



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISXCCS403A Determine needs of client populations**

**Release: 1**

## SISXCCS403A Determine needs of client populations

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to gather, analyse and interpret data to plan and evaluate client service relationships and develop methods of improvement.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to those working autonomously and within supervisory roles in a sport, recreation or fitness environment at a local, state or national level. It applies to personnel who are responsible for planning and conducting coaching programs for athletes in a sport-specific training or competition setting. This may include schools and local sporting clubs; those managing high-performance individual or team athletes, such as sports trainers; and those planning, implementing and evaluating outdoor recreation programs and activities across a range of activity areas, such as operations managers and outdoor adventure guides. This unit may also apply to program developers and talent development managers who are responsible for identifying and developing athletes, managing competitions in a range of sporting organisations, and managing sports venues and facilities.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Analyse needs of client populations.	1.1. Identify <i>client populations</i> for relevant service area. 1.2. Source <i>information</i> on client populations through <i>formal</i> and <i>informal</i> channels, according to <i>relevant legislation</i> and <i>organisational policies and procedures</i> . 1.3. Analyse and interpret information to identify and assess client needs, expectations and satisfaction levels with current service delivery. 1.4. Identify issues in the <i>immediate environment</i> that may impact on the ability to address client population needs. 1.5. Identify and analyse competitive service delivery and scope best practice.
2. Plan and develop client services.	2.1. Assess current service provision according to identified client population needs and industry best practice, and identify gaps. 2.2. Develop a <i>plan</i> to deliver improved client services according to analysis, relevant legislation and organisational policies and procedures. 2.3. Select <i>strategies</i> to implement service-delivery plan in consultation with appropriate personnel. 2.4. Monitor service delivery according to organisational policies and procedures. 2.5. Modify specific aspects of product or service delivery to meet changing client service requirements, according to relevant legislation and organisational policies and procedures.
3. Evaluate client service provision.	3.1. Seek feedback from clients on level of satisfaction with service provision. 3.2. Review service delivery according to organisational policies and procedures. 3.3. Make recommendations for further improvements to service delivery based on review and client feedback. 3.4. Implement appropriate initiatives to improve service delivery in consultation with appropriate personnel and according to organisational policies and procedures.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - source and elicit information about the needs of client populations
  - seek feedback from client populations for the improvement of service delivery
- literacy and numeracy skills to analyse and interpret information and data to inform the planning and development of delivery of services to meet the needs of client populations
- problem-solving skills to:
  - identify issues that may affect service delivery
  - plan and implement strategies to improve service-delivery outcomes for client populations
- planning and organising skills to develop, implement, monitor and evaluate a service-delivery plan
- technology skills to access information in electronic form.

#### Required knowledge

- legislation and organisational policies and procedures to enable the delivery of professional, fair and equitable services to all client populations
- organisational services and products, to enable them to be aligned to the needs of client populations
- dimensions and characteristics of client populations to enable client needs and services to be matched appropriately and accurately
- marketing principles, such as identifying key market segments, market trends and developments and changing client requirements to enable the identification of new and emerging needs to inform planning
- research and analysis techniques and information sources to enable the collection and interpretation of information on client populations to inform planning and delivery
- best practice principles to enhance and maintain optimal service delivery.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>works within organisational systems to build knowledge of client population profiles and needs by using a range of sources to research and analyse client market segments and to identify issues of potential significance that may impact on the organisation's capacity to plan and deliver appropriate services</li> <li>uses research knowledge to assess, plan and develop systems to deliver professional and quality service to client populations in an appropriate timeframe</li> <li>modifies existing service-delivery systems in response to changes in client populations and client feedback within organisational quality improvement systems.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure development of rapport with client populations, participation in research activities, and planning and evaluation of client service provision which is of sufficient breadth to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>a range of client populations</li> <li>sources of information on client population profiles in the sport and recreation industry</li> <li>an environment or facility with a range of service provision</li> <li>relevant legislation and organisational policies and procedures regarding the planning and improvement of service provision to client populations</li> <li>organisational marketing plans and objectives.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of facilitating client service-provision</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>review and following up review outcomes</p> <ul style="list-style-type: none"> <li>• oral and or written questioning to assess knowledge of relevant legislation which impacts on the planning and delivery of services for client populations</li> <li>• portfolio showing evidence of analysis of client population market segments and new or modified plan for service delivery.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• SISXIND403A Analyse participation patterns.</li> </ul>
<b>Guidance information for assessment</b>	

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<b><i>Client populations</i></b> may include:	<ul style="list-style-type: none"> <li>• internal and external</li> <li>• customers with routine or special requests</li> <li>• regular and new</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with varying physical and mental abilities</li> <li>• government bodies</li> <li>• other organisations.</li> </ul>
<b><i>Information</i></b> may include:	<ul style="list-style-type: none"> <li>• market segments</li> <li>• client attributes or characteristics</li> <li>• client needs and expectations</li> <li>• client satisfaction levels</li> <li>• trends for client population.</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Formal channels</i></b> may include:	<ul style="list-style-type: none"> <li>• customer satisfaction surveys</li> <li>• information from the Australian Bureau of Statistics</li> <li>• industry research</li> <li>• peak bodies.</li> </ul>
<b><i>Informal channels</i></b> may include:	<ul style="list-style-type: none"> <li>• raw data collected at operational or tactical levels from colleagues</li> <li>• word of mouth</li> <li>• informal interviews.</li> </ul>
<b><i>Relevant legislation</i></b> may include:	<ul style="list-style-type: none"> <li>• equal opportunity</li> <li>• anti-discrimination</li> <li>• privacy</li> <li>• consumer law</li> <li>• environmental law</li> <li>• occupational health and safety.</li> </ul>
<b><i>Organisational policies and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• budget provisions</li> <li>• access to and collection of market information</li> <li>• codes of conduct</li> <li>• promotion of services</li> <li>• reporting requirements</li> <li>• feedback mechanisms</li> <li>• information protocols</li> <li>• security and confidentiality requirements</li> <li>• management and accountability channels.</li> </ul>
<b><i>Immediate environment</i></b> may include:	<ul style="list-style-type: none"> <li>• business</li> <li>• training</li> <li>• competition</li> <li>• indoor and outdoor</li> <li>• regulatory.</li> </ul>
<b><i>Plan</i></b> may include:	<ul style="list-style-type: none"> <li>• objectives</li> <li>• timeframes</li> <li>• roles and responsibilities.</li> </ul>
<b><i>Strategies</i></b> may include:	<ul style="list-style-type: none"> <li>• promotional activities</li> <li>• educational activities.</li> </ul>

## Unit Sector(s)



<b>Unit sector</b>	Cross-Sector
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### Co-requisite units

<b>Co-requisite units</b>		

### Competency field

<b>Competency field</b>	
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