volunteer Workers Insurance
			b.7 Public Liability
			b.8 Workers compensation
			b.9 Business specific laws
		c.	laws relating to business
			c.1 Income Tax Act
			c.2 Payroll Acts
			c.3 Stamp duty Act
			c.4 Liquor Licensing Acts
			c.5 Landlord and Tenant
			c.6 Goods and Services Tax Act
			c.7 Copyright Act
			c.8 Trade Marks Act
			c.9 Business specific laws and Acts
8.	**Organisation's governance policy guidelines**		would include policies and processes in the areas of
		a.	role of board
		b.	board structure
		c.	role of individual directors
		d.	role of chairperson

	e.　role of company secretary f.　role of chief executive officer g.　board meetings h.　board meeting agenda i.　board papers j.　board minutes k.　the board calendar l.　committees m.　delegation of authority n.　monitoring o.　strategy formulation p.　service/advice q.　contacts r.　chief executive officer evaluation s.　director protection t.　board evaluation u.　director development v.　director selection and induction
9.　Stakeholders	a.　shareholders b.　government Ministers c.　government departments d.　Departments of Consumer Affairs or Fair Trading government industry regulators 　　d.1　Australian Competition and Consumer Commission 　　d.2　Australian Securities and Investments Commission 　　d.3　Departments of Consumer Affairs or Fair Trading e.　Non-government industry regulators 　　e.1　Australian Stock Exchange f.　employees g.　suppliers h.　customers i.　media j.　unions k.　the community l.　other organisations
10.　Workplace responsibilities	may include a.　employment of staff b.　Occupational Health and Safety

Evidence Guide

PARTICIPATE AS A MEMBER OF AN EFFECTIVE BOARD OF AN ORGANISATION

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of being an effective paid or unpaid member of the Board of an organisation in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to
		  c.1 Identify the core business and establish the strategic direction of the organisation
		  c.2 Follow legal requirements when carrying out Board duties
		  c.3 Work within the structure of the organisation
		  c.4 Monitor trends and changes in the industry
		  c.5 Monitor the organisation's operations
		  c.6 Supervise the senior management of the organisation

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX GOV 002A Undertake the role of an individual Director of an organisation
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board and individual Directors
		  a.2 Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions
		  a.3 Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
		  a.4 Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
		  a.5 Knowledge of the role policies and procedures play in the effective running of an organisation
		  a.6 Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
		  a.7 Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets
		  a.8 Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer and senior management
		  a.9 Knowledge of issues to do with Occupational Health and Safety as they relate to the employment of staff

	b. Underpinning skills
	b.1 Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry
	b.2 Research skills as they relate to the monitoring of trends in industry
	b.3 Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes
	b.4 Written communication skills as they relate to the presentation of papers at a Board meeting
	b.5 Negotiation skills as they relate to active participation in Board discussions and decision-making
	b.6 Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations
	b.7 Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
4. Resource implications	a. Assessment of this competency requires access to either real or simulated organisations and their respective Board processes b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

SRX GOV 002A   UNDERTAKE THE ROLE OF AN INDIVIDUAL DIRECTOR OF AN ORGANISATION

GOV   Organisation governance

DESCRIPTION: This unit covers the skills required to be an effective individual Director of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. **Actions taken are in good faith and in the best interests of the organisation as a whole**	a. The individual Director acts in their honest endeavours for the benefit of the organisation as a whole b. The individual Director acts in such a fashion as to eliminate *dishonesty* and *fraud* c. The individual Director complies with their statutory duty not to misuse the position of Director d. The individual Director has a duty not to abuse a corporate opportunity and not to make improper use of information
2. **Actions taken avoid a *conflict of* duty and *interest***	a. The Director has an understanding of what the law states about *conflict of interest* b. The Director should understand what action he or she should take in relation to the potential *conflict of interest* c. If the *conflict of interest* is considered significant, the Director should not seek to influence discussion, leave the room and not receive papers concerning the matter
3. **Actions taken are consistent with statutory imposed duties**	a. *Legislation* is complied with in performance of duties b. Directions from *government and non-government industry regulators* are complied with c. Emerging legislative issues are regularly bought to the attention of the Directors and Board
4. ***Due care and diligence* are applied to all actions**	a. The Director has access to appropriate, timely and accurate information and sufficient time is allowed to enable the Director to perform his or her duties b. The Director has a willingness to ask questions that go to the fundamental core of the issue and pursue independent lines of inquiry c. The Director must bring to the position and to every task they undertake, the appropriate skills, abilities and application of same d. The level of skill, *care and diligence* that a Director must invoke is in keeping with community expectations and a professional and universal standard of care and diligence are applied by Directors e. The Director applies the degree of competence in financial skill necessary to understand the organisation's finances
5. **Comply with the organisation's *Director's code of conduct* document**	a. The *Director's code of conduct* reflects the seriousness with which the organisation considers the issue b. Compliance with the *Director's code of conduct* is regularly monitored and reported on

6.　Actively participate in regular *individual Director assessment*	a.　***Individual Director assessment*** takes account of their ability to contribute to the planning and strategy of the organisation b.　***Individual Director assessment*** takes account of their understanding and knowledge of the responsibilities and duties required in the role of Director c.　***Individual Director assessment*** takes account of personal attributes, such as diligence and possession of valuable skills d.　***Individual Director assessment*** takes account of input into Board teamwork and processes

Range of Variables

UNDERTAKE THE ROLE OF AN INDIVIDUAL DIRECTOR OF AN ORGANISATION

VARIABLE STATEMENT	CATEGORIES

1. **Conflict of interest**	a. can arise in a number of situations
	  a.1 where a Director, an associate or relative has an interest of any kind in a party to a transaction (for monetary gain) to be discussed by the Board
	  a.2 where a Director may be involved in a decision which may impact on his or her own organisation or a person within that organisation
	b. general guidelines that can be adopted where a conflict, or potential for conflict, occur include
	  b.1 a Director must notify the Board of any conflict or potential conflict as soon as it occurs
	  b.2 the Board should keep a register of Director's interests
	  b.3 if a Director cannot or will not remove the conflict of interest, they must remove themselves from the decision-making process (including discussion of the issue at hand)
	  b.4 these requirements should be the same for related party transactions

2. **Director's code of conduct**	sets out the legislative and common law requirements of a Director as well as the specific behaviours that the organisation expects of him/her. It would include the following areas a. a Director must act honestly, in good faith and in the best interests of the organisation as a whole b. a Director has a duty to use due care and diligence in fulfilling the functions of office and exercising the powers attached to that office c. a Director must use the powers of office for a proper purpose, in the best interests of the organisation as a whole d. a Director must recognise that the primary responsibility is to the organisation's shareholders as a whole but should, where appropriate, have regard for the interests of all stakeholders of the company e. a Director must not make improper use of information acquired as a Director f. a Director must not take improper advantage of the position of Director g. a Director must not allow personal interests, or the interests of any associated person, to conflict with the interests of the company h. a Director has an obligation to be independent in judgement and actions and to take all reasonable steps to be satisfied as to the soundness of all decisions taken by the Board i. confidential information received by a Director in the course of the exercise of Directorial duties remains the property of the organisation from which it was obtained and it is improper to disclose it, or allow it to be disclosed, unless the disclosure has been authorised by the organisation, or the person from whom the information is provided, or is required by law j. a Director should not engage in conduct likely to bring discredit upon the organisation k. a Director has an obligation, at all times, to comply with the spirit, as well as the letter of the law and with the principles of this Code

3.	**Dishonesty**	refers to a.　lack of honesty b.　a disposition to lie, cheat or steal
4.	**Due care and diligence**	a.　refers to 　　a.1　the skills, ability and application to the position of being a Director that each individual must apply 　　a.2　a professional and universal standard 　　a.3　an increasing base level of skill required by Directors b.　a Director's fiduciary duty is owed to the 　　b.1　organisation – the separate legal entity – represented by members as a whole 　　b.2　company of which he or she is a Director 　　b.3　creditors
5.	**Fraud**	refers to a.　(in common law) advantage gained by unfair means, as by a false representation of fact made knowingly, or without belief in its truth, or recklessly, not knowing whether it is true or false b.　(in equity) violation, intentional or otherwise, of the rules of fair dealing
6.	**Government and non-government industry regulators**	a.　government industry regulators 　　a.1　Australian Competition and Consumer Commission 　　a.2　Australian Securities and Investments Commission 　　a.3　Departments of Fair Trading or Consumer Affairs b.　non-government industry regulators 　　b.1　Australian Stock Exchange
7.	**Individual Director assessment**	a.　the assessment of Directors who are currently on the Board can be undertaken by various means 　　a.1　chat with the Chairperson 　　a.2　chat with the Governance Committee 　　a.3　Director self-assessment 　　a.4　aggregated results to give Board profiles 　　a.5　qualitative peer assessment b.　the assessment of a Director prior to appointment should consider the following issues 　　b.1　the profile should be related to the goals of the organisation and the organisation and Board performance criteria 　　b.2　an external search process should be used to complement the probable likely suspects known to the Board 　　b.3　the appointment term should be considered 　　b.4　relevant information should be discussed prior to the appointment 　　b.5　current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner 　　b.6　a thorough induction process should be undertaken
8.	**Legislation**	a.　specific laws 　　a.1　Corporation law 　　a.2　Associations law 　　a.3　Trade Practices law 　　　　a.3.1　competition 　　　　a.3.2　consumer protection 　　a.4　Contract law 　　a.5　Environmental law 　　a.6　Taxation law 　　a.7　Regulatory compliance b.　laws relating to people 　　b.1　Industrial Relations/Workplace Relations Act 　　b.2　Occupational Health and Safety Acts 　　b.3　Employment 　　b.4　Equal Opportunity and Anti-Discrimination

b.5 Child Protection
b.6 Volunteer Workers Insurance
b.7 Public Liability
b.8 Workers compensation
b.9 Business specific laws

c. laws relating to business
c.1 Income Tax Act
c.2 Payroll Acts
c.3 Stamp Duty Act
c.4 Liquor Licensing Acts
c.5 Landlord and Tenant
c.6 Goods and Services Tax Act
c.7 Copyright Act
c.8 Trade Marks Act
c.9 Business specific laws and Acts

Evidence Guide

UNDERTAKE THE ROLE OF AN INDIVIDUAL DIRECTOR OF AN ORGANISATION

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of undertaking the role of a paid or unpaid individual Director of an organisation in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to
		  c.1 Take actions in good faith and in the best interests of the organisation as a whole
		  c.2 Take actions to avoid a conflict of duty and interest
		  c.3 Take actions that are consistent with statutory imposed duties
		  c.4 Ensure due care and diligence are applied to all actions
		  c.5 Comply with a Directors code of conduct document
		  c.6 Actively participate in regular individual Director assessment

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 Nil
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 SRX GOV 001A Participate as a member of an effective Board of an organisation
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of an individual Director
		  a.2 Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
		  a.3 Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
		
		b. Underpinning skills
		  b.1 Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

4.	**Resource implications**	a. Assessment of this competency requires access to either real or simulated organisations and their respective Board processes b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work

environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios

c.   Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes

d.   Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

SRX GOV 003A UNDERTAKE THE ROLE OF CHAIRPERSON AT A BOARD MEETING

GOV   Organisation governance

DESCRIPTION: This unit covers the skills required to be an effective Chairperson of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid Chairpersons of organisations.

ELEMENT	PERFORMANCE CRITERIA
1. **Exhibit exemplary personal characteristics**	a. Exercise leadership and influence and retain the confidence of all Directors b. The organisation's vision is clearly defined and articulated to all *stakeholders* c. Detach self from day-to-day activities and assess what is happening d. Remain open-minded in all discussions and be willing to listen to sometimes intensely different points of view e. Care for the organisation, its staff and the people it serves
2. **Facilitate the establishment of an effective Board team**	a. Integrate Board members into a team and ensure that there is an appropriate induction program in place, is being followed and meets the needs of new Directors b. New Directors understand the way that the Board operates and the *organisation's governance policy guidelines* c. A continuing professional development program is in place for all Directors d. Effective *Board, individual Director* and *Chief Executive Officer assessment* processes are put in place
3. **Arrange for the Board to deal with the right matters**	a. Set down the objectives of the organisation and ensure that there is an appropriate plan for achieving them b. An appropriate budget and *performance indicators* that allow the Directors to monitor performance against the plan are in place c. Risks are identified, policies are put in place to manage the risks and there is a satisfactory system of internal control d. The Board satisfies itself on a continuing basis that the management of the organisation is managing properly e. The appropriate legal requirements are complied with f. The Board deals with a range of emerging issues on an on-going basis
4. **Make sure that the Board considers each matter carefully**	a. A well structured Board paper, containing all necessary information items and including a recommendation from management, is put together for all agenda items b. Board members receive the papers in sufficient time to study them before the meeting c. Processes are put in place to source appropriate internal and external professional advice for Directors to inform their decision-making where required d. Board meeting time is allocated so that the important matters get sufficient attention by bringing discussion on minor matters to an early close and leading the Board to wider and deeper consideration of important matters by raising questions that have not been adequately dealt with e. A breadth and depth of discussion is facilitated on the range of issues

			by drawing on all Directors and keeping comments from the Chair brief and to the point
		f.	Closure on an issue is facilitated by taking into account the points of view of all Directors
5.	**Insist that the Board reaches clear decisions**	a.	The recommendation put by management on the issue is accepted or rejected
		b.	If rejecting the recommendation put by management, the Chairperson clearly sums up the sense of the Board's decision so that the Secretary clearly understands what is to be recorded
6.	**Ensure that the decisions are implemented properly**	a.	Complete and accurate minutes are recorded and reported to the Board
		b.	Actions that flow from the decisions are clearly articulated
		c.	The implementation by management of the appropriate policies and procedures to support the Board's decision are monitored
7.	**Act as a representative or spokesperson for the Board**	a.	The organisation and its prospects are portrayed accurately, fairly and in the best possible light
		b.	The Chairperson is briefed in great detail on all substantive issues at all times
		c.	The Chairperson considers carefully and discusses with colleagues on the Board and management any comments for inclusion in the annual report and any interim reports
		d.	Careful consideration is given as to how the organisation wishes to portray itself in any and all communications with ***stakeholders***

Range of Variables

| UNDERTAKE THE ROLE OF CHAIRPERSON AT A BOARD MEETING |

VARIABLE STATEMENT	CATEGORIES
1. **Board assessment**	a. the assessment of the Board as a whole could be undertaken by four key issues a.1 chat with the Chairperson a.2 yes/no questionnaire a.3 grading questionnaire a.4 written questionnaire b. the introduction of an effective process of Board assessment will involve b.1 implementation over time b.2 gaining commitment b.3 careful preparation b.4 deciding the issues to be covered by the Board assessment b.5 defining measures of performance: organisation and Board b.6 communicating performance b.7 implementing changes b.8 reviewing the process
2. **Chief Executive Officer assessment**	a. the Chief Executive Officer assessment should be a.1 undertaken by the Board, as the Chief Executive Officer is responsible to the Board as a whole, not just the Chairperson a.2 part of a policy framework a.3 based on objective performance criteria a.4 reviewed as part of an organisation and Board performance review a.5 linked to a remuneration policy which reflects objective performance b. the aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer with the long-term interests of the organisation. This would require a three stage process of b.1 the Board setting goals for/with the Chief Executive Officer b.2 monitoring the performance of the organisation against the goals b.3 responding to the difference between expected and actual outcomes c. performance measures should be c.1 valid c.2 verifiable c.3 controllable c.4 global c.5 communicable
3. **Individual Director assessment**	a. the assessment of Directors who are currently on the Board can be undertaken by various means a.1 chat with the Chairperson a.2 chat with the Governance Committee a.3 Director self-assessment a.4 aggregated results to give Board profiles a.5 qualitative peer assessment b. the assessment of a Director prior to appointment should consider the following issues b.1 the profile should be related to the goals of the organisation and

		the organisation and Board performance criteria
		b.2 an external search process should be used to complement the probable likely suspects known to the Board
		b.3 the appointment term should be considered
		b.4 relevant information should be discussed prior to the appointment
		b.5 current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner
		b.6 a thorough induction process should be undertaken
4.	**Organisations governance policy guidelines**	would include policies and processes in the areas of a. role of Board b. Board structure c. role of individual Directors d. role of Chairperson e. role of Company Secretary f. role of Chief Executive Officer g. Board meetings h. Board meeting agenda i. Board papers j. Board minutes k. the Board calendar l. committees m. delegation of authority n. monitoring o. strategy formulation p. service/advice q. contacts r. Chief Executive Officer evaluation s. Director protection t. Board evaluation u. Director development v. Director selection and induction
5.	**Performance indicators**	a. include a.1 financial performance indicators a.2 non-financial performance indicators b. performance measures should be b.1 valid b.2 verifiable b.3 controllable b.4 global b.5 communicable
6.	**Stakeholders**	a. shareholders b. government Ministers c. government departments d. government industry regulators d.1 Australian Competition and Consumer Commission d.2 Australian Securities and Investments Commission d.3 Departments of Consumer Affairs or Fair Trading e. non-government industry regulators e.1 Australian Stock Exchange f. employees g. suppliers h. customers i. media j. unions k. the community l. other organisations

Evidence Guide

UNDERTAKE THE ROLE OF CHAIRPERSON AT A BOARD MEETING	

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of undertaking the paid or unpaid role of Chairperson of an organisation in the work environment
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to
		  c.1 Exhibit exemplary personal characteristics
		  c.2 Facilitate the establishment of an effective Board team
		  c.3 Arrange for the Board to deal with the right matters
		  c.4 Make sure that the Board considers each matter carefully
		  c.5 Insist that the Board reaches clear decisions
		  c.6 Ensure that the decisions are implemented properly
		  c.7 Act as a representative or spokesperson for the Board

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRX GOV 001A Participate as a member of an effective Board of an organisation
		  a.2 SRX GOV 002A Undertake the role of an individual Director of an organisation
		
		b. This unit must be assessed in conjunction with the following unit(s):
		  b.1 Nil
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		  c.1 Nil

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board, individual Directors and the Chief Executive Officer
		  a.2 Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions
		  a.3 Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
		  a.4 Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
		  a.5 Knowledge of the role policies and procedures play in the effective running of an organisation
		  a.6 Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
		  a.7 Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets
		  a.8 Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer and senior management
		  a.9 Knowledge of issues to do with Occupational Health and Safety as they relate to the employment of staff

	b. Underpinning skills
	  b.1 Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry
	  b.2 Research skills as they relate to the monitoring of trends in industry
	  b.3 Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes
	  b.4 Written communication skills as they relate to the presentation of papers at a Board meeting
	  b.5 Negotiation skills as they relate to active participation in Board discussions and decision-making
	  b.6 Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations
	  b.7 Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
	  b.8 Facilitation skills as they relate to the establishment, monitoring and the building of commitment in a group and the facilitation of a functional group and group processes
	  b.9 Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate leadership styles

4. Resource implications	a. Assessment of this competency requires access to either real or simulated organisations and their respective Board processes b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

SRX GOV 004A   WORK EFFECTIVELY WITH THE BOARD OF AN ORGANISATION

GOV   Organisation governance

DESCRIPTION: This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the roles of governance and management**	a. The member, governance and management issues of the organisation are differentiated and documented in the ***organisation's governance policy guidelines*** b. The relationships between governance issues and management issues are readily identified, documented and referred to
2. **Facilitate the development of an effective *Board***	a. Information is provided to enable the ***Board*** to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets b. New Directors understand the way that the ***Board*** operates and the ***organisation's governance policy guidelines*** c. Continuing professional development opportunities are brought to the attention of all Directors d. Relevant aspects of the appropriate federal, state and local ***legislation*** and by-laws are monitored for organisation compliance and advice is provided to ensure Directors follow legal requirements when carrying out ***Board*** duties
3. **Provide detailed information for the *Board* to deal with the right matters**	a. The ***Board*** is regularly made aware of ***emerging issues*** in the industry that are likely to have an impact on the organisation's business b. The identified ***emerging issues*** are evaluated within a risk management and due diligence framework for their impact on the organisation and this information is provided to the ***Board*** c. Governance and management issues of the organisation are differentiated to ensure the ***Board*** deals with the right matters d. A well structured ***Board*** paper, containing all necessary information items and including a recommendation from management, is put together for all agenda items e. ***Board*** members receive the papers in sufficient time to study them before the meeting f. Processes are put in place to source appropriate internal and external professional advice for Directors to inform their decision-making where required g. Processes are put in place to deal with extraordinary matters that arise outside scheduled meetings
4. **Ensure that *Board* decisions are implemented properly**	a. Ensure complete and accurate minutes are recorded and reported to the ***Board*** b. Actions that flow from the decisions are clearly identified and implemented c. The appropriate policies and procedures to support the ***Board's*** decisions are implemented within agreed timeframes d. The ***Board*** is promptly advised of ***issues*** affecting the implementation of ***Board*** decisions

5.	Ensure regular communication with the *Board*	a.	Information and advice is regularly provided to the *Board* to foster informed decision-making
		b.	The Chairperson is briefed in great detail on all substantive issues at all times
		c.	Clear instructions are sought from the *Board* in order to implement specific policy directions as required
		d.	Feedback is actively sought from the *Board* in relation to the performance of staff regarding implementation of the specific policy directions

Range of Variables

WORK EFFECTIVELY WITH A BOARD OF MANAGEMENT

VARIABLE STATEMENT	CATEGORIES
1. **Board**	a. refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations b. Board members may be paid Directors or volunteers
2. **Emerging issues**	a. the Corporate Law Economic Reform Bill (1998) b. technology c. information

3. **Legislation**	a. specific laws
	  a.1 Corporation law
	    a.1.1 the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories
	    a.1.2 the Company Law Review Act (1998)
	    a.1.3 the Corporate Law Economic Reform Bill (1998)
	  a.2 Associations law
	  a.3 Trade Practices law
	    a.3.1 Competition
	    a.3.2 consumer protection
	  a.4 Contract law
	  a.5 Environmental law
	  a.6 Taxation law
	  a.7 Regulatory compliance
	b. laws relating to people
	  b.1 Industrial Relations/Workplace Relations Act
	  b.2 Occupational Health and Safety Acts
	  b.3 Employment
	  b.4 Equal Opportunity and Anti-Discrimination
	  b.5 Child Protection
	  b.6 Volunteer Workers Insurance
	  b.7 Public Liability
	  b.8 Workers compensation
	  b.9 business specific laws
	c. laws relating to business
	  c.1 Income Tax Act
	  c.2 Payroll Acts
	  c.3 Stamp duty Act
	  c.4 Liquor Licensing Acts
	  c.5 Landlord and Tenant
	  c.6 Goods and Services Tax Act
	  c.7 Copyright Act
	  c.8 Trade Marks Act
	  c.9 business specific laws and acts

4. **Organisation's governance policy guidelines**	would include policies and processes in the areas of a. role of Board b. Board structure c. role of individual Directors d. role of Chairperson e. role of Company Secretary

f. role of Chief Executive Officer
g. Board meetings
h. Board meeting agenda
i. Board papers
j. Board minutes
k. the Board calendar
l. committees
m. delegation of authority
n. monitoring
o. strategy formulation
p. service/advice
q. contacts
r. Chief Executive Officer evaluation
s. Director protection
t. Board evaluation
u. Director development
v. Director selection and induction

Evidence Guide

WORK EFFECTIVELY WITH A BOARD OF MANAGEMENT

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment
		c.	In particular, assessment must confirm the ability to
			c.1 Differentiate between management and governance issues
			c.2 Ensure the Board follows the organisation's governance policy guidelines
			c.3 Facilitate the establishment of an effective Board team
			c.4 Arrange for the Board to deal with the right matters
			c.5 Provide sufficient documentation for the Board to reach informed decisions
			c.6 Ensure that the decisions are implemented properly
			c.7 Communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 Nil
		c.	This unit must be assessed in conjunction with the following unit(s):
			b.1 Nil
		d.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 Nil
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions
			a.2 Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation
			a.3 Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director
			a.4 Knowledge of the role policies and procedures play in the effective running of an organisation
			a.5 Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer
			a.6 Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards
		b.	Underpinning skills
			b.1 Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry
			b.2 Research skills as they relate to the monitoring of trends in

		industry
		b.3 Verbal communication skills as they relate to the presentation of information to the Board
		b.4 Written communication skills as they relate to the presentation of papers at a Board meeting
		b.5 Consultation skills as they relate to the meaningful engagement of relevant Board members in the organisation's operations
		b.6 Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation
		b.7 Facilitation and project management skills as they relate to the implementation of Board decisions
		b.8 Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate leadership styles
4.	**Resource implications**	a. Assessment of this competency requires access to either real or simulated organisations and their respective Board processes
		b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6.	**Context for assessment**	a. Competency must be demonstrated in a real work environment
		b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
		c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
		d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2