



Australian Government

SISXCAI303A Plan and conduct sport and recreation sessions

Release: 3

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

| Release | Comments |
|---------|--|
| 3 | Updated. Reduction of repetition. No competency changes. |

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a non-instructional sport and recreation session for a range of participants. The unit focuses on the ability to identify participant needs, develop a suitable session plan, then conduct and supervise the session in a safe manner. It requires the ability to resource the session, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction during the session.

Application of the Unit

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

This unit does not cover instruction or coaching sessions that focus on improving skill or technique.

This unit does not cover skills and knowledge required to plan and deliver fitness sessions.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

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

- | | |
|---|--|
| <p>1. Consult with participants to determine needs.</p> | <p>1.1 Identify <i>participant needs and aims</i>.</p> <p>1.2 Identify sources of information and collect relevant information required to plan a session.</p> <p>1.3 Confirm information is up-to-date, accurate and comprehensive.</p> <p>1.4 Conduct relevant <i>tests and assessments</i> to determine the condition of the participants in consultation with relevant <i>support personnel</i> as required.</p> <p>1.5 Assess the <i>likely demands</i> of the <i>session</i> on the participants.</p> <p>1.6 Advise participants of any reasons why they should not participate in a given session.</p> <p>1.7 Refer participants with specific requirements to an appropriate person or agency.</p> |
| <p>2. Develop a session.</p> | <p>2.1 Identify support personnel required for the session.</p> <p>2.2 Identify appropriate tasks and activities according to session aims, participant needs and abilities, and available <i>resources</i>.</p> <p>2.3 Design a <i>session plan</i> to meet the identified needs, abilities and risk factors of participants.</p> <p>2.4 Identify external factors which may disrupt or influence the delivery, value and outcome of the session.</p> <p>2.5 Confirm session plan meets requirements for acceptable levels of supervision.</p> <p>2.6 Seek agreement on the plan with staff, participants and organisations as required.</p> |
| <p>3. Prepare resources for the session.</p> | <p>3.1 Identify and organise a <i>venue</i> appropriate for the session, participant needs and their abilities.</p> <p>3.2 Identify and check availability of <i>equipment</i> appropriate for the session and participant needs and abilities.</p> <p>3.3 Confirm availability of resources with appropriate staff, support personnel, organisations and participants.</p> <p>3.4 Organise and brief support personnel.</p> <p>3.5 Check equipment for damage or deterioration and report as required to supervisor.</p> |

- 3.6 Issue or set up equipment as required and provide assistance with fitting where necessary.
 - 3.7 Modify or condition equipment for use by different participant groups.
 4. Conduct the session.
 - 4.1 Inform participants of session aims and objectives.
 - 4.2 Demonstrate safe and appropriate warm-up techniques to participants, relevant to the proposed session.
 - 4.3 Communicate instructions and information in a manner suitable to participants.
 - 4.4 Demonstrate techniques for using equipment.
 - 4.5 Provide positive feedback to enhance participant motivation and self-esteem.
 - 4.6 Monitor factors that may affect the performance and safety of the group or individual.
 - 4.7 Modify session as required.
 5. Conclude the session.
 - 5.1 Cool-down participants through safe and appropriate exercises.
 - 5.2 Check equipment for damage and wear at the end of the session and report to supervisor.
 - 5.3 Report missing equipment to supervisor.
 - 5.4 Carry out minor repairs, as appropriate within own job role and responsibility to acceptable standards.
 - 5.5 Leave facility or venue in a condition suitable for future use.
 6. Evaluate the session.
 - 6.1 Seek and acknowledge feedback from participants and other staff.
 - 6.2 Evaluate all relevant components of the program according to ***evaluation criteria*** and record outcomes.
 - 6.3 Identify potential areas of improvement of future sessions.
 - 6.4 Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with participants and elicit information required to determine appropriate sport, fitness and recreation activities that meet participant needs
 - source, interpret and confirm information to inform session planning
 - convey information about the safe use of equipment to participants
 - report missing or damaged equipment
- problem-solving skills to:
 - plan a session according to participant needs, abilities and risk factors
 - modify activities and equipment as required
 - resolve conflict through negotiation
- planning and organising skills to source and coordinate resources and equipment necessary for planned sport, fitness and recreation activities within budget, time constraints and scheduling requirements
- language and literacy skills to:
 - document a session plan
 - complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own work performance in planning and conducting the session according to participant expectations.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of the session and safe use of equipment and materials
- principles of inclusive practice to enable participation by a range of participants
- reasons for individual participation in the sport, fitness and recreation activity to ensure this information is included in planning for the sport and recreation session
- reasons affecting ability to participate in an activity to enable appropriate planning
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants, including:
 - confidentiality
 - assessment procedures
 - referral procedures
 - emergency procedures
 - working with children
- risk-analysis processes to evaluate the risk and possible impact of planned activities
- activity-specific knowledge of planned activities to ensure activities match participant needs

- conflict-resolution strategies to enable group cohesion and interaction
- equipment specifications and testing and checking techniques to ensure the safe use of equipment for the session.

Evidence Guide

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

Overview of assessment

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

Evidence of the following is essential:

- plan and conduct sport, fitness and recreation sessions that reflect the needs of a range of participants and incorporate techniques to build group cohesion and balance individual and group needs according to organisational policies and procedures
- monitor session progress, apply negotiation and contingency-management techniques to deal with a range of problems and issues that may arise during the session, and makes adjustments in response to changing situations
- evaluate and reflect on own work performance to identify ways in which session outcomes and benefits to participants can be improved.

Context of and specific resources for assessment

Assessment must ensure:

- planning and conducting multiple sport, fitness and recreation sessions that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

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

Method of assessment

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

- observation of preparing for a session, including the development of a session plan
- observation of interacting with a range of participants, including conveying information for safe participation in sessions

- observation of dealing with contingencies, such as unavailability of equipment or inappropriate behaviour of participants
- oral and or written questioning to assess knowledge of techniques and skills in relation to session activities and inclusive practices
- third-party reports from a supervisor detailing appropriate work performed by the individual.

Guidance information for assessment

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

- SISXWHS101 Follow work health and safety policies.

Range Statement

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

- Participants*** may include:
- experienced and inexperienced
 - adults and children
 - individuals and groups.
- Participant needs and aims*** may include:
- competition or performance targets
 - self-improvement
 - fitness targets
 - lifestyle adjustments
 - technical
 - tactical
 - social.
- Tests and assessments*** may include:
- interviews
 - past performances
 - medical history
 - physical ability tests.
- Support personnel*** may include:
- coaches
 - administrators
 - officials
 - instructors
 - fitness trainers
 - teachers
 - medical and health professionals
 - carers
 - assistant staff
 - parents or guardians.
- Likely demands*** may include:
- physical
 - emotional
 - psychological
 - group
 - individuals within groups.
- Session*** may include:
- task, game, activity or exercise
 - component of a sequenced program
 - activities of up to a day's duration.
- Resources*** may include:
- physical
 - human

- Session plan* may include:
- financial
 - transport and related logistical requirements.
 - aims
 - dates and times
 - activity stages and structure
 - logistics.
- External factors* may include:
- weather
 - time of day
 - environmental variables
 - condition of site or location
 - participant abilities.
- Venue* may include:
- outdoor site
 - indoor facility
 - aquatic facility
 - school
 - community hall.
- Equipment* may include:
- safety
 - activity specific
 - sport specific
 - equipment required for the session.
- Evaluation criteria* may include:
- aims and objectives of session
 - participant satisfaction
 - suitability and safety of facilities and equipment
 - structure and content of the session
 - personal performance.

Unit Sector(s)

Cross-Sector.

Competency Field

Coaching and Instruction.