NATIONAL
COMMUNITY RECREATION INDUSTRY
TRAINING PACKAGE SRC01

Volume 3

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

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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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ADVENTURE BASED LEARNING

ABL

Contents

SRO ABL 001A   TAKE AN ASSISTANT LEADERSHIP ROLE IN THE FACILITATION OF ADVENTURE-BASED LEARNING ACTIVITIES

ABL   Adventure-based learning

DESCRIPTION: This unit covers the basic knowledge and facilitation skills to assist with adventure-based learning activities, in situations where the responsibility for the overall activity or program rests with a more experienced facilitator. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the role of adventure and challenge in learning**	a. The principles of ***adventure based learning*** are outlined b. The role of fun and challenge in learning is understood and demonstrated in activity implementation c. The difference between real and ***perceived risk*** is described d. Relevant information affecting the sequence of activities within a program and the program facilitation, as determined by the leader, is sourced and discussed to enable implementation in a cohesive manner e. Clear definition of roles is established with the activity leader and individual tasks and responsibilities determined
2. **Use a suitable sequence within the activity**	a. ***Essential phases*** of an adventure-based learning cycle are identified within the activity b. Components within the overall adventure activity are sequenced to enhance learning c. Clients are encouraged to set realistic individual and group goals d. Group norms and guidelines for acceptable behaviour are negotiated with the group e. A working agreement is established through contractual leadership f. Activities are conducted which enhance the development of a client's trust in other group members and the leaders g. The group is briefed on ***safety*** issues and activity-specific participation requirements and techniques
3. **Apply appropriate activity-specific and interpersonal skills**	a. ***Safety*** issues for the adventure activity are identified b. An awareness of issues affecting the safety of self and others is demonstrated at all times and action is taken to maintain safety within the objectives of the program and the risk management plan c. Personal activity skills and professionalism engender trust and confidence within the client group d. Ideas and information are communicated clearly and constructively e. Co-operation between individual group members is encouraged f. Strategies which develop trust between individuals within the group and with the leader and assistant leader are developed and implemented g. A range of leadership styles is used, including relevant devolution of responsibility to the group where it is appropriate to the activity and level of risk h. Compliance with agreed norms and standards of behaviour is monitored and maintained to achieve a supportive and constructive

			environment
		i.	Group members are assisted to achieve their goals through encouragement, trust and co-operation
4.	**Apply debriefing techniques**	a.	Group interactions are observed during activities and articulated clearly in group discussions
		b.	***Phases within a simple debriefing process*** are identified
		c.	Facilitation technique indicates an understanding of the phases within a debrief, and a selection of strategies and tasks appropriate to each phase
		d.	A range of ***debriefing strategies*** are demonstrated which facilitate a learning outcome for individuals and/or the group
		e.	A range of ***facilitation skills and qualities*** is applied to effectively conduct the debriefing process
5.	**Evaluate adventure-based learning activity**	a.	Personal role as a facilitator within the activity is evaluated, based on ***feedback*** from clients and activity leader
		b.	The sequencing and conduct of activities is reviewed with respect to the program, individual and group aims

Range of Variables

TAKE AN ASSISTANT-LEADERSHIP ROLE IN THE FACILITATION OF ADVENTURE BASED LEARNING ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. **Adventure-based learning activities**	a. programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure and an experiential focus as a means of achieving learning b. programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth through a shift in locus of control from external to internal
2. **Debriefing strategies**	a. discussion b. creative tasks (journal writing, art, craft, drama) c. solos
3. **Essential phases of adventure-based learning programs**	a. ice breaking and briefing b. goal setting c. development of trust d. adventure activity participation e. processing/debriefing f. transfer of learning
4. **Facilitation skills and qualities**	a. listening b. questioning c. summarising d. rephrasing e. conflict resolution f. impartiality
5. **Feedback**	a. oral/written b. direct/indirect
6. **Phases within a simple debrief**	a. review (what happened?) b. reflection (so what does that mean?) c. transfer (now what?)

7. **Risk perception**	a. relationship between risk and competence (adventure paradigm)
	b. interaction of risk and competence to achieve one of the following conditions
	  b.1 exploration
	  b.2 adventure
	  b.3 peak adventure
	  b.4 misadventure
	  b.5 disaster
	c. formulation of a judgement based on (a) and (b) above

8. **Safety**	a. physical b. mental c. emotional d. individual or group

Evidence Guide

TAKE AN ASSISTANT LEADERSHIP ROLE IN THE FACILITATION OF ADVENTURE BASED LEARNING ACTIVITIES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of factors (eg, client needs, sequence of activities, types of activity) influencing the planning and conduct of adventure activities to facilitate learning for clients
		b.	Assessment must confirm the ability to apply this knowledge, using at least one type of adventure activity, to assist in the leadership and facilitation of a safe, enjoyable and educative activity covering all categories of all range of variables statements in the work environment
		c.	In particular, assessment must confirm the ability to assist in the planning, leadership and facilitation of adventure-based learning activities to suit: c.1 Different client needs c.2 Different activity aims c.3 Different types of client groups
		d.	The ability to conduct a debriefing process to enhance learning through an adventure activity should be demonstrated
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 a.2 SRX GRP 001A Facilitate a group
		b.	This unit must be assessed in conjunction with the following unit(s): b.1 Units of competency that pertain to the conduct of an adventure activity
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRX TEM 003A Work autonomously
3.	Required knowledge and skills	a.	Underpinning knowledge a.1 Definitions of adventure-based learning and associated disciplines a.2 Terminology used in the area of adventure-based learning a.3 Basic philosophical and psychological foundations for adventure-based learning a.4 The experiential learning process a.5 The basic adventure-based learning cycle/model a.6 Features of successful adventure-based learning programs and frameworks a.7 Processes for client needs analysis a.8 Sequencing activities a.9 Sequencing debriefing a.10 Debriefing techniques a.11 Different models and stages of group formation a.12 Factors impacting upon group dynamics
		b.	Underpinning skills b.1 Communication skills with different client groups in a variety of different situations and circumstances b.2 Observation skills to identify sources of conflict and client's body language b.3 Questioning and active listening skills b.4 Interpersonal skills b.5 Technical activity skills b.6 Debriefing skills

			b.7 Ability to demonstrate empathy
4.	**Resource implications**	a.	Assessment of this competency requires access to an environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor 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 to different client groups and individual needs
6.	**Context for assessment**	a.	Competency must be demonstrated when co - facilitating adventure activities with clients in a real workplace or realistic simulated 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	2	2	-	2	-

AGED CARE

CHCAC

Contents

CHCAC1A   PROVIDE CARE SUPPORT TO AGED PEOPLE

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills required to provide support and assistance to maintain quality care for aged people.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish and maintain an appropriate relationship with aged person**	a. Self introduction occurs appropriately b. Courtesy towards the aged person is demonstrated c. All dealings with the aged person aim at generating a trusting relationship d. Demonstrates respect for the individual differences of the aged person e. The aged person's own interests, rights and decision making are supported f. Confidentiality and privacy of aged person is maintained within organisational guidelines g. Takes part in short interpersonal exchanges with aged person to establish, maintain and develop relationships
2. **Provide appropriate support to the aged person**	a. All assistance and support is in accordance with organisational procedures b. All support provided to the aged person is in accordance with of the aged person's needs, rights and self determination c. Assistance is provided for the aged person's participation in social, recreational and educational programs and activities as requested d. Assistance is provided with celebrations and special events as requested e. Support is provided to the aged person in meeting religious, cultural, sexual, spiritual and ceremonial needs f. Assistance is sought when it is not possible to provide appropriate support to the aged person
3. **Assist in maintaining an environment that enables maximum wellbeing**	a. All support provided to aged people enables them to direct their own care where appropriate, and is within organisational procedures b. Assistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and risk of infections c. Assistance is provided as required with meals and refreshments d. The aged person is provided with support in maintaining a clean and comfortable environment e. Response to situations of risk to health and safety is in accordance with organisational procedures

Range of Variables

PROVIDE CARE SUPPORT TO AGED PEOPLE

VARIABLE STATEMENT	CATEGORIES
1. **Assistance**	may include a. providing information and advice b. accompanying or providing specific services such as transport c. encouragement and support for decisions and actions
2. **Individual differences**	may be a. culture b. age c. economic d. social e. gender f. physical g. emotional h. intellectual i. language j. spiritual
3. **Maximum wellbeing**	may include a. independent living b. observation of own customs and cultural practices c. coming and going from environment with safety
4. **Needs of the aged person**	may include a. physical, sexual and emotional b. support and care c. financial d. household assistance and maintenance e. religious f. cultural g. spiritual h. ceremonial i. recreational j. social
5. **Rights**	may be detailed in a. service/outcomes standards documents b. legislation c. organisational policies and practices
6. **Short interpersonal exchanges**	will be appropriate to the cultural and individual differences of the aged person and may include a. chatting in friendly manner b. inquiring about the aged person's health c. short casual exchanges
7. **Self introduction**	when this occurs the following may need to be considered a. cultural background of aged person b. customs familiar to aged person c. any physical or mental problems which may hinder communication, such as deafness, dementia

Evidence Guide

PROVIDE CARE SUPPORT TO AGED PEOPLE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the roles and responsibilities required to provide support and care to aged people 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 Work within role and responsibilities in a manner which accommodates and accepts individual differences of aged people

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 Relevant plan of care and own role and responsibilities within it
		    a.2 Relevant policies, protocols, and practices of the organisation in relation to own work activities
		    a.3 Basic understanding of the importance of social, recreational and cultural activities for aged people
		    a.4 Common health problems of aged people and their effects
		    a.5 Basic knowledge of processes of ageing
		    a.6 Different religious, cultural, spiritual, physical and ceremonial perspectives
		    a.7 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
		        a.7.1 alcohol and other drugs
		        a.7.2 cultural and linguistic diversity
		        a.7.3 risk of self harm
		        a.7.4 women
		        a.7.5 men
		        a.7.6 community education
		        a.7.7 Aboriginal and Torres Strait Islanders
		        a.7.8 mental health
		
		b. Underpinning skills
		    b.1 Ability to establish and maintain a relationship that takes into account the aged person's individual differences, eg, age, abilities, cultural background
		    b.2 Oral communication skills, eg, language skills and non-verbal communication skills, eg, touch, smiling etc necessary to develop a trusting relationship with an aged person. Language skills may be English or community language as required by service or organisation

4.	**Resource implications**	a. Assessment of this competency requires access to appropriate workplace where assessment can take place or simulation of realistic

			workplace setting for assessment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Assessment will primarily be by observations, questioning and evidence sourced from a workplace environment, eg, testimonials from colleagues/clients etc
		b.	Information for assessment may be gathered over one assessment period but must include a range of different aged care needs
6.	**Context for assessment**	a.	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	1	3	-	1	1

CHCAC2A   ASSIST WITH AGED PEOPLE'S PERSONAL NEEDS

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills needed to assist aged people to meet daily living needs including nourishment, mobility, personal hygiene and other support within the plan of care.

ELEMENT	PERFORMANCE CRITERIA
1. **Support the preferences of aged people within role and responsibility**	a. Personal preferences are identified in consultation with the aged person and accommodated, within organisational parameters b. Aged people are supported and encouraged in exercising their rights and personal preferences without compromising their safety and that of others c. Appropriate communication and relationship building processes are used to identify the aged person's preferences d. Factual information to identify the aged persons preferences is gathered e. Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged person's preferences are conducted f. Time is taken to listen to aged person's preferences
2. **Provide assistance with aged people's personal needs**	a. Aged people's needs are identified and assistance is provided b. Difficulties in meeting needs are clarified with the aged person where appropriate and addressed within organisational parameters c. Processes and aids for providing assistance for aged people are identified and used as appropriate d. Aged people are provided with information to assist in meeting their personal needs e. Organisational policies and practices for reporting are followed as appropriate

Range of Variables

ASSIST WITH AGED PEOPLE'S PERSONAL NEEDS

VARIABLE STATEMENT	CATEGORIES

1. **Appropriate communication and relationship building processes**	may include
	a. courtesy
	b. empathy
	c. non judgemental manner
	d. listening
	e. treating the aged person as an individual
	f. respect for differences
	    f.1 cultural
	    f.2 physical
	    f.3 emotional
	    f.4 beliefs
	    f.5 customs
	    f.6 values
	    f.7 religions

2. **Assistance**	may vary according to a. the ability of the worker b. mental health c. physical health
3. **Factual information**	to identify aged person's preferences may be gathered by a. asking questions b. observing aged person c. asking for clarification from aged person d. asking other relevant people such as relatives, friends, staff e. listening for relevant information concerning aged person's preferences

4. **Personal needs**	may include providing assistance with
	a. daily living including
	    a.1 maintaining personal safety
	    a.2 communication (speech, writing, non-verbal communication)
	    a.3 eating and drinking
	    a.4 eliminating
	    a.5 breathing
	    a.6 mobilising and transferring (moving from place to place and position to position)
	    a.7 attending to personal hygiene (bathing, laundering personal linen)
	    a.8 dressing and undressing
	    a.9 attending own spiritual needs
	    a.10 grooming and expressing sexuality
	b. physical/instrumental activities of daily living
	    b.1 accessing education and employment
	    b.2 accessing financial resources and allowances
	    b.3 paying bills and regular outgoings
	    b.4 shopping
	    b.5 preparing meals
	    b.6 climbing stairs
	    b.7 maintaining household (cleaning, laundry, decor, repairs)

	b.8 travelling by private and public transport
	b.9 interacting with others and socialising
	b.10 accessing leisure, recreational and sporting activities
	c. assisting with self-administration of medication according to
	    c.1 organisational practice and policy
	    c.2 government regulation, policy and legislation
	    c.3 instructions of the client, their advocate and/or the relevant professional/key worker
	d. physical comfort and rest

5. Processes and aids	may include a. meals on wheels b. all equipment and aids c. transport services

6. Reporting	a. may include
	    a.1 changes in appearance and behaviour in accordance with reporting instructions
	b. may be to
	    b.1 supervisors
	    b.2 colleagues
	    b.3 health workers
	    b.4 administrators
	    b.5 health care services
	    b.6 emergency services
	    b.7 community care
	    b.8 social services
	    b.9 relatives
	c. may be via
	    c.1 telephone
	    c.2 hand over reports
	    c.3 incident reports
	    c.4 face to face
	    c.5 written

7. Rights	include a. privacy b. confidentiality c. to be treated in a dignified, safe and comfortable manner d. to express own feelings

Evidence Guide

ASSIST WITH AGED PEOPLE'S PERSONAL NEEDS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the skills necessary to assist an aged person with their daily and personal needs 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 a non-judgemental approach to clients
		    c.2 Understand and adhere to own role and responsibilities
		    c.3 Demonstrate an understanding of accountability and responsibility of supervisors and colleagues
		    c.4 Consult with an aged person, including asking questions, observing and listening. Understanding of aged person's rights and personal preferences would be indicated by an ability to list aged person's preferences or reflect the aged person's needs back to assessor

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 Common health problems of aged people and their effects
		    a.2 Different cultural requirements and preferences
		    a.3 Factors giving rise to grief and loss in the aged
		    a.4 Safety risks to aged people
		    a.5 Major components of different systems of the body
		    a.6 Common health problems of aged people and their effects
		    a.7 Processes of ageing
		    a.8 Relevant medication guidelines such as
		       a.8.1 Australian Pharmaceutical Advisory Council, *Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities,* Feb 1997 (this contains the following document)
		       a.8.2 Australian Nursing Federation Royal College of Nursing Australia Geriaction, *Nursing Guidelines for Medication Management in Nursing Homes and Hostels,* 1997
		       a.8.3 NSW Health Department, *Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales,* Jan 1997
		       a.8.4 Aged Care Victoria, *The Administration of Hostel Medication,* Nov 1996
		    a.9 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
		       a.9.1 alcohol and other drugs
		       a.9.2 cultural and linguistic diversity

	a.9.3 risk of self harm
	a.9.4 women
	a.9.5 men
	a.9.6 community education
	a.9.7 Aboriginal and Torres Strait Islanders
	a.9.8 mental health
	
	b. Underpinning skills
	   b.1 Oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service. Oral communication skills include asking questions, clarifying understanding of aged person's preferences, and expressing encouragement in oral communication. Service/organisation may require competence in English or community language, depending on client group
	   b.2 Reading and writing skills (literacy competence) required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to write short messages or a shopping list, to assisting aged person with banking, reading of mail etc. Service/organisation may require competence in a language other than English, depending on client group
	   b.3 Basic counselling

4. Resource implications	a. Assessment of this competency requires access to an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a. Assessment will primarily be observations, questioning and evidence sourced from a workplace, eg, testimonials from colleagues and/or clients b. Assessment of written skills must be based on workplace requirements c. Assessment may be conducted over one or more assessment periods but must include at least assisting with several different personal care needs as listed in the Range of Variables
6. Context for assessment	a. This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	1	3	-	1	1

CHCAC3A   ORIENTATION TO AGED CARE WORK

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills required to perform work within a legal and ethical framework and support the rights and interests of the aged people and follow appropriate reporting mechanisms to meet duty of care requirements.

ELEMENT	PERFORMANCE CRITERIA
1. **Demonstrate commitment to quality care for aged people**	a. All work reflects an understanding of key issues facing aged people and their carers b. All work undertaken reflects context of policy, regulatory, legislative and legal requirements as they apply to the area of work c. All work in the sector demonstrates a commitment to access and equity principles d. Organisational procedures relating to client participation are followed e. Personal values and attitudes regarding ageing are taken into account when planning and implementing all work activities
2. **Support rights, interests and needs of the aged person**	a. Aged person is supported and encouraged to exercise their rights where appropriate b. Legal responsibilities and duty of care are complied with
3. **Respond to situations of risk or potential risk to the aged person within work role and skills level**	a. Respond to situations of risk and report to appropriate people b. Report uncharacteristic or inappropriate behaviour c. Report situations of risk which may have an adverse effect on the health of the aged person

Range of Variables

ORIENTATION TO AGED CARE WORK

VARIABLE STATEMENT	CATEGORIES

1. **A commitment to principles of access and equity**	includes
	a. creation of a client oriented culture
	b. a non discriminatory approach to all people using the service, their family and friends, the general public and co workers
	c. ensuring the work undertaken takes account of and caters for differences including
	   c.1 cultural
	   c.2 physical
	   c.3 religious
	   c.4 economic
	   c.5 social

2. **Appropriate people**	may include a. supervisors b. relatives c. colleagues d. health workers e. administrators f. emergency services g. health care services h. community care i. social services
3. **Context**	includes a. statutory framework within which work takes place b. historical context of work, eg, changing attitudes to ageing; changing approaches to working with clients c. changing social context of work, eg, consumer centred approach, changing government and societal views of aged care, approaches to working with clients d. political context, eg, government policies and initiatives affecting aged care work e. economic context, eg, the current economic situation as it relates to and affects aged care and the subsequent impact on client needs f. facts/myths about ageing
4. **Different models of work in the sector**	may include a. community development and education b. health promotion c. case management d. working with families e. peer support/self help f. residential services g. respite care h. home based support i. unpaid work j. palliative care
5. **Inappropriate behaviours**	a. are those which may put others at risk b. infringe upon the right of others

6. Interests	may include a. financial b. accommodation c. services d. recreation
7. Issues	may include a. coming to terms with the ageing process b. access to community c. changing needs for physical comfort, sleep and rest d. death, grieving and loss e. changes that ageing may bring to physical processes, memory, intellectual function, personality and social interaction
8. Legal responsibilities	include a. legislation b. regulations
9. Needs	may include a. personal b. security c. safety d. recreational e. social

10. Observations of situations of risk	may include
	a. nourishment and hydration/diet, eg, aged person not eating or drinking enough
	b. Occupational Health and Safety, eg, loose carpet squares, slippery bathroom floors
	c. uncharacteristic behaviour
	d. memory and mental ability
	e. distress
	f. confusion
	g. mental state
	h. pain
	i. sleep/rest patterns
	j. self care needs
	    j.1 clothing
	    j.2 hygiene
	k. health
	    k.1 skin integrity
	    k.2 substance abuse
	l. crisis
	m. social rights infringement
	n. substance abuse
	o. those needing emergency care

11. Policy and legislative requirements	include a. Privacy Act b. Equal Employment Opportunity principles c. Guardianship Board d. Freedom of Information Act e. Individual rights f. Residential Aged Care Service Standards g. Aged Care Act 1997 h. Nurses Act i. Medical Act j. Pharmacy Act k. Poisons Act l. Medication regulations
12. Quality of care	may include the following underpinning values and philosophies

	a. a holistic and consumer-centred approach b. community education c. promotion of mental health and wellbeing d. early intervention e. targeting of appropriate services f. commitment to meeting the needs and upholding the rights of clients g. commitment to empowering clients

13. Reporting	may be
	a. by telephone
	b. face to face
	c. written
	    c.1 hand over books
	    c.2 written reports
	    c.3 incident reports
	    c.4 accident reports

14. Responding to situations of risk	may include a. identifying risks b. providing information on risks or potential risks c. risk minimisation

15. Rights	a. include principles expressed in
	    a.1 charters of rights
	    a.2 outcomes standards documents
	    a.3 general human rights
	    a.4 freedom from discrimination
	    a.5 freedom of information
	    a.6 outcomes standards
	    a.7 service standards
	b. may be detailed in
	    b.1 resident handbooks
	    b.2 legislation
	    b.3 industry and organisational service standards
	    b.4 mission statements
	c. may include
	    c.1 privacy
	    c.2 confidentiality
	    c.3 common law
	    c.4 to be treated in a dignified, safe and comfortable manner
	    c.5 to express own feelings
	    c.6 freedom of association
	    c.7 choice to participate
	    c.8 access to complaint mechanisms

16. Uncharacteristic behaviours	may include a. agitation b. aggression c. sleeplessness d. withdrawal e. disorientation f. confusion

Evidence Guide

ORIENTATION TO AGED CARE WORK

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of working within a legal and ethical framework to care for aged people 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 Work within the aged care legal and ethical framework
			  c.2 Adhere to own role and responsibilities in aged care work environment
			  c.3 Demonstrate that work maintains quality of care for aged people

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 SRC CRO 009A Conduct a recreation program for older persons
			  b.2 SRF FIT 005A Apply basic exercise science to exercise instruction
			
			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 Consumer needs and rights
			  a.2 Duty of care
			  a.3 Principles of client empowerment/disempowerment
			  a.4 current issues facing clients and existing services to address their needs and rights
			  a.5 Principles and practices of confidentiality
			  a.6 Knowledge specific to working with people from culturally and linguistically diverse backgrounds
			  a.7 Organisational occupational health and safety policies and procedures
			  a.8 Organisational philosophy and guidelines
			  a.9 Rights and responsibilities of the aged person
			  a.10 Understanding of stereotypes of ageing
			  a.11 Awareness of own attitudes to ageing
			  a.12 Common health problems of the aged and their effects including dementia and sensory disability
			  a.13 Common risks to safety
			  a.14 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
			    a.14.1 alcohol and other drugs
			    a.14.2 cultural and linguistic diversity
			    a.14.3 risk of self harm
			    a.14.4 women
			    a.14.5 men
			    a.14.6 community education
			    a.14.7 Aboriginal and Torres Strait Islanders
			    a.14.8 mental health

	a.15 knowledge of own role and responsibilities
	a.16 knowledge of risk management strategies, eg, infection control, pressure area management
	b. Underpinning skills
	b.1 Interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group
	b.2 Language, literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Reports may be verbal or written. Reporting needs may vary from a two or three sentence note on a familiar workplace situation with assistance available from a supervisor, to a complex report completed with no assistance. Language used may be English or a community language, depending on the client group
4. Resource implications	a. Access to appropriate workplace where assessment can take place
	b. Resources available for development of language, literacy and numeracy competence as required by the organisation for workers with language, literacy and numeracy needs
5. Consistency in performance	a. Assessment will primarily be observations, questioning and evidence sourced from a workplace environment
	b. Assessment of written skills must be based on workplace requirements
	c. Assessment to be assessed over a period of time
6. Context for assessment	a. Assessment is recommended to be conducted in a workplace setting under the normal range of workplace conditions

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	2	3	-	1	1

CHCAC6A   PROVIDE SERVICES TO AGED PEOPLE

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills required to provide services to aged people to help achieve maximum wellbeing by meeting emotional, psychological and spiritual needs.

ELEMENT	PERFORMANCE CRITERIA
1. **Assist the aged person to achieve maximum wellbeing**	a. Aged person's right to freedom of choice is identified and facilitated b. Aged person is assisted and encouraged to achieve maximum social and personal wellbeing c. Assistance with the provision and use of aids is provided as appropriate
2. **Assist the aged person to meet emotional, psychological and spiritual needs**	a. Aged person's self esteem and confidence are encouraged b. Interaction between the aged person and the community is supported c. Particular needs are acknowledged and referred as appropriate d. Aged person is supported to accommodate feelings of grief and loss

Range of Variables

PROVIDE SERVICES TO AGED PEOPLE

VARIABLE STATEMENT	CATEGORIES
1. Aged person's self esteem and confidence	may be encouraged by a. assisting aged person with difficult tasks b. clarifying and discussing aged person's abilities c. encouraging aged person to try new activities
2. Aids	may include a. mobility b. hearing c. speech d. vision
3. Emotional needs	may include acceptance of a. those related to death and dying b. love and affection for significant others c. frustration d. fear e. anger and annoyance f. grief and loss g. loneliness h. guilt
4. Provision of aids	may include a. referral to advisory centres b. information
5. Psychological needs	may include a. freedom from undue stress b. self-esteem c. purpose d. personal identity e. life stage development
6. Social and personal wellbeing	may include a. being independent b. maintenance of personal contacts c. control of financial affairs d. coming and going from environment within safety requirements e. observation of own customs and cultural practices f. exercising legal, social and other obligations and responsibilities g. keeping and maintaining personal possessions h. privacy i. access and entitlement to respite and other services j. maintaining community participation k. participation in programs and activities l. sharing knowledge and skills
7. Spiritual needs	may include a. formal and informal religious observance b. need for private time and space for contemplation c. ceremonial observances

8. Wellbeing	may vary according to
	a. service provision environment, eg, independent living, residential care facility, day centre
	b. health status
	c. safety
	d. worker's role

Evidence Guide

PROVIDE SERVICES TO AGED PEOPLE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the emotional, psychological and spiritual needs of the aged 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 a non-judgemental attitude to the different emotional, psychological and spiritual needs of the aged in all communications

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 Relevant plan of care and own role and responsibilities within it
		   a.2 Relevant policies, protocols, and practices of the organisation in relation to own work activities
		   a.3 Basic understanding of the importance of social, recreational and cultural activities for aged people
		   a.4 Processes of ageing
		   a.5 Different religious, cultural, spiritual, physical and ceremonial perspectives
		   a.6 Community resources
		   a.7 Social and psychological needs of the aged
		   a.8 Causes, implications and treatment of dementia
		   a.9 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
		      a.9.1 alcohol and other drugs
		      a.9.2 cultural and linguistic diversity
		      a.9.3 risk of self harm
		      a.9.4 women
		      a.9.5 men
		      a.9.6 community education
		      a.9.7 Aboriginal and Torres Strait Islanders
		      a.9.8 mental health
		
		b. Underpinning skills
		   b.1 Interpersonal especially as related to aged people
		   b.2 Basic counselling
		   b.3 Oral communication skills, including asking questions, clarifying understanding, providing information and expressing encouragement. Ability to take part in short interpersonal exchanges that establish and develop an understanding relationship with aged person. Language used may be English or a community language, depending on the client group

4.	Resource implications	a.	Assessment of this competency requires access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Assessment may be by observations, questioning and evidence gathered from the workplace, eg, testimonials from clients/colleagues, portfolios
		b.	Assessment may be gathered over one assessment period but must meet the provision of services and a range of client needs
6.	Context for assessment	a.	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	1

CHCAC7A   ENSURE DUTY OF CARE IS PROVIDED

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills required to ensure all work is performed ethically, supports the rights and interests of aged people and follows appropriate reporting mechanisms to meet duty of care requirements.

ELEMENT	PERFORMANCE CRITERIA
1. **Work ethically**	a. Decisions and actions are within the job description and are consistent with organisational philosophy b. Prompt and consistent performance of duties is applied to all workplace activities c. Knowledge and skill required for daily activities is sought and maintained d. Care is taken to behave in a reasonable and careful manner at all times e. Appropriate confidentiality is maintained f. Work practices are applied to minimise risk or potential risk
2. **Follow organisational polices and practices**	a. Workplace policies and practices are complied with b. Organisational programs and procedures are supported within the job role c. Organisational resources are used for the purpose intended d. Legal responsibilities are complied with
3. **Support rights, interests and needs of the aged person**	a. Aged person is supported and encouraged to exercise their rights where appropriate
4. **Assess situations of risk or potential risk to the aged person**	a. Carry out assessment of organisational practices to ensure duty of care requirements are met b. Staff are monitored to ensure they work within duty of care requirements c. Reports of situations of risk are assessed and acted upon

Range of Variables

ENSURE DUTY OF CARE IS PROVIDED

VARIABLE STATEMENT	CATEGORIES
1. **Inappropriate behaviours**	are those which a. may put others at risk b. infringe upon the rights of others
2. **Interests**	may include a. financial b. accommodation c. services d. recreation
3. **Legal responsibilities**	include a. legislation b. regulations
4. **Needs**	may include a. personal b. security c. safety d. recreational e. social

5. **Observations of situations of risk**	may include
	a. nourishment and hydration/diet
	b. Occupational Health and Safety
	c. uncharacteristic behaviour
	d. memory and mental ability
	e. distress
	f. confusion
	g. mental state
	h. pain
	i. sleep/rest patterns
	j. self care needs
	    j.1 clothing
	    j.2 hygiene
	k. health
	    k.1 skin integrity
	    k.2 illness
	    k.3 substance abuse
	l. crisis
	m. social rights infringement
	n. substance abuse
	o. those needing emergency care

6. **Organisational policies and practices**	may include those relating to
	a. administrative systems of the workplace including
	    a.1 filing
	    a.2 record keeping
	    a.3 workplace programs and timetable management systems
	    a.4 use of equipment
	    a.5 staff rosters

		b. workplace agreements
		c. job descriptions
		d. Occupational Health and Safety
		e. grievance procedures
		f. confidentiality requirements
		g. appropriate relationships with clients
		h. gifts and gratuities
		i. plan of care
7.	**Reports of situations of risk**	may include a. identifying risks b. providing information on risks or potential risks c. risk minimisation

8.	**Rights**	a. include principles expressed in
		   a.1 charters of rights
		   a.2 outcomes standards documents
		   a.3 general human rights
		   a.4 freedom from discrimination
		   a.5 freedom of information
		b. may be detailed in
		   b.1 resident handbooks
		   b.2 mission statements
		c. may include
		   c.1 privacy
		   c.2 confidentiality
		   c.3 common law
		   c.4 to be treated in a dignified, safe and comfortable manner
		   c.5 to express own feelings
		   c.6 friendship
		   c.7 freedom of association
		   c.8 choice to participate
		   c.9 access to complaint mechanisms

9.	**Situations of risk**	may include
		a. changes in mood, memory and mental ability
		b. inappropriate behaviour
		c. uncharacteristic behaviours
		   c.1 agitation
		   c.2 aggression
		   c.3 sleeplessness
		   c.4 withdrawal
		   c.5 disorientation
		   c.6 confusion

10.	**Workplace policies and practices**	may be relayed a. in written form or verbal

Evidence Guide

ENSURE DUTY OF CARE IS PROVIDED

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the skills and knowledge to ensure all work is performed ethically to meet duty of care requirements 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 Work within, and ensure others work within their own role and responsibilities in the aged care environment
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 Organisational policies, practices and programs relating to the work role
		a.2 Organisational occupational health and safety policies and procedures
		a.3 Organisational philosophy and guidelines
		a.4 Rights and responsibilities of the aged person
		a.5 Understanding of stereotypes of ageing
		a.6 Awareness of own attitudes to ageing
		a.7 Awareness of discriminatory actions
		a.8 Common health problems of the aged and their effects including dementia and sensory disability
		a.9 Common risks to safety
		a.10 Duty of care
		a.11 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
		a.11.1 alcohol and other drugs
		a.11.2 cultural and linguistic diversity
		a.11.3 risk of self harm
		a.11.4 women
		a.11.5 men
		a.11.6 community education
		a.11.7 Aboriginal and Torres Strait Islanders
		a.11.8 mental health
		b. Underpinning skills
		b.1 Oral communication skills including the ability to take part in sustained interpersonal exchanges with staff and aged people for the purpose of exploring issues, gathering information or problem solving, eg, asking questions, clarifying meaning and clarifying a situation. Ability to extract ideas and details from sustained oral texts. Language used may be English or a community language. Incorporates communication supports as

		required, eg, dictionary, medical text
	b.2	Written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of complex reports, selecting appropriate language and detail depending on the purpose of the report and intended audience. Language used may be English or a community language depending on client group and organisation. Communication support is incorporated as required, eg, using dictionaries, medical books, other reports
	b.3	Reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading complex written material such as policies, procedure manuals, and interpreting text to extract information needed
4. Resource implications	a.	Assessment of this competency requires access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
	b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	a.	It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations
6. Context for assessment	a.	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	-	3	1

CHCAC9A   COORDINATE SERVICE PROVISION PROGRAMS

AC   Aged care

DESCRIPTION: This unit covers the knowledge and skills required to coordinate and develop programs meeting the needs of aged people according to organisational procedures and are designed to account for individual rights, needs and preferences.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify program and service requirements for aged people**	a. Preferences are identified in consultation with aged people, carers and other relevant health workers b. The needs of aged people are identified and investigated according to organisational procedures
2. **Develop and implement programs for meeting aged people's needs**	a. Strategies and opportunities to meet the needs of aged people are facilitated and developed according to organisational policies and procedures b. Individual differences, rights, needs and preferences are facilitated within programs c. Special needs are incorporated in the development of programs and services d. The needs of aged people are communicated to carers and other health workers as appropriate e. Appropriate program resources are made available f. Ensure program activities are documented according to organisational policy and procedures
3. **Review and monitor programs**	a. Aged people are referred to external or other services as appropriate b. Changing needs and are monitored and programs and procedures are adjusted to ensure ongoing effectiveness

Range of Variables

COORDINATE SERVICE PROVISION PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Aged people's needs**	may relate to a. maximised independence b. physical wellbeing, eg, comfort, pain management activities, sleep and rest, provision of medication c. health promotion d. emotional, psychological and spiritual needs e. cultural, religious and ceremonial needs f. maintenance of an adequate diet g. dementia h. personal hygiene i. continence j. skin integrity k. dressing and grooming l. mobility and exercise
2. **Appropriate resources**	may include a. aids and equipment b. qualified c. specially trained staff
3. **Consultation with aged people, carers and other relevant health workers**	may be conducted a. verbally or using a written format
4. **Documentation of program activities**	may include a. appropriate processes for recording the administration of medication
5. **Special needs**	may relate to a. substance abuse
6. **Strategies**	may include a. prevention initiatives b. health promotion and education c. monitoring procedures

Evidence Guide

COORDINATE SERVICE PROVISION PROGRAMS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the skills required to coordinate and develop programs according to organisational 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 Consult with aged person
			c.2 Consult with other workers as relevant and required
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 Relevant Commonwealth or State regulations, acts or guidelines relating to aged care
			a.2 Local, Commonwealth or State services including relevant service provision guidelines
			a.3 Community resources
			a.4 Cultural differences and practices
			a.5 Organisation policy and procedure
			a.6 Common health problems of aged people and their effects
			a.7 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
			a.7.1 alcohol and other drugs
			a.7.2 cultural and linguistic diversity
			a.7.3 risk of self harm
			a.7.4 women
			a.7.5 men
			a.7.6 community education
			a.7.7 Aboriginal and Torres Strait Islanders
			a.7.8 mental health
		b.	Underpinning skills
			b.1 Consultation
			b.2 Oral communication skills including asking questions, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers. Language used may be English or a community language
			b.3 Written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience, eg, documentation for funding, accreditation documents, client notes. Language used may be English or a community language depending on client

			group and organisation. Communication support is incorporated as required, eg, using dictionaries, medical books, other reports
		b.4	Reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading written material such as policies, procedure manuals and program materials, understanding and interpreting their content
		b.5	Strategic planning
		b.6	Organisational development
		b.7	Review and evaluation
4.	**Resource implications**	a.	Assessment of this competency requires access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	It is recommended that assessment be conducted over a period of time based on a range of client needs/situations, or
		b.	Information for assessment must be gathered that covers a period of time and is based on a range of client needs/situation
6.	**Context for assessment**	a.	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

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	1

AQUATICS

AQU

Contents

SRC AQU 001A   MONITOR POOL WATER QUALITY

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to monitor the water quality of swimming pools/aquatic facilities according to health standards.

ELEMENT	PERFORMANCE CRITERIA
1. **Conduct routine pool water tests according to regulations and respond to test irregularities**	a. ***Routine pool water tests*** are completed in compliance with ***public health regulatory requirements*** and facility procedures b. Pool water test results are compared to ***public health regulatory requirements*** c. Pool water test irregularities are reported to the appropriate person for corrective action
2. **Respond to contamination incidents**	a. Visual checks for ***pool water quality*** are continually implemented and corrective actions are initiated
3. **Record *routine pool water tests***	b. Pool water test results are recorded to aquatic facility specifications and meet the ***public health regulatory requirements***

Range of Variables

MONITOR POOL WATER QUALITY

VARIABLE STATEMENT	CATEGORIES
1. **Pool water quality**	refers to a. pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels
2. **Public health regulatory requirements**	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and Regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
3. **Routine pool water tests**	may include tests for a. free chlorine b. total bromine c. total chlorine d. combined chlorine e. pH f. alkalinity g. cyanuric acid h. calcium hardness i. total hardness j. temperature

Evidence Guide

MONITOR POOL WATER QUALITY

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of application of water testing and treatment procedures 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 Conduct regular pool water tests in compliance with public health regulatory requirements and correctly identify irregularities c.2 Work within organisation policy and procedures and c.3 Follow water treatment testing procedures governed by public health regulations for the treatment of public swimming pool water
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 objectives, policies and procedures a.2 Procedures and processes for pool water testing a.3 Basic pool water chemistry a.4 Relevant Occupational Health and Safety, government and industry regulations and legislative requirements b. Underpinning skills b.1 Communication skills to record pool water test results and report irregularities b.2 Use of pool water testing apparatus b.3 Visual identification of pool water quality
4.	Resource implications	a. Assessment of this competency requires access to an aquatic facility, an effectively simulated work environment or industry approved training centre 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 groups, client needs and program contexts from the range of variables 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
2	1	1	1	1	2	2

SRC AQU 002A   OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to operate aquatic facility plant and equipment according to standard operating procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Operate *aquatic facility plant and equipment*	a. *Aquatic facility plant and equipment* are operated according to facility procedures, manufacturer's specifications and statutory requirements
2. Conduct *routine checks* of *aquatic facility plant and equipment*	a. *Routine checks of electrical appliances* and systems are conducted to ensure they meet facility standards b. *Routine checks of plumbing appliances* and systems are conducted to ensure they meet facility standards c. Routine maintenance of *aquatic facility plant and equipment* is carried out according to facility procedures and manufacturer's guidelines d. Use and condition of equipment and facility is monitored using established routines and procedures
3. Identify faults in *aquatic facility plant and equipment*	a. Equipment and facility use is recorded and conditions requiring further action are identified and documented according to facility procedures b. Faults and irregularities are isolated and reported according to facility procedures
4. Initiate corrective procedures of *aquatic facility plant and equipment*	a. Faulty equipment and defective parts are removed and replaced or repaired according to facility procedures b. Defective equipment and/or facilities are taken out of operation according to facility safety procedures c. Defective equipment is moved according to facility and Occupational Health and Safety guidelines for safe lifting, in order to facilitate repair d. Appropriate aquatic facility or service personnel are notified of faults and corrective actions initiated e. Record action taken according to organisation and *public health regulatory requirements*

Range of Variables

OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facility plant and equipment**	may include a. circulation plant such as pumps, filters, disinfection systems, plumbing systems, pressure gauges and valves b. heating systems, space and water including saunas and spas c. lighting and ventilation systems d. electrical control units such as fuses and circuit breakers e. electrical appliances such as hair dryers, vacuum cleaners, audio equipment, video recorders, video monitors f. self contained breathing apparatus
2. **Public health regulatory requirements**	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and Regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
3. **Routine checks of electrical appliances**	are limited to fundamental/basic actions of an unlicensed person a. integrity of power supply and circuits, visible inspection b. testing electronic and mechanical operation c. reset circuit breakers d. replace batteries and fuses e. identify and report visible and electrical hazards
4. **Routine checks of plumbing appliances**	are limited to fundamental/basic actions of an unlicensed person a. integrity of water supply and drainage systems, visible inspection b. identifying and isolating water supply faults c. identifying water related hazards
5. **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, ie, human, financial, physical

Evidence Guide

OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of application of testing and maintenance procedures to operate aquatic facility plant and equipment to appropriate standards
		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 Conduct routine inspection of aquatic facility plant and equipment
		  c.2 Operate aquatic facility plant and equipment according to facility procedures and manufacturer's instructions
		  c.3 Correctly identify faults in plant and equipment
		  c.4 Implement organisation policy and procedures and
		  c.5 Correctly initiate corrective procedures to address identified plant and equipment faults

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 SRC AQU 004A Maintain pool water quality

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Procedures and processes for plant and equipment operation
		  a.2 Relevant occupational health and safety, government and industry regulations and legislative requirements
		  a.3 Chemical handling procedures
		  a.4 Backwash procedures
		  a.5 Filtration processes
		  a.6 Plant and equipment manufacturer's specifications
		  a.7 Isolation procedures
		  a.8 Standard of cleaning required
		  a.9 Standard maintenance procedures
		  a.10 Types of supplies available for cleaning and maintenance
		
		b. Underpinning skills
		  b.1 First aid treatment procedures related to plant and equipment accidents
		  b.2 Communication/interpersonal skills
		  b.3 Identifying hazards/unclean area/pollution
		  b.4 Using cleaning materials and equipment
		  b.5 Use of relevant hand tools
		  b.6 Operation of plant and equipment

4.	**Resource implications**	a. Assessment of this competency requires access to the plant and equipment of an aquatic facility, an effectively simulated work environment or industry approved training centre 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 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	1	-	2	2

SRC AQU 003A   RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate an aquatic emergency and perform a basic water rescue. These situations will usually involve an individual response.

ELEMENT	PERFORMANCE CRITERIA
1. Identify and evaluate *aquatic emergencies* which may require *basic water rescue techniques*	a. The *factors that contribute to aquatic emergencies which may require basic water rescues* are identified and explained b. The *characteristics of a person in difficulty* are identified and explained c. Initial assessment is communicated to appropriate personnel in accordance with the *accepted best practice principles of aquatic rescues* d. An appropriate emergency response for the situation and the *people involved* is identified and explained
2. Apply the principles of a *basic water rescue* when required	a. The factors involved in conducting a *basic water rescue* are assessed and a *rescue plan* is formulated b. The *rescue plan* considers self-preservation and the safety of bystanders c. The type of rescue required and *rescue equipment* needed are determined d. A *basic water rescue* is performed in accordance with *accepted best practice principles of aquatic rescues*
3. Assess the casualty and plan a course of action	a. The condition of the casualty is observed and described b. Appropriate *first aid* for the casualty's condition is identified and explained c. Treatment appropriate to the casualty's condition is provided in line with approved *first aid techniques and standards*
4. Record and report the incident	a. A record of the incident and the action taken is completed using appropriate forms and in line with organisational requirements b. Appropriate other personnel and statutory authorities are notified of the incident

Range of Variables

RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. **Accepted best practice principles of aquatic rescues**	a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer b. *Guidelines* and *Code of Conduct* policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of lifesaving g. current and past good practice demonstrated by self or peers in the same or similar situation

2. **Basic water rescue techniques**	would be performed by an individual and may include
	a. non-swimming rescues such as
	    a.1 reach rescue
	    a.2 rope throw rescue
	    a.3 rowing rescue
	    a.4 throw a flotation aid and
	b. swimming rescues which may include
	    b.1 accompanied rescue
	    b.2 wade rescue
	    b.3 non-contact tow
	    b.4 contact tow

3. **Characteristics of a person in difficulty**	will vary according to their situation but may include a. calling for help b. vertical body position c. minimal or non-supportive leg action d. vigorous arm movements e. head tilted up and back, face turned to safety or help

4. **Factors that may contribute to minor aquatic emergencies which may require basic water rescues**	may include
	a. swimming ability
	b. environmental conditions such as
	    b.1 deep water
	    b.2 shallow water
	    b.3 river currents
	    b.4 surf
	    b.5 strong wind
	c. risk taking behaviour
	d. consumption of alcohol or use of illegal drugs
	e. condition of casualty

5. **First aid techniques and standards**	may include a. treatment for shock, choking or bleeding b. Danger, Response, Airway, Breathing, Circulation routine c. Australian Resuscitation Council resuscitation standards

		d. first aid benchmark competency standards
6.	**Minor aquatic emergencies**	may include a. bee sting b. gutter grabbers c. minor bleeding d. swimmer in difficulty e. injured swimmer f. unexpected submersion
7.	**People involved**	a. casualty b. bystanders c. rescuers d. staff
8.	**Rescue equipment**	a. reaching aids b. ropes c. flotation aids
9.	**Rescue plan**	the rescue plan considers the following factors a. self-preservation b. awareness of personal capabilities c. available assistance d. selection of rescue aids e. nature of the area f. condition of person in difficulty g. priorities of rescue

Evidence Guide

RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of responding to an aquatic emergency using basic water rescue techniques in the work environment
		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 learner's environment
		c.	In particular, assessment must confirm the ability to
			c.1 Identify the factors that contribute to an aquatic emergency
			c.2 Correctly identify and evaluate an aquatic emergency requiring basic water rescues
			c.3 Determine and implement a basic water rescue plan which minimises risk to self and other bystanders
			c.4 Assess the condition of the casualty and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards and
			c.5 Accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation 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 SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques
			c.2 SRC AQU 009A Instruct water familiarisation, buoyancy and mobility skills
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Factors contributing to minor aquatic emergencies
			a.2 Characteristics of a person in difficulty
			a.3 Knowledge of potential dangers in a range of aquatic environments
			a.4 First aid techniques and standards
			a.5 Water rescue equipment
			a.6 Principles of basic water rescues
			a.7 Knowledge of relevant equipment and safety requirements, including occupational health and safety and legislative requirements
		b.	Underpinning skills
			b.1 Skills and techniques required to perform basic water rescues
			b.2 Ability to identify factors leading to minor aquatic emergencies
			b.3 Monitoring/observation skills to identify aquatic emergencies requiring basic water rescues
			b.4 Assessment and treatment of casualties according to approved first aid techniques and standards
			b.5 Fitness and strength level to perform basic water rescues appropriate to the learner's work environment

4.	**Resource implications**	a.	Assessment of this competency requires access to
			a.1 a swimming pool/aquatic environment and rescue equipment
			a.2 suitable participants
			a.3 rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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, participants 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	-

SRC AQU 004A   MAINTAIN POOL WATER QUALITY

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge to maintain the water quality of swimming pools/aquatic facilities according to health standards.

ELEMENT	PERFORMANCE CRITERIA
1. **Ensure regular water quality tests are conducted according to regulations**	a. *Routine pool water tests* results are monitored to ensure they are completed in compliance with *public health regulatory requirements* and facility procedures b. Schedules for *pool water microbiological testing* are developed and implemented to meet the *public health regulatory requirements*

2. **Apply principles of pool water quality to adjust disinfectant levels and water balance**	a. Bather loading is anticipated and corrective actions implemented to ensure *pool water quality* is maintained
	b. Processes are developed and implemented for the use of chemicals for maintaining disinfectant levels and chemical balance of pool water to meet *public health regulatory requirements*
	c. *Water treatment procedures* are carried out in accordance with the aquatic facility's operating plan for the treatment of pool water
	d. Safe handling of chemicals is observed
	    d.1 Calculation of the amount of chemical required to correct chemical imbalances in pool water is undertaken and meets *public health regulatory requirements*
	    d.2 Chemical dosing equipment for the treatment of pool water is used in accordance with the manufacturer's specifications and Occupational Health and Safety requirements

3. **Record action taken**	a. *Pool water test* results and corrective actions are recorded to aquatic facility specifications and meet *public health regulatory requirements*

Range of Variables

MAINTAIN POOL WATER QUALITY

VARIABLE STATEMENT	CATEGORIES
1. **Pool water microbiological tests**	may include determinations of a. standard plate count b. coliform count c. Pseudomonas aeruginosa d. Legionella e. Staphylococcus f. Cryptosporidium
2. **Pool water quality**	refers to a. pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels
3. **Public health regulatory requirements**	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
4. **Routine pool water tests**	may include tests for a. free chlorine b. total bromine c. total chlorine d. combined chlorine e. pH f. alkalinity g. cyanuric acid h. calcium hardness i. total hardness j. temperature

5. **Water treatment procedures**	a. disinfection with chemicals or procedures including
	   a.1 chlorine gas
	   a.2 sodium hypochlorite
	   a.3 calcium and lithium hypochlorite
	   a.4 electrolytic generation of chlorine
	   a.5 bromine
	   a.6 sodium bromide with hypochlorite or ozone activator
	   a.7 chlorine dioxide
	b. superchlorination
	c. shock dosing
	d. dechlorination
	e. chlorine stabilisation with cyanuric acid
	f. control of algae
	g. ozonation
	h. ultraviolet radiation
	i. pH balance

j.   alkalinity adjustments
k.   calcium and total hardness adjustments
l.   lowering total dissolved solids
m. pool water filtration and recirculation
n.   backwashing
o.   manual removal of visible contaminants

Evidence Guide

MAINTAIN POOL WATER QUALITY

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of application of pool water testing and treatment procedures to maintain pool water quality to public health regulatory requirements
		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 Develop and implement processes to ensure regular water quality tests are conducted according to public health regulatory requirements
		   c.2 Develop and implement processes for the use of chemicals for maintaining the correct chemical balance of pool water as governed by public health regulatory requirements
		   c.3 Implement organisation policy and procedures
		   c.4 Correctly anticipate pool water loadings and take appropriate corrective action

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 SRC AQU 002A Operate aquatic facility plant and equipment

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Procedures and processes for water testing and treatment
		   a.2 Pool water chemistry
		   a.3 Relevant occupational health and safety, government and industry regulations and legislative requirements
		   a.4 Chemical handling procedures
		   a.5 Backwash procedures
		   a.6 Filtration processes
		   a.7 Plant and equipment operation
		   a.8 Plant and equipment manufacturer's specifications
		   a.9 Isolation procedures
		   a.10 Standard of cleaning required
		   a.11 Standard maintenance procedures
		   a.12 Types of supplies available for cleaning and maintenance
		
		b. Underpinning skills
		   b.1 First aid treatment procedures related to pool water chemical accidents
		   b.2 Communication/interpersonal skills
		   b.3 Identifying hazards/unclean area/pollution
		   b.4 Using cleaning materials and equipment

4.	Resource implications	a.	Assessment of this competency requires access to an aquatic facility, an effectively simulated work environment or industry approved training centre
		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 groups, client needs and program contexts from the range of variables 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
2	1	2	1	2	2	2

SRC AQU 005A   IMPLEMENT AQUATIC FACILITY PLANT AND EQUIPMENT MAINTENANCE PROGRAM

AQU   Aquatics

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

ELEMENT	PERFORMANCE CRITERIA
1. **Maintain *aquatic facility plant and equipment***	a. Regular monitoring of ***aquatic facility plant and equipment*** condition is carried out to identify potential problems and is recorded according to facility procedures b. ***Preventative maintenance systems*** for ***aquatic facility plant and equipment*** for the long-term protection of assets are implemented according to facility procedures and supplier/manufacturer specifications
2. **Diagnose faults with *aquatic facility plant and equipment***	a. Monitoring of usage and condition of public ***aquatic facility plant and equipment*** meets facility planning and operational needs b. Assessment of failed or unsafe ***aquatic facility plant and equipment*** is carried out in accordance with requirements c. Faults are correctly identified and, where possible, the underlying cause determined
3. **Respond to failed or unsafe *aquatic facility plant and equipment***	a. Clear and noticeable warning signs are erected around ***aquatic facility plant and equipment*** that is in the process of being repaired b. Repairs carried out are within designated responsibility and are undertaken to the manufacturer's recommendations and standards c. Defective equipment and/or facilities are taken out of operation according to facility safety procedures d. Arrangements are made for required repairs to failed plant or equipment to be carried out by qualified/licensed contractors e. ***Public health regulatory requirements*** are followed correctly at all times f. Actions taken are recorded according to organisation and legislative requirements
4. **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

Range of Variables

IMPLEMENT AQUATIC FACILITY PLANT AND EQUIPMENT MAINTENANCE PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facility plant and equipment**	may include a. circulation plant such as pumps, filters, disinfection systems, plumbing systems, pressure gauges, valves etc b. heating systems, space and water including saunas and spas c. lighting and ventilation systems d. electrical control units such as fuses and circuit breakers e. electrical appliances such as hair dryers, vacuum cleaners, audio equipment, video recorders, video monitors etc f. self contained breathing apparatus
2. **Maintenance**	may include a. cleaning b. building maintenance, eg, painting, tiling, minor carpentry c. lawn mowing and edging d. tree lopping e. maintaining toilet facilities f. obtaining supplies g. minor repairs and servicing of plant and equipment h. use of contractors for the provision of a maintenance service
3. **Preventative maintenance systems**	may include a. maintenance schedules b. timing and sequencing of maintenance c. staffing, capability and availability d. security arrangements e. preventative inspection f. signage g. movement of equipment h. record of work completed i. service providers, ie, contractors
4. **Public health regulatory requirements**	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations i. building codes and regulations j. fire regulations
5. **Supplies**	may include a. first aid consumables b. pool water chemicals c. office supplies d. kiosk stock

	e. cleaning supplies
	    e.1 detergent
	    e.2 wax
	    e.3 adhesive
	f. toilet paper
	g. sun screen
	h. maintenance consumables
	    h.1 fuel
	    h.2 oil
	    h.3 parts
	    h.4 paint
	i. tools

6. 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
	    e.1 human
	    e.2 financial
	    e.3 physical

Evidence Guide

IMPLEMENT AQUATIC FACILITY PLANT AND EQUIPMENT MAINTENANCE PROGRAM

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of application of testing and maintenance procedures to maintain plant and equipment to appropriate standards
		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 Schedule and implement short and long term maintenance programs for facilities and equipment
		   c.2 Diagnose plant and equipment faults accurately
		   c.3 Respond appropriately to plant and equipment failures/faults
		   c.4 Implement maintenance program within budget, scheduled timeframes and without inconveniencing clients

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 Procedures and processes for plant and equipment operation
		   a.2 Relevant occupational health and safety, government and industry regulations and legislative requirements
		   a.3 Chemical handling procedures
		   a.4 Backwash procedures filtration processes
		   a.5 Plant and equipment manufacturer's specifications
		   a.6 Isolation procedures
		   a.7 Standard of cleaning required
		   a.8 Standard maintenance procedures
		   a.9 Types of supplies available for cleaning and maintenance
		   a.10 Maintenance planning procedures
		   a.11 Diagnostic techniques
		   a.12 Current procedures for disposal of dangerous materials, eg, syringes, chemicals
		
		b. Underpinning skills
		   b.1 Communication/interpersonal skills
		   b.2 Identifying hazards/unclean areas/pollution
		   b.3 Using cleaning materials and equipment
		   b.4 Servicing plant and equipment
		   b.5 Problem solving skills
		   b.6 Monitoring supplies
		   b.7 Organising work

4.	**Resource implications**	a. Assessment of this competency requires access to the plant and equipment of an aquatic facility, an effectively simulated work environment or industry approved training centre 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 groups, client needs and program contexts from the range of variables 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
2	1	2	1	1	2	2

SRC AQU 006A   SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills to supervise clients at an aquatic recreation facility or environment to minimise risk.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify *hazardous behaviours and situations***	a. Factors that contribute to problems that occur in an *aquatic facility or environment* are identified b. *People at risk* or those who have specific needs when they are in an *aquatic facility or environment* are identified c. *Hazardous behaviour and activities* to the individual and/or other *clients* is promptly identified d. Inspection of the *aquatic facility or environment* identifies potential hazards and risks in terms of the safety of staff and *clients* using the *aquatic facility or environment* and its services e. Knowledge of weather conditions is used to prepare for hazards associated with certain types of weather
2. **Apply *supervision techniques* to maintain a safe *aquatic facility or environment***	a. Application of *supervision techniques* is appropriate to the nature of the *facility or environment* in accordance with the facility standards and occupational health and safety requirements b. Response to problems observed is appropriate to the situation and *clients* involved and in accordance with the policy and procedures of the organisation, *facility or environment* c. *Communication* is adapted to suit the specific characteristics of each *aquatic environment* and its *clients* and promotes compliance with safety rules and regulations d. Approaches are made in a non-threatening manner to individuals whose situations, behaviour or actions may be hazardous to themselves and/or others e. Action taken to remove clients when they do not comply with safety rules and regulations is in accordance with the policy and procedures of the organisation, *facility or environment* f. Safety check systems are complied with in accordance with the procedures of the organisation, *facility or environment* g. Distractions from active surveillance are minimised
3. **Assess possible emergency or rescue situations**	a. *Information communicated* to the individuals according to the Code of Practice of the aquatic facility b. *Signs of possible casualty* or those which indicate a person in difficulty are identified promptly c. Response to problems observed is appropriate to the situation and the *clients* involved d. Emergency situation is assessed and communicated according to the Code of Practice and emergency plan of the aquatic facility

4.	**Respond to emergency situations**	a.	Personal role in an emergency is understood and rehearsed to enable a confident, controlled and orderly response
		b.	Evaluation of an emergency situation is explained in terms of assessing risk to personal safety
		c.	Response to the emergency complies with the emergency plan or organisational emergency procedures for the ***aquatic facility or environment***
5.	**Report and record incidents**	a.	Reporting and recording procedures meet regulatory requirements and those of the emergency action plan for the ***aquatic facility or environment***
		b.	Witness statements are obtained from ***bystanders*** other than staff to assist in preparation of reporting of incident when and where appropriate

Range of Variables

SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facilities and environments**	may include a. pools and spas b. wave pools c. pool surrounds d. play equipment/areas e. shower and changing areas f. lakes g. rivers h. beaches i. water slides j. dams
2. **Casualty management**	a. shallow and deep water rescues b. conscious and unconscious casualties c. individual rescue and team rescue d. without the use of equipment e. with the use of equipment f. using a spineboard g. using a spinal immobilisation collar
3. **Clients**	may include a. participants b. supporters c. sponsors d. members e. volunteers f. teams g. clubs h. facility owners i. spectators j. staff
4. **Defensive techniques**	include a. blocking b. blocking with an aid c. reverses d. escapes from grasps from the front, rear, wrist, leg
5. **Flotation aids**	include a. identified flotation aids that meet Australian Standards b. improvised flotation devices when no identified flotation aids are available
6. **Hazardous behaviour and activities**	include a. misuse of equipment b. swimming in areas that are unsafe c. behaving with disregard for the safety of others and/or self d. chewing gum while swimming e. activities that are not complementary f. diving into shallow water

		g. consumption of alcohol/illegal drugs
7.	**Information communicated**	a. identification of the 'at risk' behaviour or activity b. identification of the risk to self and/or others c. explanation of modified behaviour required d. clarification of the individual's understanding of the explanation
8.	**People at risk**	may include those a. under the influence of drugs or alcohol b. overweight c. elderly d. with a disability e. non-swimmers f. injured swimmers g. large groups of people visiting the aquatic facility or environment for the first time h. in poor health or with a medical condition i. young children j. flotation users k. weak swimmers l. inappropriately dressed m. two or more people clinging together or to an object
9.	**Relevant legislation and industry codes**	will vary according to state/territory regulations but may include a. Occupational Health and Safety b. Dangerous Goods Act and regulations c. Health Act d. Industrial relations e. Environment legislation f. Equal Employment Opportunity g. Anti-discrimination legislation h. Local government regulations i. Child Protection Act j. industry guidelines and codes of practice
10.	**Rescue techniques**	a. reach or throw rescues b. approaches to casualty c. contact tows d. rescues, deep water e. rescues, shallow water f. support in the water g. water entries h. non-contact tows i. removal of casualties from the water j. casualty recovery k. aquatic resuscitation l. use of rescue equipment
11.	**Signs of possible casualty**	may result from a. accident b. illness c. injury d. medical conditions
12.	**Supervision techniques**	a. communication b. positioning c. public relations/education d. recognition of clients in difficulty e. scanning f. facility analysis
13.	**Use of bystanders**	a. applies when a.1 the safety of bystanders is secure

	a.2 bystanders have appropriate skills
	a.3 sufficient trained staff are not available
	b. may be appropriate to
	    b.1 identify what happened
	    b.2 bring rescue and first aid equipment
	    b.3 summon emergency services
	    b.4 assist with first aid
	    b.5 assist with reassurance of casualty
	    b.6 assist with individual or multiple casualty care
	    b.7 provide information about casualty
	    b.8 assist with crowd control
	    b.9 assist with immobilisation of casualty
	    b.10 assist with removal of casualty from the water
	    b.11 supervise surrounding areas and activities

14. 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

SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge and application of the role and responsibilities of a lifeguard in an aquatic 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.	All lifeguard skills must be performed in the water wearing a lifeguard uniform as specified by the aquatic facility, environment or organisation
		d.	In particular, assessment must confirm the ability to
			d.1 Apply supervision techniques to maintain a safe aquatic facility or environment
			d.2 Promote compliance with the safety rules of the aquatic facility or environment
			d.3 Identify and minimise hazards and risks associated with an aquatic facility or environment
			d.4 Adapt communication to suit the specific characteristics of each aquatic environment and its clients to promote compliance with safety rules and regulations
			d.5 Assess and respond appropriately to emergency situations
2.	**Interdependent assessment of units**	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques
		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 Organisational emergency procedures
			a.2 Relevant Occupational Health and Safety, government and industry regulations and legislative requirements
			a.3 Identification of individuals who may be at risk
			a.4 Signs and symptoms of physical injury
			a.5 First aid techniques and procedures
			a.6 Crowd control in emergency situations
			a.7 Rescue equipment used in aquatic emergencies
			a.8 Hazardous behaviour that poses risks to clients
			a.9 Facility or environment hazards
			a.10 Role of a lifeguard
		b.	Underpinning skills
			b.1 Ability to perform effective first aid and resuscitation following a rescue from an aquatic environment
			b.2 Communication/interpersonal skills to promote compliance with safety rules and regulations and respond to an aquatic emergency
			b.3 Problem solving skills to determine the appropriate course of action to minimise risks to clients and when required respond to an aquatic emergency
			b.4 Application of casualty management procedures
			b.5 Application of supervision techniques in an aquatic environment

		b.6	Recognition and responses to aquatic emergencies requiring basic and advanced water rescue techniques
		b.7	Fitness and strength level, which may be demonstrated by
			b.7.1 swimming 200m in less than 6 minutes
			b.7.2 retrieving an object from the deepest water within the aquatic environment, no greater than 3 metres; if depth is greater than 3 metres assistance may be used, eg, fins
			b.7.3 completing a 25m swim and 25m tow in a pool in less than 60 seconds
4.	**Resource implications**	a.	Assessment of this competency requires access to an aquatic facility or 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 rescue techniques, hazardous behaviour and casualty management contexts from the range of variables 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
2	2	2	2	-	2	1

SRC AQU 007A   RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate a major aquatic emergency and perform an advanced water rescue. These situations will usually involve a team response.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify and evaluate a *major aquatic emergency***	a. The ***factors that contribute to major aquatic emergencies*** are identified b. Initial assessment is communicated to appropriate personnel in accordance with ***accepted best practice principles of aquatic rescues*** c. An appropriate emergency response for the situation and the ***people involved*** is identified
2. **Response to a *major aquatic emergency* is implemented**	a. ***Person/s in difficulty*** are supported as quickly as possible b. Strategies for group control are implemented c. Clients, staff and other individuals are removed from danger d. Involvement of other individuals is determined e. Emergency systems are activated
3. **Apply the principles of an *advanced water rescue***	a. The factors involved in conducting an ***advanced water rescue*** are assessed and a ***rescue plan*** is formulated b. The ***rescue plan*** considers self-preservation and the safety of bystanders c. The type of rescue required and ***rescue equipment*** needed are determined d. Hazards are identified and appropriate action taken to prevent further injury to the casualty e. An ***advanced water rescue*** is performed in accordance with ***accepted best practice principles of aquatic rescues***
4. **Assess the casualty and take an appropriate course of action**	a. The condition of the casualty is observed and described b. Vital signs and symptoms of shock are assessed in accordance with accepted ***first aid*** procedures c. Appropriate ***first aid*** for the casualty's condition is identified and explained d. Treatment appropriate to the casualty's condition is provided in line with approved ***first aid techniques and standards***
5. **Organise further emergency care as required**	a. Contact is made with emergency services as soon as possible b. Information provided is accurate in order to obtain the required assistance from emergency services c. Casualty is monitored or further treatment arranged until emergency response team assumes responsibility
6. **Record and report the incident**	a. A record of the incident and action taken is completed using appropriate forms and in line with legislative, regulatory and organisational requirements b. Appropriate other personnel and statutory authorities are notified of the incident

Range of Variables

RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. **Accepted best practice principles of aquatic rescues**	a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer b. *Guidelines* or *Code of Conduct* policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of lifesaving g. current and past good practice demonstrated by self or peers in the same or similar situation
2. **Advanced water rescue**	is generally performed in a team situation and may include use of a. non-contact tow b. contact tow c. vice grip d. extended arm rollover e. spineboard f. spinal immobilisation collar g. water search procedures h. deep water resuscitation
3. **Characteristics of a person in difficulty**	will vary according to the situation but may include a. calling for help b. vertical body position c. diagonal body position d. minimal or non-supportive leg action e. vigorous arm movements f. head tilted up and back, face turned to safety or help g. submerged

4. **Factors that may contribute to major aquatic emergencies**	may include
	a. swimming ability
	b. environmental conditions such as
	   b.1 deep water
	   b.2 shallow water
	   b.3 river currents
	   b.4 surf
	   b.5 strong wind
	c. risk taking behaviour
	d. consumption of alcohol or use of illegal drugs
	e. number and condition of victims

5. **First aid techniques and standards**	may include a. treatment for shock, choking or bleeding b. Danger, Response, Airway, Breathing, Circulation routine c. application of a spinal immobilisation collar

		d. Australian Resuscitation Council resuscitation standards e. first aid benchmark competency standards
6.	**Major aquatic emergencies**	any life threatening condition which may include a. envenomation b. sudden unconsciousness c. spinal injured person d. drowning e. heart attack f. severe bleeding g. multiple victims h. epileptic seizures i. severe asthma attacks
7.	**People involved**	a. casualty b. bystanders c. rescuers d. staff
8.	**Rescue equipment**	a. reaching aids b. ropes c. flotation aids d. flippers e. rescue tube f. spineboard g. spinal immobilisation collar h. rescue board i. oxygen resuscitation equipment
9.	**Rescue plan**	the rescue plan considers the following factors a. self-preservation b. awareness of personal capabilities c. available assistance d. selection of rescue aids e. nature of the area f. number of people in difficulty g. priorities of rescue

Evidence Guide

RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of responding to an aquatic emergency using advanced rescue techniques in the work environment
		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 learner's environment
		c. In particular, assessment must confirm the ability to
		   c.1 Identify the factors that contribute to an aquatic emergency using advanced rescue techniques
		   c.2 Correctly identify and evaluate an aquatic emergency using advanced rescue techniques
		   c.3 Develop and implement an appropriate emergency response for the situation and the people involved, minimising risk to self and other bystanders
		   c.4 Respond as part of a team to a major aquatic emergency which involves more than one casualty
		   c.5 Determine type of rescue technique/s required, select the appropriate rescue equipment and carry out the rescue according to accepted industry best practice principles of aquatic rescues
		   c.6 Assess casualty's condition and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards
		   c.7 Organise further emergency care as required
		   c.8 Accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation 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 SRC AQU 003A Respond to an aquatic emergency using basic water rescue techniques

3.	**Required knowledge and skills**	a. Underpinning knowledge
		   a.1 Factors contributing to major aquatic emergencies
		   a.2 Appropriate responses to major aquatic emergencies
		   a.3 Characteristics of a person in difficulty
		   a.4 Advanced first aid techniques and standards
		   a.5 Types of water rescue equipment for advanced water rescues
		   a.6 Principles of advanced water rescues
		   a.7 Knowledge of relevant equipment and safety requirements, including occupational health and safety legislative requirements
		   a.8 Roles of lifeguards and other personnel during major aquatic emergencies
		
		b. Underpinning skills
		   b.1 Skills and techniques required to perform advanced water

		rescues including the use of equipment such as rescue tube, spineboard, spinal immobilisation collar and rescue board
	b.2	Ability to identify factors leading to major aquatic emergencies
	b.3	Communication skills to signal other personnel, activate emergency systems and provide information to relevant others
	b.4	Ability to organise and delegate tasks to implement an aquatic emergency response plan as part of a team
	b.5	Assessment and treatment of casualties according to approved first aid techniques and standards including the use of oxygen resuscitation equipment
	b.6	Procedures for communicating with emergency services
	b.7	Fitness and strength level to perform advanced water rescues appropriate to the learner's work environment which may be demonstrated by completing a 50m swim and 50m tow in less than 3 minutes and 15 seconds
4. Resource implications	a.	Assessment of this competency requires access to
	a.1	a swimming pool/aquatic environment and advanced water rescue equipment
	a.2	suitable participants
	a.3	rules, policies and regulations of relevant peak bodies and/or employer organisations
	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 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, participants 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	1	3	2

SRC AQU 008A   APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to apply the principles of movement in water to instruct clients to achieve efficient movements during aquatic activities in water.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse the *principles of movement in water***	a. The ***principles of movement in water*** are identified, broken down into component parts and documented
2. **Identify the effect of the *principles of movement in water* on the body**	a. The ***factors effecting the movement of a body in water*** are identified b. The methods of increasing the efficiency of movement through water are identified and documented
3. **Apply the *principles of movement in water* to assist clients to develop more efficient movements**	a. Relevant information, explanations and demonstrations to develop efficient movements are delivered concisely and precisely b. Participant's movement through water is observed and ***feedback*** is given to improve movement on an individualised and/or group basis c. Where appropriate, ***technological aids*** are used to supplement presentations d. The skill is taught and the ***instructional method*** is monitored during the instruction and assessed following the instruction e. Clients are given the opportunity to comment and/or ask questions f. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. **Best practice principles of aquatic activities**	a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation

2. **Factors effecting the movement of a body in water**	a. body alignment
	   a.1 long and short axis
	   a.2 smooth tapered shapes
	b. balance
	   b.1 head alignment and movement
	   b.2 balance of limbs in movement
	   b.3 effects of rotation
	c. core power
	   c.1 hip rotation to create torque/twisting forces

3. **Factors which affect skill acquisition**	a. individual considerations
	   a.1 stage of development
	   a.2 personality
	   a.3 physical, intellectual and emotional characteristics
	   a.4 physical fitness
	   a.5 body type and composition
	   a.6 cultural factors
	b. situational factors
	   b.1 indoor/outdoor venue
	      b.1.1 river
	      b.1.2 dam
	      b.1.3 sea
	      b.1.4 swimming pool
	   b.2 weather conditions
	      b.2.1 cold
	      b.2.2 rain
	      b.2.3 wind
	      b.2.4 heat
	   b.3 water temperature
	   b.4 background noise
	   b.5 distractions
	   b.6 class size
	   b.7 water depth
	   b.8 available water space

4.	**Feedback**	a.	can be
			a.1 verbal
			a.2 written
			a.3 visual
			a.4 tactile
		b.	should be an information exchange between participant and instructor regarding progress towards performance goals
5.	**Instructional methods**	a.	instructional approaches adopted by the instructor to convey instructional content to the participant
		b.	depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations
			b.1 whole skill strategies
			b.2 whole, progressive-part, whole strategies
			b.3 progressive part strategies
			b.4 demonstration strategies
			b.5 command and response strategies
			b.6 directive approaches through specific set tasks
			b.7 reciprocal or peer tutoring strategies
			b.8 feedback and refinement strategies
			b.9 guided discovery strategies, setting problems and allowing clients to discover solutions
			b.10 experiential or problem solving strategies
6.	**Instructional styles**	a.	refers to the presentation style/s adopted by the instructor to communicate with the participant
		b.	depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
		c.	friendly and approachable while maintaining a 'professional distance'
		d.	clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors
		e.	humorous when appropriate
		f.	laissez faire, or casual when appropriate
		g.	organised and efficient
		h.	motivational and encouraging
		i.	disciplinarian, including modification of undesirable behaviours in clients
7.	**Principles of movement in water**	a.	buoyancy
		b.	flotation
		c.	hydrostatic pressure
		d.	propulsion
		e.	lift
		f.	drag
		g.	turbulence
		h.	acceleration
		i.	resistance
		j.	balance and stability
8.	**Resources**	a.	human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment
		b.	equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment
		c.	access to first aid facilities/equipment
		d.	appropriate facilities to conduct instruction in a safe environment
9.	**Technological aids**	a.	video cameras
		b.	videos of other clients

10. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	a. appropriate swimwear and personal equipment
	b. personal hygiene requirements
	c. lifesaving equipment
	    c.1 ropes
	    c.2 reaching poles
	    c.3 flotation devices
	d. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	e. other recommended safety guidelines are
	    e.1 instructional aids should be inspected before use
	    e.2 sun safety guidelines should be followed
	    e.3 hydration guidelines should be followed
	    e.4 designated pool area should be inspected before use
	    e.5 access to first aid facilities/equipment
	f. conditions and external influences include
	    f.1 environmental/weather conditions
	    f.2 other facility users
	    f.3 spectators
	    f.4 parents
	    f.5 other instructors

Evidence Guide

APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the principles of movement in water to enable clients to achieve efficient movements
		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 learner's environment
		c. In particular, assessment must confirm the ability to
		   c.1 Identify and explain the principles of movement in water
		   c.2 Accurately determine the factors effecting the movement of the body in water
		   c.3 Evaluate the efficiency of a client's movement through water and provide feedback to improve client's performance

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of or in conjunction with 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 the principles of movement in water
		   a.2 Knowledge of the effect of the principles of movement in water on movement in water
		   a.3 Knowledge of intervention strategies to achieve more efficient movements in water
		   a.4 Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		
		b. Underpinning skills
		   b.1 Skills used to instruct aquatic activities, eg, movement, voice, use of technical aids
		   b.2 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos
		   b.3 Monitoring/observation skills
		   b.4 Feedback and questioning skills
		   b.5 Activities are conducted in accordance with the accepted best practice principles of aquatic activities

4.	**Resource implications**	a. Assessment of this competency requires access to b. a swimming pool and other equipment, suitable clients and rules, policies and regulations of relevant peak bodies and/or employer organisations 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 work environment
		b.	In cases where the learner does not have the opportunity to cover all 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	2	-

SRC AQU 009A   INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to instruct water familiarisation, buoyancy and mobility skills.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify preferred *instructional methods and styles* to *develop water familiarisation, buoyancy and mobility skills***	a. ***Instructional methods*** are identified and explained in the context of specific skills b. Explanation establishes the types and use of ***feedback*** during instruction c. Explanation establishes the use of demonstrations when instructing d. Explanation establishes the types and use of questions in the instruction process e. Explanation establishes the types and use of ***instructional styles*** in relation to a range of situations
2. **Assess *client's readiness* to acquire and perform *water familiarisation, buoyancy and mobility skills***	a. The ***water familiarisation, buoyancy and mobility skills*** to be developed are identified b. New clients are introduced to the water in an appropriate manner c. ***Factors which affect acquisition*** of the ***water familiarisation, buoyancy and mobility skills*** are identified and described in relation to ***skill acquisition*** of clients d. Clients are assessed regarding their ***readiness*** to acquire the ***water familiarisation, buoyancy and mobility skills*** being taught or developed
3. **Conduct drills, *activities and/or games to instruct water familiarisation, buoyancy and mobility skills***	a. ***Instructional methods*** are selected to match the ***client's readiness***, the ***environment***, the ***activity*** and the ***equipment*** available b. Sufficient space and resources are allocated for the ***activity and/or game*** c. Relevant information, explanations and demonstrations to ensure ***activities and/or games*** are delivered concisely and precisely and in accord with ***accepted best practice principles of aquatic activities*** d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis e. Modifications are made to the ***activity*** when necessary f. The skill is taught and the ***instructional method*** is monitored during the instruction and assessed following the instruction g. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience
4. **Review and adapt the instruction of *water familiarisation, buoyancy and mobility skills* in response to *feedback***	a. Relevant points of emphasis are made before, during and/or after presentation/s b. Modifications to the ***instructional method*** are implemented in response to results of the monitoring c. Clients are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

VARIABLE STATEMENT	CATEGORIES

1. **Activities and games to develop water familiarisation, buoyancy and mobility skills**	a. that are designed to develop water familiarisation, buoyancy and mobility
	b. such as those described in accepted industry training manuals
	c. should include
	   c.1 activities to develop water familiarisation, buoyancy and mobility skills
	   c.2 relevant modified games

2. **Best practice principles of aquatic activities**	a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
3. **Communicate in a style appropriate to the clients**	a. age b. preferred language c. sensory or intellectual impairment, eg, sight loss or hearing loss d. the *Swimming Teachers Code of Conduct* policy

4. **Factors which affect skill acquisition**	a. individual considerations
	   a.1 stage of development
	   a.2 personality
	   a.3 physical, intellectual and emotional characteristics
	   a.4 physical fitness
	   a.5 body type and composition
	   a.6 cultural factors
	b. situational factors
	   b.1 indoor/outdoor venue
	      b.1.1 river
	      b.1.2 dam
	      b.1.3 sea
	      b.1.4 swimming pool
	   b.2 weather conditions
	      b.2.1 cold
	      b.2.2 rain
	      b.2.3 wind
	      b.2.4 heat
	   b.3 water temperature
	   b.4 background noise
	   b.5 distractions

		b.6 class size b.7 water depth b.8 available water space
5.	**Feedback**	a. can be a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between participant and instructor regarding progress towards performance goals
6.	**Instructional methods**	a. instructional approaches adopted by the instructor to convey instructional content to the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations b.1 whole skill strategies b.2 whole, progressive-part, whole strategies b.3 progressive part strategies b.4 demonstration strategies b.5 command and response strategies b.6 directive approaches through specific set tasks b.7 reciprocal or peer tutoring strategies b.8 feedback and refinement strategies b.9 guided discovery strategies, setting problems and allowing clients to discover solutions b.10 experiential or problem solving strategies b.11 techniques to encourage the reluctant participant
7.	**Instructional styles**	a. refers to the presentation style/s adopted by the instructor to communicate with the participant b. depending on the situation the 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 motivational and encouraging b.7 disciplinarian, including modification of undesirable behaviours in clients
8.	**Participant readiness**	a. cognitive development stage b. social and emotional development stage c. motor development stage
9.	**Resources**	a. human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
10.	**Water familiarisation skills**	a. entering, leaving and moving through the water b. getting the face wet, submerging and opening eyes under water c. regaining a standing position d. breathing activities e. safety and rescue skills f. front, back and side floating

	g. gliding h. torpedo i. sculling j. treading water k. stroke exploration

11. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	a. appropriate swimwear and personal equipment
	b. personal hygiene requirements
	c. lifesaving equipment
	    c.1 ropes
	    c.2 reaching poles
	    c.3 flotation devices
	d. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	e. other recommended safety guidelines are
	    e.1 instructional aids should be inspected before use
	    e.2 sun safety guidelines should be followed
	    e.3 hydration guidelines should be followed
	    e.4 designated pool area should be inspected before use
	    e.5 access to first aid facilities/equipment
	f. conditions and external influences include
	    f.1 environmental/weather conditions
	    f.2 other facility users
	    f.3 spectators
	    f.4 parents
	    f.5 other instructors

Evidence Guide

INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of drills, activities and games to instruct water familiarisation, buoyancy and mobility skills in the work environment
		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 learner's environment
		c.	In particular, assessment must confirm the ability to
		c.1	Evaluate whether conditions are suitable to commence the session
		c.2	Introduce the beginner to the water appropriately
		c.3	Instruct water familiarisation, buoyancy and mobility skills
		c.4	Observe clients and recognise when and how intervention should take place to improve individual skill performance
		c.5	Conduct activities and games to develop water familiarisation, buoyancy and mobility skills in accordance with the accepted best practice principles of aquatic activities
		c.6	Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
		a.1	SRC CRD 008A Apply the principles of movement in water to aquatic activities
		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	Water familiarisation, buoyancy and mobility principles
		a.2	Activities and games to instruct water familiarisation, buoyancy and mobility skills
		a.3	Relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		a.4	First aid and water rescue techniques
		b.	Underpinning skills
		b.1	Application of principles of movement in water
		b.2	Ability to provide explanations and demonstrations, ie, self, other clients as models, videos to assist in the instruction of water familiarisation, buoyancy and mobility skills
		b.3	Monitoring/observation skills to analyse client's performance of water familiarisation, buoyancy and mobility skills
		b.4	Feedback and questioning skills to assist clients to acquire/improve technique
		b.5	Conducting activities and/or games in accordance with the accepted best practice principles of aquatic activities
		b.6	Ability to perform basic water rescue techniques

4.	**Resource implications**	a.	Assessment of this competency requires access to a swimming pool and other equipment, suitable clients and the rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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	1

SRC AQU 010A   INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

AQU   Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to use drills, activities and games to instruct water safety and survival skills.

ELEMENT	PERFORMANCE CRITERIA
1. Identify preferred *instructional methods and styles* to develop *water safety and survival skills*	a. *Instructional methods* are identified and explained in the context of specific skills b. Explanation establishes the types and use of *feedback* during instruction c. Explanation establishes the use of demonstrations when instructing d. Explanation establishes the types and use of questions in the instruction process e. Explanation establishes the types and use of *instructional styles* in relation to a range of situations
2. Assess *client's readiness* to acquire and perform *water safety and survival skills*	a. *Water safety and survival skills* to be taught or developed are identified b. New clients are introduced to the water in an appropriate manner c. *Factors which affect acquisition* of *water safety and survival skills* are identified and described in relation to skill acquisition of clients d. Clients are assessed regarding their *readiness* to acquire the *water safety and survival skill* being taught or developed
3. Conduct *drills, activities and/or games* to instruct *water safety and survival skills*	a. *Instructional methods* are selected to match the *client's readiness*, the *environment*, the *activity* and the *equipment* available b. Sufficient space and *resources* are allocated for the *drill, activity and/or game* c. Relevant information, explanations and demonstrations to ensure *drills, activities and/or games* are delivered concisely and precisely d. Where appropriate, *technological aids* are used to supplement presentations e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis f. Clients are observed to see that the *drills, activities and/or games* are conducted in accord with the *accepted best practice principles of aquatic activities* g. Client's skill execution is observed and correction techniques applied to improve *water safety and survival skill* technique on an individualised and/or group basis h. Observation is undertaken with minimal disruption to the flow of the *drill, activity or game* i. Modifications are made to the activity when necessary j. The skill is taught and the *instructional method* is monitored during the instruction and assessed following the instruction k. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience

4.	Conduct *drills and activities to develop survival stroke technique*	a.	*Instructional methods* are selected to match the *client's readiness*, the *environment*, the *activity* and the *equipment* available
		b.	Client's skill execution is observed and correction techniques applied to improve *survival stroke* technique on an individualised and/or group basis
		c.	Observation is undertaken with minimal disruption to the flow of the drill or activity
		d.	The skill is taught and the *instructional method* is monitored during the instruction and assessed following the instruction
5.	Review and adapt the instruction of *water safety and survival skills* in response to *feedback*	a.	Relevant points of emphasis are made before, during and/or after presentation/s
		b.	Modifications to the *instructional method* are implemented in response to results of the monitoring
		c.	Clients are given the opportunity to comment and/or ask questions
		d.	Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of aquatic activities	a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
2. Client readiness	a. cognitive development stage b. social and emotional development stage c. motor development stage
3. Communicate in a style appropriate to the clients	a. age b. preferred language c. sensory or intellectual impairment, eg, sight loss or hearing loss d. the *Swimming Teachers Code of Conduct* policy

4. Drills, activities and games to instruct the survival strokes	a. that are designed to develop the survival strokes of swimming
	b. such as those described in accepted industry training manuals
	c. should include
	   c.1 water safety and survival skill correction drills
	   c.2 relevant modified games

5. Factors which affect skill acquisition	a. individual considerations
	   a.1 stage of development
	   a.2 personality
	   a.3 physical, intellectual and emotional characteristics
	   a.4 physical fitness
	   a.5 body type and composition
	   a.6 cultural factors
	b. situational factors
	   b.1 indoor/outdoor venue
	      b.1.1 river
	      b.1.2 dam
	      b.1.3 sea
	      b.1.4 swimming pool
	   b.2 weather conditions
	      b.2.1 cold
	      b.2.2 rain
	      b.2.3 wind
	      b.2.4 heat
	   b.3 water temperature
	   b.4 background noise

		b.5	distractions
		b.6	class size
		b.7	water depth
		b.8	available water space

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

7.	Instructional methods	a.	instructional approaches adopted by the instructor to convey instructional content to the participant
		b.	depending on the situation, the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations
			b.1 whole skill strategies
			b.2 whole, progressive-part, whole strategies
			b.3 progressive part strategies
			b.4 demonstration strategies
			b.5 command and response strategies
			b.6 directive approaches through specific set tasks
			b.7 reciprocal or peer tutoring strategies
			b.8 feedback and refinement strategies
			b.9 guided discovery strategies, setting problems and allowing clients to discover solutions
			b.10 experiential or problem solving strategies

8.	Instructional styles	a.	refers to the presentation style/s adopted by the instructor to communicate with the participant
		b.	depending on the situation the 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 motivational and encouraging
			b.7 disciplinarian, including modification of undesirable behaviours in clients

9.	Resources	a.	human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment
		b.	equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment
		c.	access to first aid facilities/equipment
		d.	appropriate facilities to conduct instruction in a safe environment

10.	Survival strokes	a.	sidestroke
		b.	lifesaving backstroke
		c.	breast-stroke

11.	Technological aids	a.	video cameras
		b.	videos of other clients

12. **Water safety and survival skills**	a. hazards of aquatic environments
	b. hazards associated with aquatic activities
	c. entering and exiting the water
	d. floating, sculling and treading water
	e. removal of clothing
	f. use of personal flotation devices (PFD), including HELP and huddle
	g. casualty recognition
	h. self-preservation
	i. non-swimming rescue techniques
	   i.1 reach
	   i.2 throw
	   i.3 wade
	   i.4 row
	j. swimming rescues
	   j.1 accompanied rescue
	   j.2 non-contact
	   j.3 contact tow
	k. approach, recovery, defensive and landing techniques
	l. spinal injury management

13. **Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment**	a. appropriate swimwear and personal equipment
	b. personal hygiene requirements
	c. technical equipment, whiteboard, clipboards etc
	d. lifesaving equipment
	   d.1 ropes
	   d.2 reaching poles
	   d.3 flotation devices
	e. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	f. other recommended safety guidelines are
	g. instructional aids should be inspected before use
	   g.1 sun safety guidelines should be followed
	   g.2 hydration guidelines should be followed
	   g.3 designated pool area should be inspected before use
	   g.4 access to first aid facilities/equipment
	h. conditions and external influences include
	   h.1 environmental/weather conditions
	   h.2 other facility users
	   h.3 spectators
	   h.4 parents
	   h.5 other instructors

Evidence Guide

INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of drills, activities and games to instruct water safety and survival skills in the work environment
		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 learner's environment
		c. In particular, assessment must confirm the ability to
		  c.1 Evaluate whether conditions are suitable to commence the session
		  c.2 Determine the range and type of activities, drills and games required to develop water safety and survival skills appropriate to client readiness
		  c.3 Instruct water safety and survival skills appropriate to the particular clients
		  c.4 Observe clients and recognise when and how intervention should take place to improve individual skill performance
		  c.5 Conduct drills, activities and games to develop water safety and survival skills in accordance with the accepted best practice principles of aquatic activities
		  c.6 Analyse client's survival stroke technique and provide feedback in order to improve client's stroke technique
		  c.7 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
		  c.8 Structure a session to meet instructional aims by correct sequencing of activities, drills and games

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		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 SRC AQU 011A Instruct the strokes of swimming

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Water safety and survival skills
		  a.2 Drills, activities and games to develop water safety, survival skills and survival strokes
		  a.3 Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		  a.4 Learning styles
		  a.5 First aid and water rescue techniques
		
		b. Underpinning skills
		  b.1 Skills used to instruct water safety and survival, eg, movement, voice, use of technical aids, etc
		  b.2 Application of principles of movement in water
		  b.3 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos, etc

		b.4	Monitoring/observation skills to analyse client's performance of water safety, survival skills and survival strokes
		b.5	Ability to provide instruction to improve survival strokes of swimming
		b.6	Ability to perform basic water rescue techniques
		b.7	Feedback and questioning skills to assist clients to acquire/improve technique
		b.8	Conducting aquatic drills, activities and games to develop water safety, survival skills and survival strokes in accordance with the accepted best practice principles of aquatic activities
		b.9	Ability to perform basic water rescues to assist clients in difficulty
4.	**Resource implications**	a.	Assessment of this competency requires access to
		a.1	a swimming pool and other equipment
		a.2	suitable clients
		a.3	rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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	1

SRC AQU 011A   INSTRUCT THE STROKES OF SWIMMING

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to instruct the strokes of swimming.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse the *strokes of swimming***	a. The basic biomechanical principles of the ***strokes of swimming*** are identified and each part is broken into its components b. Observable body movements are identified for each stage of the skill in priority of importance to performance of the skill c. A technique checklist is identified and documented
2. **Identify preferred *instructional methods and styles* to develop the *strokes of swimming***	a. ***Instructional methods*** are identified and explained in the context of specific skills b. Explanation establishes the types and use of ***feedback*** during instruction c. Explanation establishes the use of demonstrations when instructing d. Explanation establishes the types and use of questions in the instruction process e. Explanation establishes the types and use of ***instructing styles*** in relation to a range of situations
3. **Assess *client's readiness* to acquire and perform the *strokes of swimming***	a. The ***strokes*** to be developed are identified b. New clients are introduced to the water in an appropriate manner c. ***Factors which affect acquisition*** of the ***strokes of swimming*** are identified and described in relation to skill acquisition of clients d. Clients are assessed regarding their ***readiness*** to acquire the ***stroke*** being taught or developed
4. **Conduct *drills, activities and/or games* to instruct the *strokes of swimming***	a. ***Instructional methods*** are selected to match the ***client's readiness***, the ***environment***, the ***activity*** and the ***equipment*** available b. Sufficient space and ***resources*** are allocated for the ***drill, activity and/or game*** c. Relevant information, explanations and demonstrations to ensure ***drills, activities and/or games*** are delivered concisely and precisely d. Where appropriate, ***technological aids*** are used to supplement presentations e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis f. Clients are observed to see that the ***drills, activities and/or games*** are conducted in accord with the ***rules, regulations, policies*** and ***accepted best practice principles of aquatic activities*** g. Client's skill execution is observed and correction techniques applied to improve ***stroke*** technique on an individualised and/or group basis h. Observation is undertaken with minimal disruption to the flow of the ***drill, activity or game*** i. Modifications are made to the activity when necessary j. The skill is taught and the ***instructional method*** monitored during the instruction and assessed following the instruction k. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience

5.	Review and adapt the instruction of the *strokes of swimming* in response to *feedback*	a.	Relevant points of emphasis are made before, during and/or after presentation/s
		b.	Modifications to the *instructional method* are implemented in response to results of the monitoring
		c.	Clients are given the opportunity to comment and/or ask questions
		d.	Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT THE STROKES OF SWIMMING

VARIABLE STATEMENT	CATEGORIES
1. **Best practice principles of aquatic activities**	a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
2. **Communicate in a style appropriate to the clients**	a. age b. preferred language c. sensory or intellectual impairment, eg, sight loss or hearing loss d. the *Swimming Teachers Code of Conduct* policy

3. **Drills, activities and games to develop the strokes**	a. that are designed to develop the strokes of swimming
	b. such as those described in accepted industry training manuals
	c. should include
	   c.1 stroke correction drills
	   c.2 relevant modified games

4. **Factors which affect skill acquisition**	a. individual considerations
	   a.1 stage of development
	   a.2 personality
	   a.3 physical, intellectual and emotional characteristics
	   a.4 physical fitness
	   a.5 body type and composition
	   a.6 cultural factors
	b. situational factors
	   b.1 indoor/outdoor venue
	      b.1.1 river
	      b.1.2 dam
	      b.1.3 sea
	      b.1.4 swimming pool
	   b.2 weather conditions
	      b.2.1 cold
	      b.2.2 rain
	      b.2.3 wind
	      b.2.4 heat
	   b.3 water temperature
	   b.4 background noise
	   b.5 distractions
	   b.6 class size
	   b.7 water depth
	   b.8 available water space

5.	Feedback	a.	can be
			a.1 verbal
			a.2 written
			a.3 visual
			a.4 tactile
		b.	should be an information exchange between participant and instructor regarding progress and their perceived well-being
		c.	addresses
			c.1 agreed and evolving program objectives
			c.2 information pertinent to technical adjustments
6.	Instructional methods	a.	instructional approaches adopted by the instructor to convey instructional content to the participant
		b.	depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations
			b.1 whole skill strategies
			b.2 whole, progressive-part, whole strategies
			b.3 progressive part strategies
			b.4 demonstration strategies
			b.5 command and response strategies
			b.6 directive approaches through specific set tasks
			b.7 reciprocal or peer tutoring strategies
			b.8 feedback and refinement strategies
			b.9 guided discovery strategies, setting problems and allowing clients to discover solutions
			b.10 experiential or problem solving strategies
7.	Instructional styles	a.	refers to the presentation style/s adopted by the instructor to communicate with the participant
		b.	depending on the situation the 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 motivational and encouraging
			b.7 disciplinarian, including modification of undesirable behaviours in clients
8.	Participant readiness	a.	cognitive development stage
		b.	social and emotional development stage
		c.	motor development stage
9.	Resources	a.	human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment
		b.	equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment
		c.	access to first aid facilities/equipment
		d.	appropriate facilities to conduct instruction in a safe environment
10.	Strokes of swimming	a.	freestyle
		b.	backstroke
		c.	breast-stroke
		d.	butterfly
11.	Technological aids	a.	video cameras
		b.	videos of other swimmers

12. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	a. appropriate swimwear and personal equipment
	b. personal hygiene requirements
	c. technical equipment, whiteboard, clipboards etc
	d. lifesaving equipment
	    d.1 ropes
	    d.2 reaching poles
	    d.3 flotation devices
	e. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	f. other recommended safety guidelines are
	    f.1 instructional aids should be inspected before use
	    f.2 sun safety guidelines should be followed
	    f.3 hydration guidelines should be followed
	    f.4 designated pool area should be inspected before use
	    f.5 access to first aid facilities/equipment
	g. conditions and external influences include
	    g.1 environmental/weather conditions
	    g.2 other facility users
	    g.3 spectators
	    g.4 parents
	    g.5 other instructors

Evidence Guide

INSTRUCT THE STROKES OF SWIMMING

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of drills, activities and games to instruct the strokes of swimming in the work environment
		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 learner's environment
		c. In particular, assessment must confirm the ability to
		   c.1 Evaluate whether conditions are suitable to commence the session
		   c.2 Introduce the beginner to the water appropriately
		   c.3 Instruct survival strokes
		   c.4 Observe clients and recognise when and how intervention should take place to improve individual skill performance
		   c.5 Conduct drills, activities and games to develop survival strokes in accordance with the accepted best practice principles of aquatic activities
		   c.6 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 SRC AQU 008A Apply the principles of movement in water to aquatic activities
		
		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 strokes of swimming
		   a.2 Drills, activities and games to instruct the strokes of swimming
		   a.3 Relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		   a.4 First aid and water rescue techniques
		
		b. Underpinning skills
		   b.1 Skills used to instruct the skills of swimming, eg, movement, voice, use of technical aids, etc
		   b.2 Application of the principles of movement in water
		   b.3 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos, etc
		   b.4 Monitoring/observation skills to analyse client's performance of the strokes of swimming
		   b.5 Feedback and questioning skills to assist clients to acquire/improve technique
		   b.6 Ability to perform basic water rescue techniques
		   b.7 Drills, activities and/or games are conducted in accordance with the accepted best practice principles of aquatic activities
		   b.8 Ability to perform basic water rescues

4.	**Resource implications**	a. Assessment of this competency requires access to
		   a.1 a swimming pool and other equipment
		   a.2 suitable clients

		a.3	rules, policies and regulations of relevant peak bodies and/or employer organisations
	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 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	1

SRC AQU 012A FOSTER THE MOTOR, COGNITIVE AND PERSONAL DEVELOPMENT OF INFANTS AND TODDLERS IN AN AQUATIC ENVIRONMENT

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills to use activities, toys and games to foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Create opportunities for infants and toddlers to develop a wide range of aquatic skills**	a. Opportunities are provided for infants and toddlers to interact and play within the aquatic environment b. ***Aquatic equipment and toys*** are selected and made available which will develop a wide range of developmentally appropriate skills c. Opportunities are appropriate to participant's ***stage of development*** and capabilities d. ***Factors affecting the provision of an appropriate learning environment*** are identified
2. **Provide aquatic experiences for infants' and toddlers' *motor development***	a. Aquatic experiences are provided to foster ***motor development*** b. Aquatic experiences are selected which encourage infants and toddlers to practice both fine and gross motor skills c. Aquatic experiences selected are developmentally relevant d. ***Aquatic equipment and toys*** are arranged to provide challenge, choice and encourage independence
3. **Provide aquatic experiences for infants' and toddlers' *cognitive development***	a. Opportunities and resources are provided which are varied and relevant to the infants' and toddlers' stage of ***cognitive development*** b. Challenges are provided to the infants and toddlers to extend their thinking c. Opportunities to make limited choices and see/experience the consequences of choices are provided d. Infants and toddlers are provided with experiences to develop their attention span e. New ideas/activities that may build on existing knowledge, skills and interests are introduced f. Infants' and toddlers' abilities to observe what is happening around them are developed by questioning and non-verbal communication
4. **Facilitate infants' and toddlers' personal development**	a. Infants' and toddlers' ***temperament and personality characteristics*** are identified b. Instructor encourages caregivers to become actively involved in introducing new aquatic experiences to infants and toddlers c. Opportunities for infants and toddlers to separate from caregivers are provided d. Infants and toddlers are given positive guidance towards socially acceptable behaviour

NATIONAL **C**OMMUNITY **R**ECREATION **I**NDUSTRY **T**RAINING **P**ACKAGE

Foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment   **SRC AQU 012A**

Range of Variables

FOSTER THE MOTOR, COGNITIVE AND PERSONAL DEVELOPMENT OF INFANTS AND TODDLERS IN AN AQUATIC ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic equipment and toys**	a. the choice of toys is limited only by the instructor's imagination and safety and may include b. flotation aids c. balls d. flotation mats e. noodles, ie, water logs f. hand puppets g. buckets h. toys for pouring or splashing water i. toys that float or sink
2. **Cognitive development**	may include a. skills associated with thinking and learning b. attention to details c. classification of information d. memory e. imagination and conceptual development f. problem solving skills g. language acquisition
3. **Factors affecting the provision of an appropriate learning environment**	a. water temperature b. sun protection c. wind d. water quality e. aesthetics
4. **Motor development**	may include a. reflexive movements b. disorganised and unstable movements c. control of breathing, coughing and swallowing d. organised and voluntary movement e. coordinated movements with buoyancy, head and breath control
5. **Stage of development**	a. newborn: birth-6 months b. baby: 7-24 months c. toddler: 25-42 months d. pre-schooler: 43-60 months
6. **Temperament and personality characteristics**	three main temperament types include a. the easy child b. the slow to warm up child c. the difficult child

Evidence Guide

FOSTER THE MOTOR, COGNITIVE AND PERSONAL DEVELOPMENT OF INFANTS AND TODDLERS IN AN AQUATIC ENVIRONMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of motor, cognitive and personal development of infants and toddlers and the implications for instructing and learning in the aquatic environment
		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 learner's environment
		c. In particular, assessment must confirm the ability to
		   c.1 Evaluate whether conditions are suitable to commence the session
		   c.2 Develop an appropriate aquatic environment to foster motor, cognitive and personal development
		   c.3 Create aquatic experiences to foster motor, cognitive and personal development
		   c.4 Observe participants and recognise when and how intervention should take place to improve individual skill performance
		   c.5 Conduct activities and games to introduce water familiarisation, buoyancy and mobility skills
		   c.6 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		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 motor, cognitive and personal development of infants and toddlers and the implications for instructing and learning
		   a.2 Knowledge of aquatic activities and games to facilitate motor, cognitive and personal development in infants and toddlers
		   a.3 Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		
		b. Underpinning skills
		   b.1 Skills used to instruct aquatic activities and games, eg, movement, voice, etc
		   b.2 Ability to provide explanations and demonstrations, ie, self, other participants as models, videos, etc
		   b.3 Monitoring/observation skills
		   b.4 Feedback and questioning skills
		   b.5 Ability to create a suitable aquatic environment to foster motor, cognitive and personal development
		   b.6 Activities and/or games are conducted in accordance with the accepted best practice principles of aquatic activities

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Foster the motor, cognitive and personal development of infants and toddlers in an aquatic environment   **SRC AQU 012A**

4.	Resource implications	a.	Assessment of this competency requires access to
			a.1 a swimming pool and other equipment
			a.2 real infants and toddlers, ie, not the peers of the learner
			a.3 rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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, participants 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	-

SRC AQU 013A COLLECT AND ANALYSE INFORMATION ON THE PHILOSOPHY AND STRUCTURE OF THE AUSTRALIAN AQUATIC INDUSTRY

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to collect and analyse information on the philosophy and structure of the Australian swimming and aquatics industry, particularly in relation to planning a career path.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse the philosophy of participation in *aquatic activity***	a. The importance of ***swimming and water safety as a life skill*** in Australian culture is identified and documented b. The role and place of ***aquatic activities*** are identified and documented c. ***Aquatic activities*** appropriate to the ***participant's readiness*** are identified and documented d. Impact of ***peak aquatic organisations*** on ***swimming and water safety as a life skill*** in Australian culture is analysed
2. **Identify the structure of *peak aquatic organisations in Australia***	a. The major roles and structures of ***peak aquatic organisations in Australia*** are identified b. Employment opportunities within ***peak aquatic organisations in Australia*** are identified
3. **Identify the *key employment roles within the Australian aquatic industry***	a. ***Employment roles within the Australian aquatic industry*** are identified b. Career pathways within the ***Australian aquatic industry*** are identified and documented c. Responsibilities for chosen employment role are analysed to identify key skills and abilities required

Range of Variables

COLLECT AND ANALYSE INFORMATION ON THE PHILOSOPHY AND STRUCTURE OF THE AUSTRALIAN AQUATIC INDUSTRY

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic activities**	organised aquatic activities a. water familiarisation b. swimming, water safety and survival classes c. lifesaving classes d. aquatic programs for special populations e. infant/toddler and parent aquatic classes f. aquatic games g. water exercise classes h. group and individual programs
2. **Key employment roles within the Australian aquatic industry**	may relate to a. instruction of swimming, water familiarisation, water safety and survival skills b. supervision of clients c. water rescue d. emergency response e. pool operation f. plant and equipment operation and maintenance g. management of aquatic facilities and/or environments
3. **Participant readiness**	a. cognitive development stage b. social and emotional development stage c. motor development stage
4. **Peak aquatic organisations in Australia**	a. AUSTSWIM b. The Royal Life Saving Society Australia c. Surf Life Saving Australia d. Australian Swimming Incorporated e. Australian Swimming Coaches and Teachers Association f. Aquatic and Recreation Institute g. Parks and Leisure Australia – National Aquatics Interest Group
5. **Rules, policies and regulations**	a. current edition of the International Activity Organisation rules b. best practice *Codes of Ethics* such as those developed by the peak bodies responsible for the development of teaching and coaching swimming c. policies of employer organisations
6. **Swimming and water safety as a life skill**	a. the aim for all Australians to gain basic swimming and water safety skills in order to participate safely in aquatic activities

Evidence Guide

COLLECT AND ANALYSE INFORMATION ON THE PHILOSOPHY AND STRUCTURE OF THE AUSTRALIAN AQUATIC INDUSTRY

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the philosophy and structure of the Australian aquatic industry, employment opportunities and the role of the peak organisations
		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 learner's environment
		c.	In particular, assessment must confirm the ability to
			c.1 Identify the structure and roles of the peak aquatic organisations and analyse their impact on swimming and water safety as a life skill in Australian culture
			c.2 Identify the major employment opportunities within the aquatic industry
			c.3 Describe the career pathways within the aquatic industry
			c.4 Analyse responsibilities of one chosen employment role to correctly identify key skills and abilities required
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of or in conjunction with 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 Structure and roles of the peak aquatic organisations
			a.2 Career paths and employment opportunities within the aquatic industry
			a.3 The place of aquatic activities and swimming and water safety in Australian culture
			a.4 Knowledge of development pathways for participants
			a.5 Knowledge of development pathways for instructors
		b.	Underpinning skills
			b.1 Research skills in order to collect relevant information
			b.2 Analytical skills in order to decide what information is relevant and determine key requirements of a specific role within the aquatic industry
			b.3 Use of technology skills in order to use necessary technology to collect identified information
			b.4 Written and verbal communication skills in order to develop rapport with relevant persons and to document that information
4.	Resource implications	a.	Assessment of this competency requires access to
			a.1 sources of information about aquatic activities and organisations in Australia
			a.2 rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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	1	1	-	2	2

SRC AQU 014A   ASSIST PARTICIPANTS WITH A DISABILITY DURING AQUATIC ACTIVITIES

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to assist participants to safely enter and exit the water and provide appropriate support during aquatic activities.

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse the effect of the aquatic environment in determining appropriate support**	a. Different ***environmental features*** are identified b. The impact of the different environment on the degree and ***type of support*** required is identified and documented
2. **Identify *factors that determine appropriate entries, exits and supports***	a. The ***factors effecting appropriate entries, exits and supports*** are identified b. The methods of responding to factors are identified and documented
3. **Provide *appropriate entries, exits and support* to participants**	a. Relevant information, explanations and demonstrations to conduct efficient and safe ***entries, exits and support*** are delivered concisely and precisely b. The appropriate type and level of support is provided c. Participant's response to the support provided is observed and ***feedback*** is given to improve execution on an individualised basis or the support provided is modified d. Participants are given the opportunity to comment and/or ask questions e. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

ASSIST PARTICIPANTS WITH A DISABILITY DURING AQUATIC ACTIVITIES

VARIABLE STATEMENT	CATEGORIES

1. **Environmental features**	may include
	a. indoor/outdoor venue
	    a.1 river
	    a.2 dam
	    a.3 sea
	    a.4 swimming pool
	b. wet decks
	c. ramps
	d. hoists
	e. steps
	f. scum gutters
	g. bulk heads
	h. surface of pool and concourse
	i. pool floor gradient
	j. railings
	k. depth
	l. available water space

2. **Factors effecting appropriate entries, exits and supports**	a. stage of development b. physical, intellectual and emotional characteristics c. mobility d. physical fitness e. body type and composition f. cultural factors

3. **Feedback**	a. can be
	    a.1 verbal
	    a.2 written
	    a.3 visual
	    a.4 tactile
	b. should be an information exchange between participant and instructor regarding progress towards performance goals

4. **Resources**	a. human resources - a ratio of instructors to participants that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to participants that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
5. **Type of support**	may include a. hands on torso b. hands to hands c. back hold in vertical or horizontal positions d. short arm hold e. cradling f. carry hold g. hip hold h. prone hold

	i.	prone side hold
	j.	assisted exits
6. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	a.	appropriate swimwear and personal equipment
	b.	personal hygiene requirements
	c.	lifesaving equipment
		c.1 ropes
		c.2 reaching poles
		c.3 flotation devices
	d.	pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	e.	other recommended safety guidelines are
		e.1 instructional aids should be inspected before use
		e.2 sun safety guidelines should be followed
		e.3 hydration guidelines should be followed
		e.4 designated pool area should be inspected before use
		e.5 access to first aid facilities/equipment
	f.	conditions and external influences include
		f.1 environmental/weather conditions
		f.2 other facility users
		f.3 spectators
		f.4 parents
		f.5 other instructors

Evidence Guide

ASSIST PARTICIPANTS WITH A DISABILITY DURING AQUATIC ACTIVITIES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge to assist participants to safely enter and exit the water and provide appropriate support during aquatic activities
		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 learner's environment
		c.	In particular, assessment must confirm the ability to
		c.1	Identify and explain the application of different types of support
		c.2	Evaluate the appropriateness of the support provided and recognise when and how intervention should take place to improve execution of entry, exit and support
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of or in conjunction with 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	Types of supports and their application
		a.2	Effect of different environmental features on the degree of support to be provided
		a.3	Intervention strategies to achieve more efficient execution of support
		a.4	Relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		b.	Underpinning skills
		b.1	Ability to provide explanations and demonstrations, ie, self, other participants as models
		b.2	Monitoring/observation skills to determine if intervention should take place to improve execution of entry, exit and support
		b.3	Ability to determine entry, exit and support appropriate to the person with a disability's specific needs
		b.4	Application of correct entries, exits and supports appropriate for people with a disability
4.	Resource implications	a.	Assessment of this competency requires access to
		a.1	a swimming pool and other equipment
		a.2	suitable participants
		a.3	rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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	2	-

SRC AQU 015A   DEVELOP PROCEDURES FOR MAINTAINING POOL WATER QUALITY TO HEALTH STANDARDS

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills to develop maintenance systems for an aquatic recreation facility.

ELEMENT	PERFORMANCE CRITERIA
1. **Develop *procedures for water treatment processes***	a. Measures of the use and condition of the aquatic facility are documented b. Appropriate information about the maintenance of ***pool water quality*** is sourced through research and consultation c. Factors affecting the operating procedures and water treatment processes of an aquatic facility are identified d. Inspection of the aquatic facility assesses ***pool water treatment*** needs e. Systems are developed for the operating procedures and ***water treatment processes*** of the aquatic facility to meet facility standards and ***public health regulatory requirements***
2. **Implement *procedures for water treatment processes***	a. Operating procedures and ***water treatment processes*** are implemented for the maintenance of ***pool water quality*** in accordance with the facility standards and ***public health regulatory requirements*** b. ***Staff training programs*** are developed for implementing facility policy on operating procedures and ***water treatment processes***
3. **Develop a chemical emergency response plan**	a. Emergency procedures and evacuation plan/s are developed for a chemical emergency in accordance with facility standards and ***public health regulatory requirements***

Range of Variables

DEVELOP PROCEDURES FOR MAINTAINING POOL WATER QUALITY TO HEALTH STANDARDS

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facility staff training programs**	a. on-job training b. refresher courses c. specialist training with outside agencies d. pre-season training
2. **Pool water microbiological tests**	may include determinations of a. standard plate count b. coliform count c. Pseudomonas aeruginosa d. Legionella e. Staphylococcus f. Cryptosporidium
3. **Pool water quality**	refers to a. pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels
4. **Pool water treatment procedures**	disinfection with chemicals or procedures including a. chlorine gas b. sodium hypochlorite c. calcium and lithium hypochlorite d. electrolytic generation of chlorine e. bromine f. sodium bromide with hypochlorite or ozone activator g. chlorine dioxide h. superchlorination i. shock dosing j. dechlorination k. chlorine stabilisation with cyanuric acid l. control of algae m. ozonation n. ultraviolet radiation o. pH balance p. alkalinity adjustments q. calcium and total hardness adjustments r. lowering total dissolved solids s. pool water filtration and recirculation t. backwashing u. manual removal of visible contaminants
5. **Public health regulatory requirements**	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods act And regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation

		h. local government regulations
6.	**Routine pool water tests**	may include tests for a. free chlorine b. total bromine c. total chlorine d. combined chlorine e. pH f. alkalinity g. cyanuric acid h. calcium hardness i. total hardness j. temperature

7.	**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
		    e.1 human
		    e.2 financial
		    e.3 physical

Evidence Guide

DEVELOP PROCEDURES FOR MAINTAINING POOL WATER QUALITY TO HEALTH STANDARDS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of development of operating procedures and water treatment processes for the care of pool water to health standards
		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	Develop emergency procedures and an evacuation plan/s for a chemical emergency to maintain the safety of facility, staff and patrons
		c.2	Identify factors affecting operating procedures and water treatment processes
		c.3	Develop and implement staff training to meet requirements
		c.4	Develop systems for the operating procedures and water treatment processes of the aquatic facility to meet facility standards and occupational health and safety 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	Procedures and processes for plant and equipment operation
		a.2	Relevant Occupational Health and Safety, government and industry regulations and legislative requirements
		a.3	Procedures for maintaining pool water quality and treatment processes
		a.4	Safe chemical handling procedures
		a.5	Chemical emergency response plans
		a.6	Plant and equipment manufacturer's specifications
		a.7	Plant and equipment operation and servicing procedures
		a.8	First aid and resuscitation procedures following an aquatic emergency
		a.9	Training providers and products related to pool water quality maintenance
		a.10	Backwash procedures
		a.11	Filtration processes
		b.	Underpinning skills
		b.1	Communication/interpersonal skills to identify staff training requirements and ensure processes are understood
		b.2	Problem solving, scheduling and planning skills to develop appropriate procedures for maintaining pool water quality
		b.3	Documenting procedures in a format to enable staff to clearly identify their role and the processes to be followed
		b.4	Presentation/training design and delivery of training on-and off-the-job

		b.5	Ability to assess factors affecting the maintenance of pool water quality, determine and implement corrective action
4.	**Resource implications**	a.	Assessment of this competency requires access to the plant and equipment of an aquatic facility, an effectively simulated work environment or industry approved training centre
		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 groups, client needs and program contexts from the range of variables 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
2	3	3	3	1	2	2

SRC AQU 016A   DEVELOP MAINTENANCE SYSTEMS FOR AN AQUATIC FACILITY

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to develop maintenance systems for an aquatic recreation facility.

ELEMENT	PERFORMANCE CRITERIA
1. Plan preventative *maintenance* schedules	a. Measures of the use and condition of the ***aquatic facility plant and equipment,*** established criteria and priorities for action are documented b. ***Standard operating conditions and levels*** for ***aquatic facility plant and equipment*** are established and documented c. Sources of increased efficiency of the ***aquatic facility plant and equipment*** are identified d. ***Aquatic facility cost factors*** in terms of cleaning, adjustment, and repair of plant and equipment are identified e. Inspection of the ***aquatic facility plant and equipment*** assesses operational ***maintenance*** needs f. ***Preventative maintenance systems*** developed for the operation and repair of the aquatic facility meet standards and Occupational Health and Safety requirements g. Preventative inspection and ***maintenance*** schedule is planned and implemented h. ***Staff training programs*** are developed for implementing facility policy on operating procedures, safety procedures and ***maintenance*** programs
2. Maintain safe and secure premises	a. Security procedures are developed to maintain the safety of facility, staff and patrons b. Security system is developed, implemented and monitored

Range of Variables

DEVELOP MAINTENANCE SYSTEMS FOR AN AQUATIC FACILITY

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facility cost factors**	a. faulty operation b. cleaning requirements c. consumables d. replacement parts e. utility costs, ie, gas, electricity and water f. contractors for the provision of a maintenance service
2. **Aquatic facility maintenance planning**	a. frequency of breakdown b. maintenance costs c. types of breakdowns d. wear and tear on plant and equipment e. additional equipment needs f. replacement and redundancy of plant and equipment
3. **Aquatic facility plant and equipment**	may include a. circulation plant such as pumps, filters, disinfection systems, plumbing systems, pressure gauges, valves etc b. heating systems, space and water including saunas and spas c. lighting and ventilation systems d. electrical control units such as fuses and circuit breakers e. electrical appliances such as hair dryers, vacuum cleaners, audio equipment, VCRs, video monitors etc f. self contained breathing apparatus
4. **Aquatic facility staff training programs**	a. on-job training b. refresher courses c. specialist training with external agencies d. pre-season training
5. **Maintenance**	includes a. cleaning b. building maintenance, eg, painting, tiling, minor carpentry c. lawn mowing and edging d. tree lopping e. toilet facilities f. obtaining supplies g. minor repairs and servicing of plant and equipment h. use of contractors for the provision of a maintenance service
6. **Preventative maintenance systems**	may include a. maintenance schedules b. timing and sequencing of maintenance c. staffing, capability and availability d. security arrangements e. preventative inspection f. signage g. movement of equipment h. record of work completed i. service providers, contractors

7.	Public health regulatory requirements	may vary according to state/territory regulations but includes a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations i. building codes and regulations j. fire regulations
8.	Standard operating conditions and levels	may include a. flow rate b. pressure c. volume d. temperature e. water balance f. pool water turnover

9.	Supplies	includes
		a. first aid consumables
		b. pool water chemicals
		c. office supplies
		d. kiosk stock
		e. cleaning supplies
		    e.1 detergent
		    e.2 wax
		    e.3 adhesive
		f. toilet paper
		g. sun screen
		h. maintenance consumables
		    h.1 fuel
		    h.2 oil
		    h.3 parts
		    h.4 paint
		i. tools

10.	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
		    e.1 human
		    e.2 financial
		    e.3 physical

Evidence Guide

DEVELOP MAINTENANCE SYSTEMS FOR AN AQUATIC FACILITY

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of development of maintenance systems to maintain an aquatic facility, plant and equipment to appropriate standards
		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 Develop short and long term maintenance programs for facilities, plant and equipment
		  c.2 Identify cost factors and sources of increased efficiency
		  c.3 Develop and implement staff training to meet requirements
		  c.4 Maintenance system is developed within budget and implemented to minimise inconvenience to clients
		  c.5 Develop, implement and monitor a security system that maintains the safety of facility, staff and patrons

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 Procedures and processes for plant and equipment operation
		  a.2 Relevant occupational heath and safety, government and industry regulations and legislative requirements
		  a.3 Cost factors
		  a.4 Project management
		  a.5 Plant and equipment manufacturer's specifications
		  a.6 Contracting procedures
		  a.7 Training providers and products
		  a.8 Standard maintenance procedures
		  a.9 Maintenance planning procedures
		  a.10 Security procedures
		
		b. Underpinning skills
		  b.1 Communication/interpersonal skills
		  b.2 Scheduling
		  b.3 Budgeting
		  b.4 Identifying hazards/unclean areas/pollution
		  b.5 Problem solving skills
		  b.6 Organising work
		  b.7 Presentation/training design
		  b.8 Delivery of on- and off-the-job training

4.	**Resource implications**	a. Assessment of this competency requires access to the plant and equipment of an aquatic facility, an effectively simulated work environment or industry approved training centre 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 groups, client needs and program contexts from the range of variables 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
2	2	2	2	1	2	2

SRC AQU 017A   COORDINATE LIFEGUARD SERVICE AT AN AQUATIC FACILITY OR ENVIRONMENT

AQU   Aquatics

DESCRIPTION: This unit covers the knowledge and skills to coordinate the supervision of patrons at an aquatic recreation facility or environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the *supervision requirements* of the *aquatic facility or environment***	a. Measures of the use and conditions of the *aquatic facility or environment* are documented b. Appropriate information about the *supervision requirements* of the *aquatic facility or environment* is sourced through research and consultation c. Factors affecting the *supervision requirements* of the *aquatic facility or environment* are identified
2. **Implement the *supervision requirements* of the *aquatic facility or environment***	a. *Supervision requirements* of the *aquatic facility or environment* are met through appropriate allocation of resources b. Staff are trained to industry, legislative and organisation requirements c. Staff roles and responsibilities are clearly identified and communicated d. Staff performance is evaluated with encouragement and directions for improvement provided in an appropriate manner
3. **Ensure risk to patrons is minimised**	a. Staff are made aware of factors that contribute to problems that occur in an *aquatic facility or environment* b. Regular inspection of the *aquatic facility or environment* identifies potential hazards and risks in terms of the safety of staff and patrons using the *aquatic facility or environment* and its services c. Action is taken to address possible hazards as soon as possible
4. **Manage *emergency situations***	a. Staff are aware of the emergency procedures and organisation, facility or environment policy on responding to patrons at risk b. Emergency action plans are rehearsed prior to actual incidents occurring c. *Factors to be considered in the classification of the emergency* are assessed and an accurate diagnosis is made promptly d. Management of the *emergency* situation meets the requirements of the emergency action plan for the *aquatic facility/environment* e. *Emergency services* are utilised according to accepted procedures
5. **Report and record incidents**	a. *Reporting* and recording procedures meet regulatory requirements and those of the emergency action plan for the *aquatic facility or environment*
6. **Operations are reviewed and adapted regularly**	a. Operations manuals or guidelines are reviewed and amended as a result of a.1 Feedback from staff and/or *clients* a.2 Rehearsal of emergency action plans a.3 Actual incidents a.4 Changes to the *aquatic facility or environment*, staffing levels, *relevant legislation and/or industry codes*

Range of Variables

COORDINATE LIFEGUARD SERVICE AT AN AQUATIC FACILITY OR ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. **Aquatic facilities and environments**	may include a. pools and spas b. wave pools c. pool surrounds d. play equipment/areas e. shower and changing areas f. lakes g. rivers h. beaches i. water slides j. dams
2. **Clients**	may include a. participants b. supporters c. sponsors d. members e. volunteers f. teams g. clubs h. facility owners i. spectators j. staff
3. **Emergencies**	may include a. water incidents b. fire c. hazardous releases d. uncontrollable processes e. smoke spread f. bomb threats g. civil disorder h. severe storms i. earthquakes j. floods and other natural or man-made disasters k. medical conditions
4. **Emergency services**	may include a. Police Search and Rescue b. State Emergency Service c. Ambulance Service d. Fire Services
5. **Factors to be considered in the classification of the emergency**	include a. the nature and size b. its likely development c. availability of support d. means of escape

		e. the availability of control equipment of facilities and the likely effects on activity, participants and others
6.	**Hazardous behaviour and activities**	include a. misuse of equipment b. swimming in areas that are unsafe c. behaving with disregard for the safety of others d. chewing gum while swimming e. activities that are not complementary
7.	**Relevant legislation and industry codes**	will vary according to state/territory regulations but includes a. Occupational Health and Safety b. Dangerous Goods Act and regulations c. Health Act d. industrial relations e. Environment legislation f. Equal Employment Opportunity g. Anti-discrimination legislation h. local government regulations i. Child Protection Act j. Industry guidelines and codes of practice
8.	**Reports**	a. incident and accident reports to satisfy organisational requirements and procedures b. incident reports to satisfy the requirements of regulatory bodies
9.	**Situation variables**	may include a. capabilities of the group b. time frame for survival c. other time factors d. human resources e. communication difficulties f. emotional and physical condition of the participants
10.	**Supervision requirements**	may cover a. opening and closing procedures b. rostering of lifeguards c. allocation of duties and responsibilities whilst on duty and in emergencies d. determining the number and positioning of staff e. supervising and disciplining of staff f. cleanliness and maintenance of areas and equipment g. public relation and education strategies h. development of operations manual or guidelines
11.	**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

COORDINATE LIFEGUARD SERVICE AT AN AQUATIC FACILITY OR ENVIRONMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge and application of the coordination of supervision of patrons at an aquatic facility or 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 Correctly classify emergencies and implement the aquatic facility or environment emergency action plan
		   c.2 Allocate resources effectively to meet the supervision requirements of the aquatic facility or environment
		   c.3 Ensure staff are adequately trained, understand their roles and responsibilities and follow operational procedures to minimise risk in an aquatic facility or environment
		   c.4 Ensure staff comply with all relevant legislation and industry codes
		   c.5 Measures of the use and conditions of the facility are monitored and documented to inform decisions made about allocation of resources to meet the supervision requirements of the aquatic facility or environment

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 Organisational emergency procedures
		   a.2 Relevant Occupational Health and Safety, government and industry regulations and legislative requirements
		   a.3 Use of communications equipment
		   a.4 Organisational and legal policies and procedures in the event of an accident/incident
		   a.5 Activity specific rescue techniques
		   a.6 Crowd control in emergency situations
		   a.7 First aid knowledge and procedures
		   a.8 Facility or environment hazards
		   a.9 Local call out procedures
		
		b. Underpinning skills
		   b.1 Ability to ensure staff are trained to perform effective first aid and resuscitation following a rescue from an aquatic environment
		   b.2 Communication/interpersonal skills to inform staff of supervision roles and responsibilities
		   b.3 Problem solving skills to determine appropriate emergency response and allocate resources and roster staff
		   b.4 Planning and organisation skills to allocate staff roles and responsibilities to meet the supervision requirements of the

		aquatic facility or environment
	b.5	Contingency management to deal with unexpected changes that affect ability to meet the supervision requirements of the aquatic facility or environment
	b.6	Evaluation and feedback skills to assist staff to improve/meet performance standards
	b.7	Implications for supervision requirements of changes to use and conditions of aquatic facility or environment
	b.8	Hazard identification and action required to minimise risk
	b.9	Application of supervision techniques in an aquatic environment
	b.10	Ability to recognise and coordinate responses to minor and major aquatic emergencies
4. Resource implications	a.	Assessment of this competency requires access to an aquatic facility or 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 client groups, client needs and program contexts from the range of variables 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
2	3	3	3	1	3	2

CHILDREN'S SERVICES

CHC CHILD/CN/FC/IC/PR

Contents

CHCCHILD1A   WORK WITHIN LEGISLATIVE AND ETHICAL REQUIREMENTS

CHILD   Children's services

DESCRIPTION: This unit covers the knowledge and skills required in the application of legislative and ethical requirements in a wide range of situations when working with children.

ELEMENT	PERFORMANCE CRITERIA
1. **Work within ethical and legal guidelines**	a. Lawful instructions and regulations are complied with b. Organisational resources and those of the child are used for the purpose intended c. Fair, prompt and consistent performance of duties is applied toward all children and other workers
2. **Support and safeguard the interests and rights of the child**	a. Decisions and actions taken are within the job description b. Knowledge and skills required for daily activities of work are properly maintained c. Work practices are applied to minimise potential for harm d. Care is taken to behave in a reasonable and careful manner at all times e. Appropriate confidentiality is maintained
3. **Support and safeguard the safety of the child**	a. Children are supervised with diligence and care to minimise the potential for harm b. Children are not placed in potentially dangerous situations c. Children are not permitted to leave the boundaries of the service during the hours of care unless otherwise arranged with parents d. Particularly rigorous care is taken in supervising children on excursions and when travelling, as relevant e. Appliances and equipment to be used by children are checked for safety
4. **Report indications of possible abuse**	a. Evidence of injury or neglect is recorded accurately and reported promptly to the appropriate person b. Unusual behaviour and marked changes in behaviour are reported and recorded in accordance with organisational procedures c. Explanations of injuries or changes in behaviour offered by children, parents and others are recorded d. Suspected abuse is reported to the appropriate person/organisation e. Legislative requirements are carefully followed

Range of Variables

WORK WITHIN LEGISLATIVE AND ETHICAL REQUIREMENTS

VARIABLE STATEMENT	CATEGORIES

1. **Lawful instructions**	a. may include instructions received from
	     a.1 licensing authorities
	     a.2 organisational supervisor
	     a.3 Courts of Law
	b. may include
	     b.1 restraining orders
	     b.2 custody orders

2. **Rights of the child**	include principles expressed in a. charters of rights b. legislation c. policies of organisation

3. **Supervision**	a. is diligent, but may vary according to
	     a.1 age of children
	     a.2 abilities of children
	     a.3 how well the worker knows the child, eg, a new enrolment to the service
	b. away from the centre could be on
	     b.1 excursions
	     b.2 outings

4. **The appropriate person to report suspected child abuse**	will vary according to the legislation in the State/Territory and organisational policies a. State Child Protection Agency b. supervisor in the service c. individual carer
5. **Work practices**	which may be applied to minimise the potential for harm include a. following guidelines on administration of medication b. guidelines on care of an ill child

Evidence Guide

WORK WITHIN LEGISLATIVE AND ETHICAL REQUIREMENTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the application of legislative and ethical requirements when working with children 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 an appropriate response to a wide range of situations where a judgement is required about statutory and legal implications

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 should be assessed in conjunction with the following unit(s):
		    b.1 CHCCN4A Respond to illness, accidents and emergencies
		
		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 Legislative requirements
		    a.2 Statement of rights, eg, United Nations Charter
		    a.3 Common risks to child's safety
		    a.4 Organisational guidelines and policies
		    a.5 Rights and responsibilities of child
		    a.6 Basic understanding of stereotypes of "children"
		    a.7 Awareness of discriminatory actions
		    a.8 Awareness of own attitudes to childhood
		    a.9 Duty of care responsibilities
		    a.10 Codes of ethics, eg, AECA Code of Ethics, organisational codes
		    a.11 Understanding of potential risks to child of negligent action
		    a.12 Child protection policy of service
		    a.13 State/territory requirements about notifying suspected abuse and reporting process
		    a.14 Incident recording procedures
		    a.15 Indicators of child abuse
		    a.16 Different types of child abuse
		    a.17 Relevant Quality Improvement and Accreditation Principles
		
		b. Underpinning skills
		    b.1 Following procedures and instructions
		    b.2 Analysing situations for risk
		    b.3 Gaining cooperation of children to obey instructions

4.	**Resource implications**	a. Assessment of this competency requires access to a workplace or to an accurately simulated workplace environment where assessment can take place b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Consistency in performance should consider the organisational and individual context within which work takes place

6.	**Context for assessment**	a.	This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions

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	-

CHCCN4A   RESPOND TO ILLNESS, ACCIDENTS AND EMERGENCIES

CN   Children's services

DESCRIPTION: This unit covers the knowledge and skills required to respond and implement correct procedures during illness, accidents and emergencies when working with children.

ELEMENT	PERFORMANCE CRITERIA
1. **Implement procedures for infection control and prevention**	a. Exclusion guidelines for children and others suffering from an infectious condition are followed b. Hygiene principles are implemented in care practices c. Infection control guidelines are followed
2. **Recognise and respond to signs of potential illness**	a. Signs of potential illness are reported b. Medical assistance is sought as necessary according to policies and procedures c. Child's parents are informed as soon as possible d. Child is separated from other children as required and as practicable e. Child is comforted and settled
3. **Respond to emergencies and accidents**	a. The safety of self and others is ensured b. Immediate First Aid is provided as required c. Strategies to calm, reassure and comfort child/children are used d. Details of emergency are recorded and reported accurately e. Information is provided to others according to service policies f. Emergencies and accidents are responded to according to the service guidelines and legislative requirements
4. **Administer medication within guidelines**	a. Medication is administered according to organisational policies and legislative requirements b. Medication is stored according to requirements c. Medication is checked for name, instructions and use by date d. All administered medications are documented in accordance with requirements
5. **Respond to threats and situations of danger**	a. Remove children from threat/danger or remove danger/threat from children b. The level of immediate danger is assessed and the situation is reported to an appropriate person c. Appropriate emergency procedures are implemented to ensure the safety of children and workers

Range of Variables

RESPOND TO ILLNESS, ACCIDENTS AND EMERGENCIES

VARIABLE STATEMENT	CATEGORIES
1. **Procedures for the prevention of the spread of infection**	a. may include a.1 hand washing a.2 use of disposable gloves when cleaning up body wastes a.3 removal and disposal of infected articles a.4 cleaning equipment a.5 disposal of unused foods/milk a.6 cleaning of utensils after use a.7 regular disinfecting of soft toys a.8 removal of body waste products, eg, faeces, urine, saliva, vomit and disinfection of area affected b. for babies/infants b.1 use protective aprons when changing babies b.2 disinfection of nappy change areas after each use
2. **Requirements for the administration of medication**	may include a. legislative guidelines b. organisation procedures
3. **Requirements for storage of medication**	may include a. temperature required b. level of security required c. organisational procedure and procedures d. legislative requirements

Evidence Guide

RESPOND TO ILLNESS, ACCIDENTS AND EMERGENCIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the correct procedures to deal with illness, accidents and emergencies when working with children 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 Respond quickly to emergencies and implement correct procedures including administering first aid

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 Disease spread and transmission
		   a.2 Guidelines for infection control
		   a.3 Indicators of child abuse
		   a.4 Different types of child abuse
		   a.5 Child protection policy of service
		   a.6 State/territory requirements about responding to indications of abuse and reporting process
		   a.7 Organisational standards, policies and procedures
		
		b. Underpinning skills
		   b.1 Common childhood illnesses - recognition, management strategies
		   b.2 Writing incident records
		   b.3 Making decisions under pressure

4.	**Resource implications**	a. Assessment of this competency requires access to a range of opportunities defined in the Range of Variables. This includes a childcare workplace, access to children's services, resources and equipment and access to the local environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. Should consider the organisational and individual context within which work takes place b. Assessors may use information provided by work colleagues, parents and supervisors, eg, testimonials, references
6.	**Context for assessment**	a. This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions

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

CHCFC2A   FOSTER THE PHYSICAL DEVELOPMENT OF CHILDREN

FC   Children's services

DESCRIPTION: This unit covers the knowledge and skills required to foster the physical development of children by engaging them in a range of developmental opportunities.

ELEMENT	PERFORMANCE CRITERIA
1. **Create opportunities for children to develop a wider range of physical skills**	a. Opportunities are developed within the context and with resources available b. Equipment and toys are made available which will develop a wider range of skills c. Opportunities provided for physical development are appropriate to child's stage of development, and capabilities d. Developmentally appropriate equipment materials, resources and toys are made available and accessible e. Advice is sought and used about opportunities for a particular child as necessary f. Opportunities are provided for children to learn and develop skills g. Opportunities are provided for children to develop their physical skills towards independence
2. **Provide experiences to support physical development of children**	a. Experiences are provided which develop and practice physical fitness b. Experiences are selected which encourage children to practice both their fine and gross motor skills c. Experiences selected are developmentally relevant d. Equipment is arranged to provide challenge, choice and encourage independence
3. **Interact with the child to foster skill development**	a. Encouragement is given to children to learn or develop skills b. Worker participates in relevant activities with children c. Suggestions about ways for the child to participate are communicated clearly d. Statements to encourage both the children's confidence and safety awareness are communicated

Range of Variables

FOSTER THE PHYSICAL DEVELOPMENT OF CHILDREN

VARIABLE STATEMENT	CATEGORIES
1. Advice	may be sought from a. physiotherapist b. occupational therapist c. other staff d. parents

2. Opportunities	a. to support children's development will vary according to a number of factors such as
	  a.1 child/worker ratios
	  a.2 physical environment - constraints and potential
	  a.3 purpose of the service
	  a.4 the amount and type of support from parents and participation by parents
	  a.5 the level of support available to the service from external bodies eg, advice specialist services, resource workers
	  a.6 the frequency and regularity of use of the service by the child
	  a.7 age of the child
	b. to develop physical skills may include
	  b.1 active games
	  b.2 sports
	  b.3 exercises
	  b.4 setting up venue/environment
	  b.5 range of environments and equipment
	  b.6 socio dramatic play
	  b.7 play with construction materials
	  b.8 art activities
	c. to develop relevant physical skills will vary according to the age/disability of the child
	  c.1 for infants
	    c.1.1. equipment and toys such as cradle toys, objects to explore by mouth, swinging toys, rattles, toys to poke, squeeze and push along
	  c.2 for toddlers
	    c.2.1. opportunities provided to practice new skills of walking, climbing, balancing and pushing and pulling wheeled toys
	  c.3 for 3 to 5 years old
	    c.3.1. opportunities to develop fine motor skills such as puzzles, peg boards, beads to string, construction sets, crayons, brushes, scissors
	    c.3.2. opportunities to practice large muscle skills such as running, jumping, catching a ball
	  c.4 for 6 to 12 year s old
	    c.4.1. opportunities for development of balance, skilled climbing, riding, skating opportunities to develop skills in running, kicking, catching, skipping, throwing, writing, drawing, gluing
	d. provided to develop skills may be need to adapt to factors such as
	  d.1 indoor and outdoor facilities
	  d.2 environment
	  d.3 venue/location

		d.4 type of service d.5 workers own physical capabilities d.6 the desire for children to set up equipment themselves d.7 safety considerations d.8 peer group pressure
3.	**Physical skills**	may include a. skills in motor areas - fine and gross motor b. dexterity c. eye - hand coordination d. balance e. locomotion f. coordination

Evidence Guide

FOSTER THE PHYSICAL DEVELOPMENT OF CHILDREN

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the needs of children and their developmental stages to foster their physical development 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 engage children in a range of developmental opportunities which are matched to their developmental stage and specific 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 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 and understanding of children's physical development and skill development
			a.2 Acceptance of each child's rate of development, needs, interests and strengths
			a.3 Experiences that will target specific areas of physical development
			a.4 Needs of children with a sensory/physical disability
			a.5 Equipment, toys and resources that can be used to stimulate physical development
			a.6 Knowledge of interaction between physical development and other areas of development - especially social and psychological development
			a.7 Relevant organisational standards policies and procedures
		b.	Underpinning skills
			b.1 Nil
4.	Resource implications	a.	Assessment of this competency requires access to a range of opportunities defined in the Range of Variables
		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.	This unit could be assessed either on the job or off the job for a range of age groups, a range of activities and a range of needs over a number of assessment conditions and situations

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	2	3	1

CHCIC2A   GUIDE CHILDREN'S BEHAVIOUR

IC   Children's services

DESCRIPTION: This unit covers the knowledge and skills required to form positive relationships with children and to respect parental expectations and cultural values.

ELEMENT	PERFORMANCE CRITERIA
1. **Promote positive behaviour**	a. Positive and realistic expectations of children's behaviour are communicated to child b. Examples of positive behaviour are regularly identified and explained to children c. Clear communication which suggests positive options to encourage a child's cooperation is used d. Attention of the child is drawn to positive aspects of the child's behaviour
2. **Respond to feelings behind behaviours**	a. Identifies and talks about feelings of children, as appropriate b. Appropriate ways of expressing the feelings are encouraged c. Models respect for children's feelings
3. **Apply limits and guidelines for behaviour**	a. Guidelines for children's behaviour are clearly communicated and repeated as required b. Reasonable consequences for breaching guidelines and limits are communicated to the child and consistently applied c. Response is in a calm manner of speech d. Response is in line with the child's needs at the time e. Response to the child is flexible and is modified according to the child's responses
4. **Respond to serious incidents of behaviour which breach guidelines**	a. Incidents are responded to appropriately, considering the behaviour and the child's individual needs and circumstances b. Persistent problems with inappropriate behaviour are promptly dealt with according to procedures of the service c. Behaviour plans which have been designed for the child are implemented consistently

Range of Variables

GUIDE CHILDREN'S BEHAVIOUR

VARIABLE STATEMENT	CATEGORIES
1. **Guidelines**	are communicated to a. children, especially those new to the service b. parents c. potential users of the service d. relief or other staff
2. **Limits and guidelines**	may cover a. out of bounds areas b. expectations about behaviour with other children/adults c. procedures for health and safety

3. **Methods to promote positive behaviour**	will vary according to the age of the child. Some examples are
	a. for babies, infants and toddlers
	   a.1 smiles
	   a.2 attention
	   a.3 distraction
	b. for 3 to 5 year olds
	   b.1 choice of favourite activity
	   b.2 praise, encouragement
	   b.3 anticipating trouble and redirecting or distracting child
	c. for 6 to 12 year olds
	   c.1 non verbal communication appropriate to age and peer group
	   c.2 talking about feelings
	   c.3 modelling
	d. for some developmentally delayed children these may be used in addition
	   d.1 tangible rewards
	   d.2 charts

4. **Needs of the child which**	which may influence the worker's response to a serious incident of behaviour may be due to a. family crisis b. family stress and problems c. major changes in the child's profile
5. **Other circumstances**	which may influence the workers response include a. location of incident b. risk to child or others c. other potential or actual consequences
6. **Positive behaviour**	may be promoted by a. verbal comments and attention b. physical contact, eg, hug c. providing physical and psychological space d. opportunities that suit the child's preferences e. opportunities to "let off steam" are created f. acknowledgment and encouragement

7.	**Positive expectations of children's behaviour**	will be demonstrated differently according to the age of the child. Some examples include
		a. for babies and infants
		    a.1 smiling
		    a.2 clapping verbal and non verbal approval
		b. for toddlers
		    b.1 modelling
		    b.2 repetition of guidance's for appropriate behaviour, eg, "we walk inside"
		    b.3 talking about appropriate behaviour
		c. for 3 to 5 year olds
		    c.1 reasons for guidelines are explained
		d. for 6 to 12 years old
		    d.1 children will be involved in the establishing of guidelines

8.	**Serious incidents**	may be reported according to the service's guidelines to a. parent/s of the child b. parent/s of other children affected c. co workers d. management/supervisor
9.	**Service policy and procedures on response to serious incidents or behaviour**	may include a. accurate documentation b. report incidents to colleagues and more senior workers

10.	**The application of guidelines and limits**	will vary according to the age of the child
		a. for babies and infants
		    a.1 saying "no"
		    a.2 remove child from problem/trouble
		    a.3 distract to another activity
		b. for toddlers
		    b.1 patiently respond, provide a consistent message
		    b.2 acknowledge feelings
		    b.3 provide appropriate activities to release feelings
		    b.4 reason for limit is explained in simple terms to child
		c. for 3 to 5 year olds
		    c.1 provide a consistent message
		    c.2 acknowledge feelings
		    c.3 provide appropriate activities to release feelings
		d. for 6 to 12 year olds
		    d.1 children are involved in the establishment of guidelines
		    d.2 written guidelines can be given to children
		    d.3 periodically reviewing guidelines

Evidence Guide

GUIDE CHILDREN'S BEHAVIOUR

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the factors which may influence children's behaviour including parents and culture and demonstrate an ability to interact with children 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 Form positive relationships with children, demonstrate respect of parental expectations and their cultural values and to act within the organisation's behaviour response policy
			c.2 Interact with children giving due regard to child's age, development, culture, and 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 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 Stage of development/age appropriate expectations of children's behaviour
			a.2 Acceptable and unacceptable behaviours - review of own stance and reflection on own values
			a.3 Culturally based expectations about children's behaviour
			a.4 Culturally based expectations about responses to children's behaviour
			a.5 Developmental and emotional reasons for inappropriate behaviour
			a.6 Different family styles of discipline and norms about behaviour in different cultures and social groups
			a.7 Rights of children
			a.8 Positive behaviour guidance strategies
			a.9 Antecedents of behaviour - learned habits, context influences, social influences
			a.10 Contributory factors to inappropriate behaviour – recent events, child's history or special needs, actions of others
			a.11 Organisational standards, policies and procedures
		b.	Underpinning skills
			b.1 Respect for children's individual differences and choices, eg, not to participate
			b.2 Worker uses stress management strategies to calm down before responding to incidents of difficult behaviour
			b.3 Non verbal communication reinforces verbal communication
4.	Resource implications	a.	Assessment of this competency requires access to a range of opportunities defined in the Range of Variables. This includes a childcare workplace, access to children's services, resources and equipment and access to the local 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.	This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions, over a number of assessment situations

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

CHCPR2A   ORGANISE EXPERIENCES FOR CHILDREN

PR   Children's services

DESCRIPTION: This unit covers the knowledge and skills required to provide a range of experiences for children to stimulate them and aid their development.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish a stimulating and positive environment**	a. The environment is set up in a way that is safe, non threatening, challenging and stimulating b. A range of experiences are made available to enable the child to make choices c. Interactions of the workers support children's play
2. **Encourage children's involvement in experiences**	a. Children are consulted about what experiences are made available b. Children's work is acknowledged and valued c. The child is encouraged to choose activities to support aspects of their development d. The child is encouraged to participate in a variety of experiences e. Children's response to the activity is catered to by adapting it f. A child's choice not to participate is respected
3. **Respond to unexpected occurrences**	a. The needs and interests of unexpected children are included b. Extra materials and resources are gathered if required c. Plans are changed spontaneously as required d. Local events and emergencies are managed appropriately
4. **Organise for excursions**	a. Payments and responsibilities for payments are organised b. Resources required are organised c. Responsibilities of children are clearly explained d. Service policies and procedures related to excursions are carefully followed

Range of Variables

ORGANISE EXPERIENCES FOR CHILDREN

VARIABLE STATEMENT	CATEGORIES
1. **Aspects of child development**	include a. physical fitness and skill b. cognitive development c. social development d. emotional development e. creative and aesthetic development f. language development g. moral development h. spiritual development

2. **Experiences**	will vary according to the age of the child. Creative and challenging experiences may include
	a. for babies and infants
	   a.1 selection of toys, different textures, colours and size are selected
	   a.2 toys are large, cannot be swallowed, and have no sharp edges, and easily washed/cleaned
	   a.3 different types of experiences are used, eg, water play, sand play, outdoors time
	b. for toddlers
	   b.1 experiences can include indoor and outdoor experiences
	   b.2 experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it, eg, nature walk to look at leaves, collect them
	   b.3 experiences reflect a toddler's growing mastery of their own body, eg, small slippery dips are used, outdoor area can be a little more involved
	c. for 3 to 5 year olds
	   c.1 experiences can include cooking, sewing, carpentry, washing
	   c.2 experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
	   c.3 choice not to participate is respected and alternative activity is negotiated
	d. for 6 to 12 year olds
	   d.1 experience planned may include specific suggestions of children themselves
	   d.2 development of hobbies
	   d.3 self selected peer groups
	   d.4 individual, small group and larger group experiences
	   d.5 choice not to participate is respected and alternative activity is negotiated

3. **Records that may need to be taken on excursions**	may include a. list of children attending b. emergency contact details c. medical needs for children
4. **Resources required to be organised for excursions**	may include a. records that need to be taken b. first aid supplies c. relevant equipment

		d. location of toilets e. keys f. mobile phone g. tickets h. equipment required for activities i. petty cash
5.	**Responsibilities of children on excursions**	may include a. for belongings b. for payments c. for time keeping d. for travelling together

Evidence Guide

ORGANISE EXPERIENCES FOR CHILDREN

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the ability to develop a range of experiences to aid the development of children 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 Provide a range of experiences to stimulate children and aid their development c.2 Vary experience depending on child's age, abilities, development, culture and need
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 Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection a.2 Organisational standards, policies and procedures b. Underpinning skills b.1 Contingency management b.2 Planning b.3 Interpersonal b.4 Active listening
4.	**Resource implications**	a. Assessment of this competency requires access to a range of opportunities defined in the Range of Variables. This includes a childcare workplace, access to children's services, resources and equipment and access to the local 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. This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

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	-

CHCPR10A   FACILITATE THE DESIGN OF PROGRAMS OF THE SERVICE

PR   Children's services

DESCRIPTION: This unit covers the application of the knowledge and skills of children's development philosophies to facilitate the design and delivery of children's programs.

ELEMENT	PERFORMANCE CRITERIA
1. Design programs with all those involved	a. Opportunities are used or established to gather information from those involved b. Issues and concerns about the current program are identified and discussed c. Ideas and suggestions are requested and considered in designing the program d. Information about the program is communicated to all involved e. Workers are encouraged to contribute ideas by inviting and listening to suggestions
2. Design program to enhance development of children	a. Programs are designed to widen children's experience b. Information about each child's development is gathered to inform the programs c. Programs are developed which are child centred d. Programs are developed which foster all aspects of children's development in an holistic way e. Programs provide for the interests and needs of children who attend the service f. Programs focus on areas of skill and knowledge development required by the children in their lives g. Programs identify an appropriate sequence of experiences
3. Design programs which reflect the philosophy and goals of the service	a. The philosophy of the service is considered in deciding children's experiences b. Experiences are developed in accordance with the stated goals of the service
4. Design programs which are relevant to the cultural and social contexts of the children and their community	a. Information is gathered about the contexts of the children's lives and used to guide planning b. Experiences and resources are selected which will develop children's identities c. The varying expectations of parents of diverse backgrounds are identified and accommodated where possible
5. Design programs which reflect a multicultural perspective	a. Materials selected are inclusive on variables of diversity b. Activities and resources are selected which promote cross cultural awareness c. Program elements reflect different cultures and family values positively d. Experiences are planned which promote acknowledgment and respect for differences e. Resources and experiences to develop an understanding of culture are used continuously, not just on special occasions

Range of Variables

FACILITATE THE DESIGN OF PROGRAMS OF THE SERVICE

VARIABLE STATEMENT	CATEGORIES
1. **Concerns about the current program**	could include a. gaps b. resourcing issues c. repetition d. aspects where children's participation is low
2. **Goals of the service**	may be oriented to an emphasis on a. creativity b. recreation c. holistic care and development d. personal attention and flexibility e. learning and education f. social interaction and development g. language development h. psychomotor development i. cultural identity and knowledge j. environmental understanding k. confidence with technology l. multicultural understanding
3. **Ideas and suggestions for programming**	may be gathered from a. colleagues b. networks c. resource workers d. teachers in schools when service is co located e. newsletters, magazines, articles f. publications
4. **Identities of children**	may include a. racial b. gender c. cultural d. social e. peer group
5. **Information about a child's development and social/cultural context**	may be gained by a. recorded observations b. conversation with child c. consulting parents d. consulting family/community representatives e. written reports/records
6. **Mobile services**	may need to design programs particularly targeted to children who are isolated a. geographically b. socially

7. **Programs**	a. may be designed for
	    a.1 a group of children
	    a.2 a playgroup

		a.3 individuals
		a.4 a service
		b. include
		   b.1 routines
		   b.2 transitions
		   b.3 organisation of time and space
		   b.4 experiences
		   b.5 interactions
		c. may include a variety of types of experiences including
		   c.1 excursions/at usual location
		   c.2 familiar experiences/special events
		   c.3 unstructured/structured
		   c.4 indoor/outdoor
		   c.5 busy/quiet experiences
		   c.6 surprising/predictable and planned
		   c.7 challenging/confirming

8.	**Service philosophies**	include a. culturally specific services philosophies b. philosophies about children, their development and learning c. philosophies and values about society and communities
9.	**The context of the children's lives**	may include a. geographic context, eg, remoteness, high rise buildings, lack of open space b. community groupings, alliances and conflicts c. historical context of community, eg, significant events, future plans d. social context, eg, social isolation, crowding and noise e. cultural context
10.	**Those involved with program design**	may include a. children b. staff/care providers c. parents d. management

Evidence Guide

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FACILITATE THE DESIGN OF PROGRAMS OF THE SERVICE

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1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the philosophies of children's development when designing programs 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 capacity to apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices
		  c.2 Demonstrate capacity to state and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity

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 Theories of child development
		  a.2 Different approaches to program planning and development
		  a.3 Criteria for selecting a specific programming approach
		  a.4 Assessment tools to guide decision making about programming
		  a.5 Respect for different family expectations
		  a.6 Detailed knowledge of facilitating a variety of learning experiences, eg, art, music, sport
		  a.7 Up to date information and a range of sources of information is accessed as resources for program development
		  a.8 Organisational standards, policies and procedures
		
		b. Underpinning skills
		  b.1 Planning
		  b.2 Effective communication with target groups
		  b.3 Analysis and reflective thinking

4.	**Resource implications**	a. Assessment of this competency requires access to a range of opportunities defined in the Range of Variables. This includes a childcare workplace, access to children's services, resources and equipment and access to the local 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. | This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions |

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

COACHING

COA

Contents

SRS COA 002A   PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

COA   Coaching general principles

DESCRIPTION: This unit covers the application of communication skills, sport specific knowledge and the fundamental principles of skill acquisition to plan a program to improve a client's sport specific skill/s. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish effective communication**	a. *Clients* are met punctually and are made to feel welcome and at ease b. *Client* is greeted and treated in a way which engenders trust and respect c. Communication approaches adopted address the identified aims and priorities, abilities and developmental stage of the *client* d. Interactions are friendly and professional e. The *client* is encouraged to voice queries and/or fears and these are addressed appropriately f. Verbal communications are clear, accurate and presented in a *coaching style* appropriate to the setting g. Stance, posture, movements and/or body language are demonstrated in accord with *best practice sport principles* h. Procedural protocols are discussed and established
2. **Collect information to plan an individualised training program**	a. As much relevant and current *information* as possible is collected and assessed from a range of sources b. Support personnel necessary for the program are identified c. An accurate assessment of *clients aims and priorities* are made in consultation with relevant *support personnel* d. *Clients* are given the opportunity to express goals as perceived by themselves e. Assessment of goals takes into account both actual and perceived goals f. The condition of the *client* is determined in consultation with relevant support staff g. Relevant tests and assessments are conducted h. The likely demands of the activity on the *clients* are assessed i. Inconsistencies are checked and reconciled j. *Clients'* and organisations rights to confidentiality are respected k. Competition and performance opportunities are identified
3. **Design individualised training programs in consultation with clients**	a. Appropriate methods of training to achieve agreed *client aims and priorities* are determined b. External factors which are likely to disrupt or influence the delivery, value and outcome of the program are identified and considered in designing the program c. Attention is balanced between that directed to the goals of the individuals and that directed to the goals of the group d. The intensity and duration of activities within the program and the overall program balance are determined e. The program conforms to health and safety requirements f. *Client's* are provided with dietary advice g. *Agreed program objectives* are established in consultation with the

			client and, if appropriate, relevant *support personnel*
4.	**Resource an individualised training program**	a.	*Resources* required for the program are identified
		b.	Consideration is given to the individual and special needs of *clients* and, where it is necessary, special provisions are identified
		c.	Access to venues, facilities and *equipment* is organised
		d.	Support personnel are organised
		e.	*Resources* necessary to support the program are obtained
		f.	Competition/performance opportunities are organised
		g.	Identified resource requirements are within the limits of budgetary constraints
		h.	Alternative arrangements are put in place to cater for unsuitable environmental conditions
		i.	Identified *resources* conform to nationally accepted standards
		j.	Appropriate health and safety provisions are identified and implemented

Range of Variables

PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

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. 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, and/or 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. **Basic human anatomy and physiology**	a. identification of
	  a.1 major bones
	  a.2 major bony structures
	  a.3 major joints
	  a.4 major muscles, their location and primary functions
	  a.5 nerves
	  a.6 blood vessels
	b. fundamental understanding of the structure and function of the following anatomical systems
	  b.1 bone composition and repair
	  b.2 tissue type
	  b.3 respiratory
	  b.4 cardiovascular
	  b.5 nervous

4. **Basic principles of biomechanics**	a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. **Best practice sport principles**	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

6. Client aims and priorities	a. competition/performance targets b. self-improvement c. fitness targets d. lifestyle adjustments e. comfort/discomfort levels f. psychological g. technical h. tactical i. participation j. social k. 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 style/s	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. 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

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. 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
	b.5 observation
	c. sources include
	c.1 clients
	c.2 parents
	c.3 organisations
	c.4 recorded information
	d. is imparted
	d.1 through demonstrations and explanations
	d.2 through tactile input
	d.3 through self-exploration activity/ies, tasks or projects
	d.4 in writing
	d.5 verbally
13. Information to enable or support the overall program or individual session/s	refers to information which enables the client to
	a. complete the activity satisfactorily, enables them to gain maximum benefits, and conforms to the aims and objectives of the session/s
	b. prepare themselves physically, mentally and emotionally is given sufficiently in advance of the session, or at a time which relates to the identified needs of the client
14. Learning	can be through
	a. demonstration and explanation
	b. collaboration
	c. self-management
	d. experimentation
15. 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
16. Session/s	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
17. Sport 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
18. 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
19. 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), and/or b.9 experiential or problem solving approaches
20. Training program to improve skills	a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions b. usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome d. is designed to assist the client improve their technical performance e. usually of an agreed duration, dependent on the performance parameters f. individualised to the client's requirements g. should be developed in accord with the scope of the coaches current competencies h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

PLAN INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm the ability to use communication skills, apply sports specific knowledge and apply the fundamental principles of skill development to plan individualised training programs to improve a client's sport/activity specific skill/s
		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 Establish effective communication with the client
			c.2 Design an individualised training program that will assist the client to improve their performance of activity/sport specific skills
			c.3 Incorporate best practice principles of the sport/activity
			c.4 Convey information in a manner that maintains morale and is appropriate to the client's aims and priorities
			c.5 Implement safety procedures and guidelines
2.	**Interdependent assessment of units**	a.	This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):
			a.1 SRX CAI 004A Plan a sport and recreation session for clients
			a.2 the relevant sport specific unit/s of competency
		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 004A Plan a sport and recreation session for clients
			c.2 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills
			c.3 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills
			c.4 the relevant sport specific unit/s of competency
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
			a.3 Fundamental principles of biomechanics
			a.4 Fundamental principles of group management
			a.5 Fundamental principles of growth and development and their relationship with coaching pedagogy
			a.6 National Sport/Activity Organisations policies and procedures
			a.7 Employer organisations policies and procedures
			a.8 Policies, procedures and requirements specific to the venue/facility
			a.9 Knowledge of drills, activities and games to teach the fundamental sport specific skills
			a.10 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport
			a.11 Knowledge of relevant equipment and safety requirements (Note: This may include Occupational Health and Safety and legislative requirements for some sports)
		b.	Underpinning skills
			b.1 Ability to communicate effectively in order to plan effective training programs for clients
			b.2 Ability to convey and interpret information in order to effectively

			receive information and incorporate this into the planning of training programs
		b.3	Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients training programs
		b.4	Ability to apply the sport/activity specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting)
		b.5	Ability to provide demonstrations (ie, self, other athletes as models, videos)
		b.6	Ability to analyse sport specific skills and break them into their component parts
4.	**Resource implications**	a.	Assessment of this competency requires access to genuine clients (ie, not the peers of the learner), sport/activity equipment and sport/activity facilities in a sport/activity setting
		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 (ie, a minimum of 2 sessions spread across a period of 3 months).
6.	**Context for assessment**	a.	Competency must be demonstrated in a real/actual coaching/instructional situation with genuine clients (ie, not the peers of the learner) and assessment must involve observation of the coach in action, reviews of coaching diaries or instructor records, and/or reports from other experienced personnel who are regularly involved with the coach or instructor
		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

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

SRS COA 003A CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

COA   Coaching general principles

DESCRIPTION: This unit covers the acquisition of competency to enable the trainee coach to utilise communication skills, sport specific knowledge, combinations of teaching methods and combinations of coaching styles to conduct, monitor and adjust individualised training programs designed to improve a client's sport specific skill/s. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. **Assess conditions and prepare clients for participation**	a. *Clients* are met punctually and are made to feel welcome and at ease b. *Client well-being*, physical readiness and/or psychological readiness is assessed as suitable for participation each *session* c. *Clients* are made aware of aims and objectives of the *overall program* and each *session* d. The value and reasons for 'warm up' are clearly explained to *clients* e. *Clients* are 'warmed up' and mentally prepared to participate through safe and appropriate exercises under the direct guidance of the instructor or, if appropriate, using their previous experience and knowledge f. Safety and other risks are assessed and confirmed as within acceptable levels of the sport prior to commencing participation g. Appropriate action is taken based on an assessment of the conditions and external influences h. *Clients* are informed of and encouraged to comply with relevant rules, codes, organisational/health and safety requirements and the need to minimise damage to the environment
2. **Co-ordinate and allocate equipment and/or resources**	a. *Support personnel* are briefed regarding responsibilities and contributions to the overall program and/or *session* b. Available *resources* are adequate for the overall program or *session/s* and satisfy health and safety requirements c. Venues are safe and accessible for all *clients* d. The coordination and allocation of *resources* optimises their use by *clients* e. *Equipment* and/or space is allocated to *clients* according to recognised procedures f. *Clients* are informed of their responsibility for maintaining *equipment*
3. **Establish and maintain effective communication**	a. *Clients* are greeted and treated throughout the program in a way which is suitable to the aims of the program and engenders trust and respect b. Communication approaches adopted address the identified needs, abilities and developmental stage of the *clients* c. Interactions are friendly and professional d. *Clients* are encouraged to voice queries and/or fears and these are addressed appropriately e. Verbal communications are clear, accurate and presented in a *coaching style* appropriate to the sport f. Voice is projected effectively over distances or strategies are

			effectively adopted to supplement weaknesses in this area
		g.	Relevant communication aids such as whistles or microphones are used appropriately and effectively
		h.	Stance, posture, signals and movements are demonstrated in accord with accepted body language approaches and ***best practice sport principles***
		i.	Necessary and relevant ***information*** is made available to ***clients*** at appropriate times to enable or support the overall program or individual ***session/s***
4.	**Assess client's readiness to acquire and/or perform new skills**	a.	Relevant ***sport specific skill/s*** to be developed are identified
		b.	General factors which affect the acquisition of relevant ***sport specific skill/s*** are identified and discussed with the individual or group
		c.	Each ***client*** is assessed regarding their readiness to acquire the relevant ***sport specific skill/s*** being taught or developed
5.	**Conduct drills, activities and/or games to teach or develop relevant sport specific skill/s**	a.	Sufficient space and ***resources*** are allocated for the drill, activity and/or game
		b.	Relevant ***information***, explanations and demonstrations to conduct drills, activities and/or games are delivered precisely and in accord with accepted ***best practice sport principles***
		c.	Verbal instructions are kept to a minimum
		d.	Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis
		e.	The individual or group is observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations and accepted ***best practice sport principles***
		f.	Corrections and ***feedback*** regarding skill acquisition are provided on an individualised basis
		g.	Group ***feedback*** is provided regarding organisational issues
6.	**Teach relevant sport specific skill/s**	a.	Activities are provided and/or opportunities are taken through which learning experiences can be delivered
		b.	***Learning*** experiences are consistent with ***accepted best practice sport principles***
		c.	***Teaching methods*** are selected to match client's readiness and the available ***equipment***
		d.	An appropriate teaching method is selected and implemented
		e.	***Client's*** ability to cope with the instruction are monitored during the instruction
		f.	***Teaching methods*** are modified during implementation in response to ***monitoring***
		g.	Program modifications are identified and explained to the ***client*** or group in response to ***monitoring***
7.	**Monitor client's participation**	a.	***Clients*** progress is monitored continually
		b.	Observation is undertaken with minimal disruption to the flow of the drill, activity or game
		c.	Attention to the needs of individual group members, ***coaching style*** and objectives are modified throughout the program to meet these requirements
		d.	Group control is maintained to ensure the safety and enjoyment if the individual and group, and a satisfactory outcome to the experience
		e.	Contingency plans are implemented with a minimum of disruption
		f.	***Clients*** physical and emotional safety, ability and progress are monitored
		g.	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 aims and objectives of the activity and safety requirements
		h.	Interventions are made to prevent hazards occurring and ensure ***client*** safety
		i.	In the case of emergencies, recognised procedures are followed

		calmly, correctly and with speed
	j.	The level of challenge and difficulty of activities is progressively increased, taking into account the rate of progress and emotional tolerance of the individual and group
8.	**Provide feedback on performance**	a. ***Client's*** performance is observed and analysed against criteria appropriate to the activity
		b. Strengths and weaknesses are identified
		c. The order in which faults should be corrected is prioritised
		d. ***Information*** and advice necessary to correct each fault is clearly provided to each ***client*** at a time and in a manner appropriate to the individual and the situation
		e. Techniques which contribute to subsequent attempts being more effective are identified and used
		f. Performance improvements are highlighted and further development encouraged
		g. ***Feedback*** highlights developments to reinforce progress and maintain morale, as well as offering constructive criticism
		h. Efforts are made to obtain ***feedback*** from ***clients*** and adjust the program to meet their developing needs and capabilities
		i. Other staff are kept informed of developments
9.	**Prepare clients to conclude the program**	a. Sufficient time is allocated to conclude ***sessions*** at a pace appropriate to the ***clients*** and their level of involvement
		b. The value and reasons for 'cooling down' are clearly explained to ***clients***
		c. ***Clients*** are 'cooled down' effectively under the direct guidance of the instructor or, if appropriate, using their previous experience and knowledge
		d. ***Clients*** are informed of any other suitable activities/exercises which they could undertake to prepare for future ***sessions***
		e. ***Clients*** are allowed sufficient time for further discussion
		f. The time, location and content of future activities are clearly explained to ***clients***
		g. Checks are made to ensure minimal environmental impact has been made to areas/facilities, and that these are left in original or improved conditions
		h. ***Clients*** departure is supervised in a manner appropriate to the situation
		i. ***Equipment*** and ***resources*** are collected and checked
		j. Damage of non-functioning ***equipment*** which the coach is unable to deal with personally is reported to the appropriate authority
		k. Arrangements for security of ***equipment*** and/or the site are correctly carried out

Range of Variables

CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

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. fitness targets b. lifestyle adjustments c. skill performance or technique development targets d. competition/performance targets e. clients aims and priorities
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, and/or 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. **Basic human anatomy and physiology**	a. identification of 　a.1 major bones 　a.2 major bony structures 　a.3 major joints 　a.4 major muscles, their location and primary functions 　a.5 nerves 　a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems 　b.1 bone composition and repair 　b.2 tissue type 　b.3 respiratory 　b.4 cardiovascular 　b.5 nervous
4. **Basic principles of biomechanics**	a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. **Best practice principles of the sport/activity**	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 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
6.	**Client aims and priorities**	a. competition/performance targets b. self-improvement c. fitness targets d. lifestyle adjustments e. comfort/discomfort levels f. psychological g. technical h. tactical i. participation j. social k. performance
7.	**Client well-being**	a. injury status b. psychological status c. emotional status, and/or d. general self-esteem
8.	**Client/s**	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 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.	**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 (eg, tennis racquet) c. personal protective or non-protective clothing or attire d. technical e. audio-visual

11.	**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
12. 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 through demonstrations and explanations
		d.2 through tactile input
		d.3 through self-exploration activity/ies, tasks or projects
		d.4 in writing
		d.5 verbally
13. Information to enable or support the overall program or individual session/s	refers to information which enables the client to	
	a.	complete the activity satisfactorily, enables them to gain maximum benefits, and conforms to the aims and objectives of the session/s
	b.	information enables clients to prepare themselves physically, mentally and emotionally is given sufficiently in advance of the session, or at a time which relates to the identified needs of the client
14. Learning	can be through	
	a.	demonstration and explanation
	b.	collaboration
	c.	self-management
	d.	experimentation
15. 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/client well-being as part of the formative evaluation of training program
	e.	consultation with other personnel or specialists

16. 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
17. 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
18. Sport specific skill/s	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
19. 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
20. 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), and/or b.9 experiential or problem solving approaches
21. Training program to improve skills	a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions b. usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome d. is designed to assist the client improve their technical performance e. usually of an agreed duration, dependent on the performance parameters f. individualised to the client's requirements g. should be developed in accord with the scope of the coaches current competencies h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

CONDUCT, MONITOR AND ADJUST AN INDIVIDUALISED PROGRAM OF TRAINING SESSIONS TO IMPROVE SKILLS

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 individualised training programs designed to improve a client's sport specific skills
		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 Maintain effective communication with the client
			c.2 Conduct a program of training sessions that improves a client's sport specific skill/s
			c.3 Utilise necessary equipment to conduct a session
			c.4 Monitor and adjust training in response to assessments of the client's skill performance and/or well-being
			c.5 Incorporate best practice principles of the specific sport
			c.6 Convey information in a manner that maintains morale and is appropriate to the client's aims and priorities
			c.7 Implement safety procedures and guidelines
			c.8 Identify the client's readiness to undertake an activity and deal with queries/fears related to the activity
			c.9 Provide feedback in a way that maintains client morale and is appropriate to the individual or group
			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 Safely prepare resources, equipment and the environment
			c.13 Implement safety procedures and guidelines, and
			c.14 Adopt different teaching methods and styles in accord with the situation at hand
2.	Interdependent assessment of units	a.	This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):
			a.1 SRX CAI 004A Plan a sport and recreation session for clients
			a.2 SRS COA 002A Plan individualised training programs to improve skills
			a.3 the relevant sport specific unit/s of competency
		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 004A Plan a sport and recreation session for clients
			c.2 SRS COA 002A Plan individualised training programs to improve skills
			c.3 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills
			c.4 the relevant sport specific unit/s of competency
3.	Required knowledge and	a.	Underpinning knowledge
			a.1 Basic human anatomy and physiology

skills		a.2 Basic principles of biomechanics
		a.3 Relevant activity/sport specific knowledge to teach the skills being included in the training program
		a.4 Fundamental principles of skill acquisition
		a.5 Fundamental principles of group management
		a.6 Fundamental principles of growth and development and their relationship with coaching pedagogy
		a.7 National Sport Organisations policies and procedures
		a.8 Employer organisations policies and procedures
		a.9 Knowledge of drills, activities and games to teach the fundamental sport specific skills
		a.10 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport
		a.11 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 communicate effectively in order to receive information from clients during the monitoring stage and then explain to clients the necessary modifications to training sessions
		b.3 Ability to convey and interpret information in order to effectively monitor and adjust training sessions to improve skills
		b.4 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to monitoring and adjusting training sessions to improve skills
		b.5 Ability to apply the sport specific rules and regulations (eg, movement, voice, use of technical aids, judgement, reporting)
		b.6 Ability to provide demonstrations (ie, self, other athletes as models, videos)
		b.7 Ability to analyse skills and break them into their component parts
4. **Resource implications**	a.	Assessment of this competency requires access to a relevant sport 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 2 sessions) one of which should be early in the program and the other towards the end (ie, at least 2 sessions apart) to ensure consistency of performance over the range of variables and contexts applicable to the work environment
	b.	In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including coaches diary and/or instructor records and 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 (ie, not the peers of the learner)
	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

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

SRS COA 004A   EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

COA   Coaching general principles

DESCRIPTION: This unit covers the acquisition of competency to enable the trainee coach to evaluate, analyse and modify the outcomes and delivery of individualised training programs designed to improve a client's sport specific skills. Personnel undertaking this unit would be coaching athletes in a sport specific training and/or competition setting.

ELEMENT	PERFORMANCE CRITERIA
1. **Evaluate the effectiveness of an individualised training program**	a. **Outcomes** of the program are measured and compared with **agreed program objectives** b. The content, structure, balance and processes of the program are evaluated c. **Teaching methods** and **coaching styles** are evaluated d. The contributions of **support personnel** and organisations involved in the activity are evaluated e. The suitability and safety of facilities and **equipment** are evaluated f. **Feedback** is sought from and discussed with **clients** and **support personnel** g. The views of **clients** and **support personnel** are treated with respect h. Program deficiencies are identified
2. **Treatment of results**	a. Results of the **evaluation** process are discussed or shared with other **support personnel** in accord with the **principles of client confidentiality** b. Results of the **evaluation** process are kept in accord with the **principles of client confidentiality**
3. **Identify personal development objectives**	a. Self-evaluation is used to identify personal development objectives 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. Gaps regarding the range and timing the use of various **teaching methods** are identified e. Aspects of **coaching style** to improve on are identified f. Advice is sought from other **support personnel** regarding personnel development objectives
4. **Analyse and modify an individualised training program**	a. The results of the **evaluation** are used to guide future program planning b. Activities, **teaching methods** and/or **coaching styles** that were particularly effective for some individuals are noted for future use c. Activities, **teaching methods** and/or **coaching styles** that were not effective with some **clients** are noted so that they can be modified or avoided in the future d. Activities, **teaching methods** and/or **coaching styles** to be avoided in the future are noted

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills   **SRS COA 004A**

5. **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. Changes to future programs based on the recommendations of the *evaluation* process are agreed with the *client*

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training   SRS COA 004A
programs to improve skills

Range of Variables

EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

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. lifestyle adjustments b. skill performance or technique development targets, and/or c. competition/performance targets d. client aims and priorities
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, and/or 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. **Basic human anatomy and physiology**	a. identification of a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
4. **Basic principles of biomechanics**	a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
5. **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

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills   **SRS COA 004A**

		h. current and past good practice demonstrated by self or peers in the same or similar situation
6.	Client aims and priorities	a. competition/performance targets b. self-improvement c. lifestyle adjustments d. comfort/discomfort levels e. psychological f. technical g. tactical h. participation i. social j. performance
7.	Client/s	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
8.	Coaching style/s	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

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills　　　　　　**SRS COA 004A**

	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
12. Outcomes	are measured through a. demonstration and explanation b. sport/activity specific skill tests c. performance in a competitive situation d. performance under pressure e. ability to cope with greater degree of difficulty f. ability to complete more complex tasks g. formative evaluation
13. 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
14. Records	a. training diaries/logbooks b. attendance and injury record forms c. notes from parents and doctors' notes
15. 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
16. 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
17. Support personnel	a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
18. 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), and/or

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training   **SRS COA 004A**
programs to improve skills

	b.9 experiential or problem solving approaches
19. Training program to improve skills	a. designed to improve the performance of a client/athlete in a recreational activity and/or sporting competitions
	b. usually about 5-10 sessions in duration, but can be shorter or longer depending on: the activity; and/or the aims and priorities of the client/athlete
	c. a sequence of training sessions incorporating the application of the principles of skills acquisition negotiated between the instructor/coach and the client leading to a desired outcome
	d. is designed to assist the client improve their technical performance
	e. usually of an agreed duration, dependent on the performance parameters
	f. individualised to the client's requirements
	g. should be developed in accord with the scope of the coaches current competencies
	h. should refer the client to an appropriate alternative instructor/coach in relation to areas/aspects in which the instructor/coach is not currently competent

Evidence Guide

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EVALUATE, ANALYSE AND MODIFY THE CONDUCT AND OUTCOMES OF INDIVIDUALISED TRAINING PROGRAMS TO IMPROVE SKILLS

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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 individualised training programs designed to improve a client's sport/activity specific skills
		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 an individualised training program
		  c.2 Analyse and modify an individualised training program in response to evaluation
		  c.3 Measure program outcomes and compare them with agreed program objectives
		  c.4 Identify and address program deficiencies are identified
		  c.5 Treat and keep evaluation results in accord with the principles of client confidentiality
		  c.6 Identify personal development objectives
		  c.7 Use self-reflection tools
		  c.8 Identify and address weaknesses in the delivery and or selection of coaching style and teaching methods

2.	**Interdependent assessment of units**	a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):
		  a.1 SRX CAI 004A Plan a sport and recreation session for clients
		  a.2 SRS COA 002A Plan individualised training programs to improve skills
		  a.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills
		  a.4 the relevant sport specific unit/s of competency
		
		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 004A Plan a sport and recreation session for clients
		  c.2 SRS COA 002A Plan individualised training programs to improve skills
		  c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills
		  c.4 the relevant sport specific unit/s of competency

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Basic principles of biomechanics
		  a.2 Basic human anatomy and physiology
		  a.3 Relevant activity/sport specific knowledge to teach the skills being included in the training program
		  a.4 Fundamental principles of skill acquisition
		  a.5 Fundamental principles of group management
		  a.6 Fundamental principles of growth and development and their relationship with coaching pedagogy
		  a.7 National Sport/Activity Organisations policies and procedures
		  a.8 Employer organisations policies and procedures
		  a.9 Policies, procedures and requirements specific to the venue/facility

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills   **SRS COA 004A**

	a.10 Knowledge of drills, activities and games to teach the fundamental sport/activity specific skills a.11 Knowledge of the rules and regulations of the sport and, if applicable, knowledge of the relevant modified rules of the sport a.12 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 receive information from clients during the evaluation stage and then explain to clients the necessary modifications to training programs to improve skills b.4 Ability to convey and interpret information in order to effectively monitor and adjust training sessions of clients to improve skills b.5 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to monitoring and adjusting training programs to improve skills b.6 Ability to provide demonstrations (ie, self, other athletes as models, videos) b.7 Ability to analyse skills and break them into their component parts
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 a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment (ie, an evaluation of at least 3 individualised training programs should be assessed) b. In addition other evidence should be reviewed and witnessed by the assessors as part of the assessment process including coaches diary and/or instructor records and 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 (ie, not the peers of the learner) 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

Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills

SRS COA 004A

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

COMMUNITY DEVELOPMENT

CHCCD

Contents

CHCCD2A   PROVIDE COMMUNITY EDUCATION PROGRAMS

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills required to work with the community to develop and provide education programs on relevant issues.

ELEMENT	PERFORMANCE CRITERIA
1. Develop the education program	a. Program plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group/s b. Appropriate human, financial and physical resources are identified and secured c. Marketing materials are prepared and disseminated to target audience and others as appropriate
2. Deliver the education program	a. Strategies for delivery of the program are developed and implemented to ensure maximum effectiveness b. Education/resource materials appropriate to the context, issue and audience are developed and distributed c. Strategies are implemented to encourage full participation in the program and the expression of views and feelings about its process or content d. Program adjustments are made as required to meet the needs of specific groups e. Feedback on the education program or activity is sought from participants
3. Review the education program	a. The education program is assessed against the planned goals and objectives in accordance with organisational policies and procedures b. Outcomes of program evaluations are discussed with key people and organisations to determine future directions c. Education program outcomes are documented, and where necessary acted on in accordance with organisational procedures

Range of Variables

PROVIDE COMMUNITY EDUCATION PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Assessment and evaluation of the education program**	may include a. use of feedback material b. discussions with stakeholders, organisations and other participants c. discussion with colleagues

2. **Education programs**	may include
	a. programs of varying scope and scale ranging from state wide initiatives, to specific activities
	   a.1 a single event, such as an information stall in a shopping centre
	   a.2 a multi-session education and skill development program
	   a.3 a complex, large-scale series of activities that incorporates diverse but coordinated elements, such as a state-wide education campaign involving mass media information

3. **Key people and organisations**	may include a. target group b. other relevant organisations c. funding bodies d. community support groups e. the media
4. **Marketing materials**	must be a. culturally appropriate
5. **Resources**	may include a. equipment b. staff skills c. time d. space e. venue f. educational materials g. funding

Evidence Guide

PROVIDE COMMUNITY EDUCATION PROGRAMS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the skills required to develop and deliver community education activities 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 Match education activities with community needs and priorities
			c.2 Collaborate and consult with key people and organisations
			c.3 Deliver high quality innovative educational programs
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 Needs assessment and analysis
			a.2 Goals and objectives for programs selected
			a.3 Resource availability for particular programs
			a.4 Strategies and actions needed to achieve goals
			a.5 Organisational policies and procedures for dealing with the media
			a.6 Accountability requirements
			a.7 Resources and support within the community
			a.8 Government funding policies
			a.9 Knowledge of local area
			a.10 Relevant local, state and federal strategies
			a.11 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			a.11.1 alcohol and other drugs
			a.11.2 cultural and linguistic diversity
			a.11.3 risk of self harm
			a.11.4 women
			a.11.5 men
			a.11.6 community education
			a.11.7 Aboriginal and Torres Strait Islanders
			a.11.8 mental health
		b.	Underpinning skills
			b.1 Liaison and networking
			b.2 Communication
			b.3 Research skills
			b.4 Time management
			b.5 Budgeting
			b.6 Report writing
			b.7 Evaluation
			b.8 Presentation

		b.9	Marketing and promotion
		b.10	Negotiation
4.	**Resource implications**	a.	Assessment of this competency requires access to appropriate resources for developing, delivering and evaluating community education programs or access to an appropriately simulated environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider the organisational and individual context within which work takes place
6.	**Context for assessment**	a.	This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment

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

CHCCD3A   MEET INFORMATION NEEDS OF THE COMMUNITY

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills required to work with the community and individuals to identify and address their information needs.

ELEMENT	PERFORMANCE CRITERIA
1. Identify information requirements	a. Appropriate mechanisms are employed to identify the information requirements of the community and specific groups b. Current, accurate and comprehensive information is collected and maintained on a range of relevant issues/ services for the group to ensure the information needs will be met c. Gaps or inadequacies in the information base are identified and strategies are implemented to address them
2. Address information requirements	a. Where possible, existing information sources are accessed to meet individual/community needs b. The adequacy of existing information sources and materials in meeting needs are routinely evaluated c. Where the development of new information materials is needed, options are explored in consultation with users and stakeholders d. When planning the development of new information/materials, all aspects of implementation are addressed, including content, structure and relevance, financial, technological and staffing resourcing and staff training needs e. Strategies are implemented to continuously improve the effectiveness of information materials and systems

Range of Variables

MEET INFORMATION NEEDS OF THE COMMUNITY

VARIABLE STATEMENT	CATEGORIES
1. **Community**	may include a. current users of the organisation's services b. users referred by other organisations c. new target groups d. a geographic region e. special interest groups f. students and researchers g. workers in other organisations
2. **Financial and technological resources required for system**	may include a. directories and databases, manual and electronic b. manual and computerised filing software and hardware c. systems operated within the organisation d. systems operating in other organisations
3. **Information systems**	may refer to a. informal and formal arrangements with government departments and non-government organisations to obtain information b. subscriptions to publications c. material produced and provided by and about other organisations and services d. media e. electronic networking f. the range of different systems across sectors

Evidence Guide

MEET INFORMATION NEEDS OF THE COMMUNITY

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of information systems to enable the identification of the information needs and requirements of the community and the ability to develop new materials 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 Assess the organisation's information needs, analyse current capacity for them to be met, determine requirements for new materials and do appropriate work to develop them
			c.2 Use and maintain a range of information storage systems
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 A range of systems that can be used to obtain information
			a.2 A range of systems that can be used to store and record information
			a.3 Basic project management
			a.4 Preparation, editing, publishing materials/information
			a.5 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			a.5.1 alcohol and other drugs
			a.5.2 cultural and linguistic diversity
			a.5.3 risk of self harm
			a.5.4 women
			a.5.5 men
			a.5.6 community education
			a.5.7 Aboriginal and Torres Strait Islanders
			a.5.8 mental health
		b.	Underpinning skills
			b.1 Literacy adequate to handle and prepare complex written information
			b.2 Use of relevant information system
4.	Resource implications	a.	Assessment of this competency requires access to a workplace or an appropriately simulated environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Consistency in performance should consider requirements of relevant information systems

6. **Context for assessment**   a.   This unit can be assessed in the workplace or in a relevant simulation

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	2

CHCCD4A DEVELOP AND IMPLEMENT COMMUNITY PROGRAMS

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills required to develop community programs to ensure maximum participation.

ELEMENT	PERFORMANCE CRITERIA
1. Develop program parameters	a. Issues of wide community concern are analysed to develop an agency position and to ascertain the need for new program(s) b. Appropriate work is undertaken to ascertain support, capacity for a coordinated effort and factors which will effect provision of services c. Research is undertaken to identify key people, issues to be addressed, possible strategies and options for action d. Appropriate planning and liaison is undertaken including developing concept plans in consultation with relevant communities and stakeholders
2. Design programs with the community	a. A program plan is developed which reflects identified parameters and incorporates an evaluation of a range of program options b. Consultation is undertaken to determine preferred program options particularly in areas of high need or with targeted communities c. Help from participating agencies is sought for implementation arrangements d. Resources are identified and sought
3. Implement programs	a. Where appropriate, pilots are conducted, evaluated and adjustments are made to ensure the program achieves its objectives b. Programs are implemented in accordance with the development plan c. Promotion and marketing strategies are developed and implemented d. Systems and resources for administrative support of community programs are developed and maintained e. Target group is encouraged to participate fully in the program
4. Evaluate programs	a. Program design and outcomes are evaluated according to criteria and specifications identified in the program plan b. Results of evaluation are used for revision and ongoing development c. Interested and/or relevant people are involved in program evaluation

Range of Variables

DEVELOP AND IMPLEMENT COMMUNITY PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. **Community**	may be a. individuals and groups defined by organisation programs and services b. other agencies providing services to individuals and groups c. people with specified needs and interests d. people using the organisation's services/programs e. geographic
2. **Community programs**	may include a. community development activities and strategies b. education and information programs

3. **Consultation strategies**	may include
	a. meetings, seminars, workshops or other forums
	b. interviews
	    b.1 formal
	    b.2 informal
	c. written surveys
	    c.1 questionnaires
	    c.2 letters
	    c.3 submissions
	d. suggestion boxes
	e. alternative communication such as graffiti walls
	f. networks
	g. professional associations
	h. call for submissions

4. **Evaluation of program options**	may include a. projected outcomes to achieve objectives b. cost efficiency and effectiveness c. relevance to high needs and priorities d. scope and coverage e. capacity to evaluate f. availability of resources/skills g. consistency of philosophy h. ethical considerations i. impact on organisation/other services/programs j. personnel/industrial/employment implications k. legislative/statutory/accountability implications
5. **Implementation strategies**	may include a. community/public education, awareness raising b. lobbying and advocacy c. development of new services, opportunities d. developing the capacity of individuals, groups and communities to meet their own needs and objectives e. non violent direct action f. participatory action research g. development of new businesses or employment opportunities h. health promotion, development of healthy communities/attitudes and environmental causes of ill health

		i. development of community resources and facilities
		j. development of recreation/entertainment
		k. adjustments to existing programs/services to make them more accessible to young people
		l. strategies to increase access to facilities, services
		m. decision making including cost, physical, information
		n. public processes
6.	**Promotion and marketing strategies**	may include
		a. letters by fax, mail, or any other means of transmission
		b. newsletters/journals
		c. internal organisation communication, eg, internal memos, minutes of meetings
		d. artwork, graphics
		e. reports, discussion papers, briefing papers
		f. brochures, fliers and written advertisements
		g. posters
		h. audio and audio-visual productions
		i. performing arts presentations
		j. verbal/public presentations
		k. meetings, seminars, workshops and forums
		l. print or telecommunications media
7.	**Resources**	may include
		a. information
		b. knowledge/skills
		c. equipment and materials
		d. facilities, buildings, transport
		e. organisational structures, networks
		f. sector/regional networks
		g. access to decision makers
		h. management support
		i. personnel
		j. money
8.	**Stakeholders**	may include
		a. residents within a community
		b. businesses within or related to a community
		c. advocacy and special interest groups
		d. decision makers and community leaders
		e. individuals, groups and communities affected by issues or strategies
		f. owners or managers of resources required
		g. grants/funding agencies
		h. government and non-government organisations
		i. peak bodies
		j. colleagues and collaborators

Evidence Guide

DEVELOP AND IMPLEMENT COMMUNITY PROGRAMS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of developing effective community programs and managing programs to ensure maximum participation 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 Effectively manage community programs through the application of current accepted best practice

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 The cultures, concerns, beliefs and aspirations of the community in question
			   a.2 The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
			   a.3 The impact of cultural and community attitudes within that community
			   a.4 The implications of differences in attitudes and values
			   a.5 Community development as a social change strategy
			   a.6 Decision making structures and processes at organisation, community, regional and system level
			   a.7 Relevant legislation and public policies
			   a.8 Social, community and youth issues
			   a.9 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			      a.9.1 alcohol and other drugs
			      a.9.2 cultural and linguistic diversity
			      a.9.3 risk of self harm
			      a.9.4 women
			      a.9.5 men
			      a.9.6 community education
			      a.9.7 Aboriginal and Torres Strait Islanders
			      a.9.8 mental health
			
			b. Underpinning skills
			   b.1 Research and consultation
			   b.2 Application of a range of community development approaches
			   b.3 Coordination of people, processes and information
			   b.4 Analysis of data, information and relationships
			   b.5 Advocacy
			   b.6 Provision of support to a diverse range of people/organisations
			   b.7 Conflict resolution/negotiation and mediation
			   b.8 Cross cultural communication and negotiation

		b.9	Verbal and written communication
		b.10	Analysis of complex issues
		b.11	Literacy adequate to prepare a range of resource material appropriate to the target group
		b.12	Working with and through community leaders
4.	**Resource implications**	a.	Assessment of this competency requires access to an appropriate workplace or an environment that effectively simulates workplace and community conditions
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider specific program and community requirements
6.	**Context for assessment**	a.	This unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community

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	2	2

CHCCD5A   DEVELOP COMMUNITY RESOURCES

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills required when working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

ELEMENT	PERFORMANCE CRITERIA
1. Assess community resource requirements	a. Resource requirements are identified through consultation with networks and key people and organisations b. Existing community resources available are researched and assessed for their capacity to meet needs of the group c. Strategies are developed to address gaps in available resources d. Priorities are determined according to organisational policy and procedures
2. Develop and acquire resources	a. Strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations b. Resources are developed in consultation with key people c. All relevant organisational processes and procedures are followed to ensure endorsement and guarantee implementation
3. Facilitate community access to resources	a. Availability of resources are publicised to target group, key people and organisations to encourage participation in activities b. Resources are made available to all users as required in accordance with organisational procedures c. Resources are reviewed regularly to ensure usefulness and currency

Range of Variables

DEVELOP COMMUNITY RESOURCES

VARIABLE STATEMENT	CATEGORIES
1. **Key people and organisations**	may include a. government and non-government organisations b. the service's networks c. staff d. committee of management e. specialist organisations

2. **Resources**	may include
	a. information
	b. education
	c. databases
	d. library
	  d.1 paper-based
	  d.2 electronic
	e. finances
	f. equipment and materials
	g. skills and expertise
	h. capital assets
	i. technology

3. **Sources for addressing resource gaps**	may include a. external grants b. commercial fund-raising c. internal allocations d. other services/agencies e. donations f. exchanges g. sharing
4. **Strategies for addressing resource gaps**	may include a. grant submissions b. commercial enterprise c. fee for service d. internal reallocation e. internal cross subsidies f. sponsorship/donations g. exchanges/sharing/pooling

Evidence Guide

DEVELOP COMMUNITY RESOURCES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of community needs to enhance the development of appropriate and effective resources 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 community needs and match a range of appropriate resources to meet those needs
			c.2 Demonstrate the capacity to operate within specific communities or across a number of groups
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 A range of systems that can be used to obtain, store and record information
			a.2 A range of resource media
			a.3 Organisational strategic plan
			a.4 Organisational resourcing policies and procedures
			a.5 Key people and organisations
			a.6 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			a.6.1 alcohol and other drugs
			a.6.2 cultural and linguistic diversity
			a.6.3 risk of self harm
			a.6.4 women
			a.6.5 men
			a.6.6 community education
			a.6.7 Aboriginal and Torres Strait Islanders
			a.6.8 mental health
		b.	Underpinning skills
			b.1 Basic project management
			b.2 Networking
			b.3 Information management
			b.4 Information presentation
			b.5 Negotiation techniques
			b.6 Design and preparation of materials including relevant information technology
4.	Resource implications	a.	Assessment of this competency requires access to an appropriate workplace or community or accurately simulated environment
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5.	Consistency in performance	a.	Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace
6.	Context for assessment	a.	This unit should be assessed on the job or through simulation

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	3

CHCCD11A   PROVIDE ADVOCACY AND REPRESENTATION

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills required to represent the interests of the community and/or the community services industry. Representation will include the development of community representative and industry participative roles and positions in decision making forums.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish the representative role and process**	a. Role, processes and conditions of representation are identified in consultation with individuals and key groups b. The support of key people is sought c. Requirements for reporting are determined and implemented
2. **Participate in decision making forums**	a. Relevant interests and concerns to be pursued are identified in accordance with organisational priorities b. Work is undertaken to provide a framework for pursuing promotion of relevant interests c. Opportunities to reflect, promote and represent relevant interests are created and responded to routinely within work role d. The potential impact of the development and decisions is calculated and assessed in terms of objectives and priorities e. Progress and other reports and feedback are provided to key people according to organisation requirements
3. **Negotiate outcomes and liaise with key people**	a. Appropriate strategic alliances are identified and developed b. Collaborative planning and action is promoted and supported c. Potential areas of conflict are identified and strategies implemented to address them d. Purpose and objectives are clearly determined and promoted e. Appropriate work is undertaken with organising committees and board of management to maximise effectiveness
4. **Evaluate effectiveness of strategies**	a. Actual work outcomes are analysed and reported against agreed objectives b. Adjustments to strategy are implemented according to the evaluation

Range of Variables

PROVIDE ADVOCACY AND REPRESENTATION

VARIABLE STATEMENT	CATEGORIES

1. **Conditions of representation**	may include
	a. authorisation, accountability and protocol
	b. consultation and delegations
	c. resources
	d. terms of reference
	e. scope, scale and parameters
	f. role of key people
	g. existing community structures, systems, networks, processes
	h. development of an industry position
	i. requirements of industry mechanisms including
	    i.1 formal and informal networks
	    i.2 advisory/steering/reference committees
	    i.3 publications
	    i.4 conferences/seminars
	    i.5 training
	    i.6 education
	    i.7 formal representative positions

2. **Developments**	may include a. social/political/economic/industrial changes b. within and outside the organisation structures c. government policy d. ideology e. education f. research findings g. community change
3. **Key people**	may include a. experts b. policy/decision makers c. resource managers d. media e. researchers f. trainers g. teachers h. community leaders
4. **Opportunities**	may include a. events b. publicity c. committee membership d. public presentations e. media f. policy development g. special meetings/delegations
5. **Representative roles**	may include a. advancing the interests of the community through decision making forums b. action taken to influence decision making processes

	c. developing and promoting the interests of the community services industry in a wide range of public forums where industry may include
	    c.1 organisations
	    c.2 programs
	    c.3 services
	    c.4 agencies
	    c.5 industrial representatives
	    c.6 consumers
	    c.7 researchers
	    c.8 training/education

6. Support	may be sought for a. development of consultation and accountability structures b. development of industry positions

Evidence Guide

PROVIDE ADVOCACY AND REPRESENTATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of effectively representing the interests of the community and/or the community services industry 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 Effectively represent individual and group concerns and interests within the organisation, the community and the community services industry
			c.2 Participate in a range of decision making forums
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 Social/economic/industrial policy and related theory
			a.2 Industry and government processes
			a.3 Community consultation and decision making processes
			a.4 Power structures and relationships in the community
			a.5 Community development models
			a.6 Nature and structure of the community services industry
			a.7 Social/economic/industrial legislation
			a.8 Processes and structures relevant to organisational goals and objectives or work role
			a.9 Industry culture
			a.10 Models of negotiation
			a.11 Research methods
			a.12 Models of management/leadership
			a.13 Complex cultural awareness
			a.14 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			a.14.1 alcohol and other drugs
			a.14.2 cultural and linguistic diversity
			a.14.3 risk of self harm
			a.14.4 women
			a.14.5 men
			a.14.6 community education
			a.14.7 Aboriginal and Torres Strait Islanders
			a.14.8 mental health
		b.	Underpinning skills
			b.1 Research
			b.2 Negotiation
			b.3 Presentation
			b.4 Complex communication

		b.5	Strategic planning and outcomes measurement
		b.6	Consultation
		b.7	Leadership/management
4.	**Resource implications**	a.	Assessment of this competency requires access to an appropriate workplace or community or to an environment where an accurate simulation can be undertaken for assessment purposes
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider the range of situations under which workers will provide advocacy and representation
6.	**Context for assessment**	a.	This unit can be assessed in the workplace, in the community or in relevant simulation

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

CHCCD14A   IMPLEMENT A COMMUNITY DEVELOPMENT STRATEGY

CD   Community development

DESCRIPTION: This unit covers the knowledge and skills to work with individuals and in the community to facilitate public awareness and resolution of issues.

ELEMENT	PERFORMANCE CRITERIA
1. **Work with individuals to identify issues**	a. Appropriate interpersonal skills are used routinely with individuals to ensure that their story is heard and understood and to test that there is common understanding b. Responses to individual concerns are responded to in a manner which shows respect and a commitment to assist in the resolution of individual concerns c. Appropriate referrals are provided to assist resolution of other personal issues d. Appropriate facilitation is provided to seek agreement on how to proceed so individual issues will be resolved e. Barriers to moving private concerns into public action are identified and addressed
2. **Work with individuals and groups to establish cooperative processes**	a. Assessment is undertaken of relevant models of work to ensure individual and group needs will be met b. Appropriate work is undertaken to identify and establish mechanisms and actions to address common issues c. A range of opportunities is organised to gain community participation including through organisation of public meetings d. Appropriate work is undertaken with the group to facilitate the development of common goals and coordinated strategies so their issues will be addressed e. A range of appropriate interpersonal skills are employed to motivate the group to work cooperatively f. Work is undertaken to involve key people in planning, implementing and evaluating strategies for community involvement g. Advice and information is provided to the group as required to ensure they are fully informed about relevant issues and opportunities h. All reporting requirements are met in accordance with organisational procedures
3. **Support group processes**	a. Available resources are identified and accessed to ensure success of group /community meetings and other cooperative processes b. Appropriate work is undertaken to implement operational arrangements which will facilitate groups meetings and enhance outcomes c. Appropriate levels of support within the defined work role is provided to maintain group processes and to facilitate achievement of identified outcomes by the group d. Work is undertaken to ensure that feedback on the effectiveness of group processes is collected and provided to the group to enable improvement and change as required e. Assistance is provided to the group to access additional assistance and resources as required

Range of Variables

IMPLEMENT A COMMUNITY DEVELOPMENT STRATEGY

VARIABLE STATEMENT	CATEGORIES
1. **Issues and concerns**	may include a. employment b. housing c. financial support d. access to education and training e. health f. child care g. community issues such as domestic violence, aged care, disability services
2. **Key people**	may include a. advocacy groups b. policy and decision makers in the specific community c. individuals, groups or communities most likely to be affected by strategies or action plans d. community leaders e. people with formal and informal representative roles f. community elders g. council members
3. **Operational arrangements**	include a. legal framework for operation b. funding arrangements c. models for operation d. decision making arrangements e. baby sitting f. vouchers g. location h. location i. advertising/promotion
4. **Opportunities for groups to participate**	include a. activities at service delivery, program, operative and management levels b. formal and informal systems c. promotion d. support meeting e. focus groups on relevant issues f. community meetings
5. **Referrals**	may be a. both inside and outside the organisation b. to other workers, service providers or organisations c. to specialist services
6. **Resources**	may include a. skills/administrative support b. physical, transport, venues, material, equipment c. provision of training d. financial

	e. equipment f. staff skills and time g. provision of facilities h. educational materials i. funding j. personnel
7. Strategies	may include a. establishment of advocacy groups b. promotion activities c. development of community facilities d. increasing access to facilities, services or decision making e. lobbying

Evidence Guide

IMPLEMENT A COMMUNITY DEVELOPMENT STRATEGY

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of identifying individual concerns, facilitating public awareness and resolution of issues 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 capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
			c.2 Develop and maintain public processes to address common issues
			c.3 Work with key people or stakeholders in the community
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 Community development principles and practices
			a.2 The community profile
			a.3 Structure, processes and characteristics of the organisation
			a.4 Funding sources and their policies and strategies for encouraging community input and participation
			a.5 Relevant local, state and federal strategies/legislation
			a.6 Community processes and protocols
			a.7 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including
			a.7.1 alcohol and other drugs
			a.7.2 cultural and linguistic diversity
			a.7.3 risk of self harm
			a.7.4 women
			a.7.5 men
			a.7.6 community education
			a.7.7 Aboriginal and Torres Strait Islanders
			a.7.8 mental health
		b.	Underpinning skills
			b.1 Research
			b.2 Project/program evaluation
			b.3 Budgeting
			b.4 Negotiation, liaison, networking
			b.5 Group facilitation
4.	**Resource implications**	a.	Assessment of this competency requires access to appropriate structures, people or organisations for assessment purposes

		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	The individual and organisational context within which the work takes place should be considered
6.	**Context for assessment**	a.	This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

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	3	2	3	2

COMMUNITY RECREATION DEVELOPMENT

CRD

Contents

SRC CRD 001A   ACCESS INFORMATION FOR COMMUNITY RECREATION

CRD   Community recreation development

DESCRIPTION: This unit covers the knowledge and skills required to identify and source information and resources to facilitate community recreation.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify *information* and *resources* required for community recreation**	a. Knowledge is obtained from clients and colleagues to correctly identify type of *information* and *resources* required to meet client and/or organisation needs
2. **Identify *sources of information* and *resources* relevant to community recreation**	a. The roles and functions of the various relevant ***community organisations and agencies*** are identified b. ***Informal and/or formal research*** is used to obtain knowledge of the *resources* available c. Records are maintained to enable ease of access and retrieval of *information*
3. **Access *information* and *resources* to meet identified needs**	a. Specific *information* and/or *resources* are accessed to facilitate community recreation activities b. *Information* to assist effective work performance within the industry is obtained, including ***community recreation specific information*** and key ***State and Federal legislation***

Range of Variables

ACCESS INFORMATION FOR COMMUNITY RECREATION

VARIABLE STATEMENT	CATEGORIES
1. **Community**	may include a. individuals and groups defined by organisation programs and services b. other agencies providing services to individuals and groups c. people with specified needs and interests d. people using the organisation's services/programs e. geographic location
2. **Community organisations and agencies**	may include a. community services organisations b. health and welfare agencies c. entertainment and arts groups d. service clubs e. local government authorities f. recreation and sport organisations/clubs g. commercial recreation providers h. cultural organisations i. community activity groups
3. **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 j. accessing existing database systems
4. **Information**	a. nature and extent of services b. nature of relationships between sectors/providers c. roles and functions of key industry bodies
5. **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 the internet h. personal observations and experience
6. **Resources**	a. facilities b. equipment c. finance d. personnel e. promotion

| 7. | **State and Federal legislation** | a. consumer protection
b. duty of care
c. equal employment opportunity
d. equal opportunity and anti-discrimination
e. workplace relations
f. public health regulations
g. child protection |

Evidence Guide

ACCESS INFORMATION FOR COMMUNITY RECREATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of accessing community recreation information and resources 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 Provide an overview of relevant organisations and agencies in the local community
			c.2 Identify relevant potential sources of resources and information
			c.3 Apply researched information to access resources to meet client/organisation 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 Nil
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRC CRO 001A Assist with recreation games not requiring equipment
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Organisation's objectives, policies and procedures
			a.2 Information sources within the local community
		b.	Underpinning skills
			b.1 Basic research skills to identify relevant community sources of information and resources
			b.2 Literacy skills in regard to record keeping
			b.3 Interpersonal communication skills to deal with clients and colleagues
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 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	-	-	-	-	-

SRC CRD 002A   APPLY THE PRINCIPLES OF COMMUNITY DEVELOPMENT TO COMMUNITY RECREATION WORK

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to understand and apply the principles of community development in a community recreation work environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare to undertake *work* in community recreation**	a. Agreement with sponsoring organisation is arranged, if required b. Organisation policy on *volunteering/paid staff* is obtained and reviewed c. The *roles of a volunteer/paid staff* within the organisation or project are identified and understood
2. **Operate within a community development framework**	a. All *work* undertaken reflects a current working knowledge and understanding of community development philosophies and principles b. All *work* undertaken reflects a commitment to empowering individuals to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share similar concerns and issues c. All *work* undertaken is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society d. All *work* undertaken reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts
3. **Meet duty of care and legal responsibilities**	a. All *work* undertaken reflects an understanding and compliance with relevant local, national and international *statutory and legislative obligations* b. All *work* undertaken reflects an application of accepted industry standards of *ethical practice*, the principles of social justice, human rights, anti discrimination and confidentiality c. All *work* undertaken reflects practices to address *issues of difference and diversity*, relevant occupational health and safety and equal employment opportunity principles and practices and practices which protect confidentiality
4. **Provide a non-discriminatory service**	a. All *work* undertaken reflects the application of processes which aim to minimise the impact of own personal biases and experiences b. All *work* undertaken reflects respect and understanding of individual differences c. All *work* undertaken reflects recognition of the positive contribution of diversity in the community d. *Work* processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals
5. ***Work* within policies and procedures to meet client needs and organisation objectives**	a. Appropriate interpersonal skills are employed to determine client needs b. The capacity of the organisation to address identified individual needs is assessed c. *Appropriate referrals* are provided both within and outside the organisation to ensure individual needs will be addressed d. All *work* undertaken reflects knowledge and understanding of a client -

focused approach

e.   ***Work*** practices and procedures adhere to the requirements of the organisation's policy on ***volunteering/paid staff***

f.   Allocated tasks are carried out effectively and on time

Range of Variables

APPLY THE PRINCIPLES OF COMMUNITY DEVELOPMENT TO COMMUNITY RECREATION WORK

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate referrals**	include a. to appropriate person within own organisation b. to an existing activity or program c. to external agencies/organisations or individuals d. to external activities/programs
2. **Ethical practices**	include those relating to a. professional relationships b. financial management c. information collection, storage and dissemination d. operation of community recreation organisations

3. **Issues of difference and diversity**	include
	a. language
	b. culture and cultural practices relating to
	    b.1 religion/spiritual observances
	    b.2 family relationships
	    b.3 status/protocol
	    b.4 ceremonies/celebrations
	    b.5 prohibition/taboos
	c. social
	d. economic
	e. physical
	f. health

4. **Relevant legislative and statutory obligations**	includes those relating to a. consumer protection b. duty of care c. equal employment opportunity d. anti-discrimination e. workplace relations f. industrial relations
5. **Role as a volunteer/paid staff**	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 x. support person
6. Work	includes a. voluntary and paid work

Evidence Guide

APPLY THE PRINCIPLES OF COMMUNITY DEVELOPMENT TO COMMUNITY RECREATION WORK

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of being able to communicate with individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker in the work environment
		b.	Assessment of performance should be over a period of time covering all categories of range of variables statements that are applicable in the learner's environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Demonstrate the application of community development principles and practices to community recreation work
		c.2	Ensure the learner's work practices and procedures comply with the requirements of the organisation policy on volunteers/paid staff
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 economic and social issues impacting on the recreation industry
		a.2	Philosophy and accepted practices of work area
		a.3	Own biases and personal history related to work area
		a.4	Strategies for addressing individual differences
		a.5	Legal and organisational requirements relating to duty of care, confidentiality and ethical practices
		a.6	Principles and practices of community development work
		a.7	Policies of community recreation organisation
		a.8	Roles undertaken by volunteers in the sport and recreation industry
		a.9	Knowledge of client focused approach
		a.10	Depending on the work role, specific knowledge of particular groups or issues may be required, including
		a.10.1	alcohol and other drugs
		a.10.2	cultural and linguistic diversity
		a.10.3	risk of self harm
		a.10.4	women
		a.10.5	men
		a.10.6	Aboriginal and Torres Strait Islander peoples
		a.10.7	mental health
		a.10.8	age
		a.10.9	disability
		a.10.10	sexuality
		b.	Underpinning skills
		b.1	Questioning/listening techniques to elicit information
		b.2	Interpersonal communication skills to deal with clients and

			colleagues
		b.3	Ability to refer clients to appropriate person, program or agency
4.	**Resource implications**	a.	Assessment of this competency requires access to a workplace or to an environment that accurately simulates the workplace
		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
		b.	Consistency in performance should consider the worker's role and responsibilities in the workplace
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
1	2	1	1	-	-	-

SRC CRD 003A   PROMOTE ACCESS, EQUITY AND DIVERSITY IN COMMUNITY RECREATION

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to apply the principles of equity and access in a community recreation work environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the issues of people from *specific communities***	a. The details of individual and group issues of the people from *specific communities* are identified through appropriate research and consultation b. The values and structures of the *specific community* as they impact on individuals and groups are identified
2. **Identify particular requirements of people from *specific communities* in a recreation context**	a. *Historical, cultural or physical factors* which affect the access of people from *specific communities* to recreation are identified b. *Historical, cultural or physical factors* which affect the participation of people from *specific communities* to recreation are identified
3. **Respond to particular requirements of people from *specific communities* in a recreation context**	a. All work undertaken reflects understanding and application of the principles of social justice, advocacy, human rights, anti discrimination and confidentiality, practices to address cross cultural issues, relevant equitable access principles and practices, including occupational health, safety and welfare and equal employment opportunity and practices which protect confidentiality b. *Communication* skills are appropriate to the requirements of the individual client/group c. Where appropriate, strategies or activities are used to comply with the requirements of people from *specific communities* where appropriate d. The specific safety and medical considerations of the individual client/group are monitored e. Modifications are made to the recreation activity or environment to meet the requirements of people from *specific communities*

Range of Variables

PROMOTE ACCESS, EQUITY AND DIVERSITY IN COMMUNITY RECREATION

VARIABLE STATEMENT	CATEGORIES
1. **Communication**	must take into account a. age b. preferred method of communication c. physical or cultural factors d. sensory or intellectual impairment, eg, vision or hearing loss

2. **Historical, cultural or physical factors**	a. cultural values
	b. family structures
	    b.1 extended family responsibilities
	    b.2 family ideals
	c. religious beliefs
	d. place of recreation within
	    d.1 culturally and linguistically diverse communities
	    d.2 Australian community
	e. impact of disability on participation
	f. communication strategies
	g. level of literacy and numeracy
	h. transport
	i. income
	j. confidence
	k. support services

3. **Specific communities**	may relate to a. cultural and linguistic diversity b. low income c. gender d. sexuality e. age f. general health g. alcohol and other drugs abuse h. disability, including mental illness i. location, eg, urban, rural and remote j. income k. family systems l. religion

Evidence Guide

PROMOTE ACCESS, EQUITY AND DIVERSITY IN COMMUNITY RECREATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of inclusive practices to promote access, equity and diversity in community recreation
		b.	Assessment of performance should be over a period of time covering at least three categories within the specific communities' context and all other range of variables statements that are applicable in the learner's environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Identify preferred communication methods of individuals or groups from specific communities
		c.2	*Identify historical, cultural or physical factors* which affect the access and participation of people from *specific communities*
		c.3	Determine and implement strategies to overcom*e cultural or physical factors* which affect the access and participation of people from *specific communities*
		c.4	Work effectively with a specific group, validated by community acceptance and the impact of work undertaken
		c.5	Apply all relevant anti-discrimination and equal opportunity legislation
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	SRC CRD 004A Facilitate community development through recreation initiatives
3.	Required knowledge and skills	a.	Underpinning knowledge
		a.1	Anti-Discrimination and Equal Opportunity legislation
		a.2	Relevant modified equipment and activities
		a.3	Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
		a.4	Depending on the work role, specific knowledge of particular groups or issues may be required, including specific requirements of
		a.4.1	people with a disability, including people with a mental illness
		a.4.2	Indigenous people
		a.4.3	people from diverse cultural and linguistic backgrounds
		a.4.4	alcohol and other drugs
		a.4.5	rural/remote environment
		a.4.6	gender
		a.4.7	age
		a.4.8	low income
		a.4.9	religion
		a.4.10	sexuality
		a.4.11	family
		b.	Underpinning skills
		b.1	Written and verbal communication skills in order to effectively

			communicate with people from specific communities
		b.2	Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people from specific communities
		b.3	Interpersonal skills in order to build rapport with people from specific communities
4.	**Resource implications**	a.	Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, and facilities in a community recreation setting
		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
		b.	The candidate must be able to demonstrate competence in working with at least three groups from specific communities over a number of assessment situations
		c.	Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
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	1	1

SRC CRD 004A   FACILITATE COMMUNITY DEVELOPMENT THROUGH RECREATION INITIATIVES

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to apply community development principles to a recreation context.

ELEMENT	PERFORMANCE CRITERIA
1. **Develop the *recreation initiative* in conjunction with the community**	a. The *recreation initiative* is developed in consultation with *key people* and *community organisations* and identifies priorities and desired outcomes to address issues and needs of *target group* b. The *recreation initiative* is developed in line with *organisation* objectives and policies c. Appropriate human, financial and physical *resources* to implement the *recreation initiative* are identified and secured d. *Marketing materials* are prepared and disseminated to *target audience* and others as appropriate
2. **Deliver the *recreation initiative***	a. Strategies for delivery of the *recreation initiative* are developed and implemented to ensure maximum effectiveness b. Strategies are implemented to encourage full participation in the *recreation initiative* and the expression of views and feelings about its process or content c. Adjustments are made as and when required to meet the needs of *target groups* d. Feedback on the *recreation initiative* is actively sought from participants
3. **Review the *recreation initiative* in conjunction with the community**	a. The *recreation initiative* is assessed against planned goals and objectives and in accordance with *organisational* policies and procedures b. The outcomes of evaluation of the *recreation initiative* are discussed with *key people* and *organisations* to determine future directions

Range of Variables

FACILITATE COMMUNITY DEVELOPMENT THROUGH RECREATION INITIATIVES

VARIABLE STATEMENT	CATEGORIES
1. **Assessment and evaluation**	may include a. use of feedback material b. discussions with stakeholders, organisations and other participants c. discussion with colleagues
2. **Community organisations**	may include a. community services organisations b. health and welfare agencies c. entertainment and arts groups d. service clubs e. local government authorities f. recreation and sport organisations/clubs g. commercial recreation providers h. cultural organisations i. community activity groups
3. **Key people**	may include a. target group b. other relevant organisations c. funding bodies d. community support groups e. the media
4. **Marketing materials**	must be a. culturally appropriate
5. **Recreation initiative**	may include a. recreation, sport and cultural participation activities b. events c. promotional activities, such as an information stall in a shopping centre d. information or educational resources
6. **Resources**	a. facilities b. equipment c. finance d. personnel e. transport and related logistical requirements
7. **Target group**	may include a. individuals and groups defined by organisation programs and services b. other agencies providing services to individuals and groups c. people with specific needs and interests d. people using the organisation's services/programs e. geographic location

Evidence Guide

FACILITATE COMMUNITY DEVELOPMENT THROUGH RECREATION INITIATIVES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of application of community development principles using recreation as a tool
		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 Match recreation initiative with community needs and organisation objectives
		   c.2 Collaborate and consult with key people and organisations within the community
		   c.3 Work within organisation policy and procedures

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 objectives, policies and procedures
		   a.2 Sources of information on client needs and expectations in order to effectively plan a recreation initiative for clients
		   a.3 Resource availability within organisation
		   a.4 Resources and support within the community
		   a.5 Activity specific knowledge of identified recreation activities
		
		b. Underpinning skills
		   b.1 Basic research skills to identify relevant community sources of information and resources
		   b.2 Organisational skills to coordinate resources necessary for recreation initiative
		   b.3 Communication skills in order to determine client needs

4.	**Resource implications**	a. Assessment of this competency requires access to clients and the appropriate resources for the implementation of a recreation initiative 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 groups, client needs and program contexts from the range of variables 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
2	1	2	1	-	1	-

SRC CRD 005A APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to respond effectively to volunteers in a recreation organisation or environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the issues in relation to *volunteers***	a. The details of individual and group issues in relation to volunteers are identified through appropriate research and consultation b. Societal trends that impact on *volunteers* and *volunteering* are identified
2. **Identify particular requirements of *volunteers* in a recreation organisation context**	a. Reasons why organisations involve *volunteers* in their operations are identified b. Appropriate *roles for volunteers* within an organisation or project are identified and documented c. *Factors which affect the participation* of *volunteers* in recreation are identified d. *Motivations* of *volunteers* and *for volunteering* are determined
3. **Respond to particular requirements of *volunteers* in a recreation organisation context**	a. Organisation policy is translated into procedures that address *factors affecting participation* and meet both organisation needs and *volunteer motivations* b. Lines of communication and information sharing are identified c. Suitable working conditions and resources are sourced to meet *volunteer job role* requirements d. Record keeping systems are utilised for storage of *volunteer* records

Range of Variables

APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING

VARIABLE STATEMENT	CATEGORIES
1. **Factors which affect participation**	a. cultural values b. extended family responsibilities c. religious belief d. ability to meet organisation needs of volunteer role e. disability f. level of literacy and numeracy g. transport h. confidence i. motivation for volunteering j. time available
2. **Motivation for volunteering**	a. socialisation b. enjoyment c. loyalty d. desire to do something different e. support of family members and/or friends 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
3. **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 x. support person

y.   first aid
z.   medical staff

Evidence Guide

APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of addressing volunteer issues and needs 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 learner's environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Ensure the learner's work practices and procedures address the requirements of the organisation's volunteers in accordance with organisation policy
		   c.2 Distinguish between appropriate and inappropriate tasks for volunteers within an organisation
		   c.3 Understand the motivational patterns of volunteers and address factors that may limit their contribution 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 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 Anti-Discrimination and Equal Opportunity legislation
		   a.2 Social, political, cultural, historical issues that affect volunteering
		   a.3 Contribution made by volunteers to the sport and recreation industry
		   a.4 Motivational patterns of volunteers
		
		b. Underpinning skills
		   b.1 Written and verbal communication skills in order to effectively communicate with volunteers
		   b.2 Ability to analyse and interpret information appropriate to determine strategies to overcome factors which affect the participation of volunteers
		   b.3 Interpersonal skills in order to build rapport with volunteers

4.	**Resource implications**	a. Assessment of this competency requires access to genuine volunteers, ie, not the peers of the learner, in a community recreation setting 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 b. The candidate must be able to demonstrate competence in working with volunteers over a number of assessment situations and through a number of assessment tools
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	1	1

SRC CRD 006A   IMPLEMENT COMMUNITY INCLUSION PROCESSES FOR PEOPLE WITH A DISABILITY

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to assist people with a disability to maximise their participation in recreation activities.

ELEMENT	PERFORMANCE CRITERIA
1. **Plan community support in conjunction with *people with a disability***	a. Individual preferences are identified b. Individual's current skills are determined and opportunities which provide maximum chance of success are identified c. Information on options and services available are provided to *people with a disability* d. Support requirements of *people with a disability* are identified e. Appropriate *communication styles* are utilised
2. **Empower *people with a disability* to *communicate* their needs and choices**	a. Positive images of *people with a disability* are used to ensure positive interactions b. *People with a disability* are assisted to develop their personal networks c. Information and resources to facilitate participation in recreation activities of *people with a disability,* including assistive technology, is provided d. Strategies which respect difference are utilised in *communications* e. Effective environments for empowering *people with a disability* are identified and established
3. **Assist *people with a disability* to establish relationships with key people**	a. Key people and organisations that can assist *people with a disability* are identified b. Roles and responsibilities of these people and their organisations are clearly communicated to *people with a disability,* including reasonable community expectation c. Strategies to develop and maintain relationships with key people are provided on an individual basis
4. **Apply strategies for linking *people with a disability* to recreation opportunities**	a. Opportunities to develop supportive connections are created b. Potential and real *barriers to participation* are identified and effective strategies to address them are implemented c. The strategies utilised to link *people with a disability* to recreation opportunities are monitored and reviewed d. Further strategies to maximise independence and inclusion are developed e. Opportunities beyond the program/activity are identified and communicated to *people with a disability*

Range of Variables

IMPLEMENT COMMUNITY INCLUSION PROCESSES FOR PEOPLE WITH A DISABILITY

VARIABLE STATEMENT	CATEGORIES

1. **Barriers to participation**	a. cultural values
	b. family structures
	    b.1 extended family responsibilities
	    b.2 family ideals
	c. religious beliefs
	d. place of recreation within
	    d.1 culturally and linguistically diverse communities
	    d.2 Australian community
	e. impact of disability on participation
	f. communication strategies
	g. level of literacy and numeracy
	h. transport
	i. income
	j. confidence
	k. support services available

2. **Communication styles**	should be appropriate to the person's a. age b. preferred method of communication c. physical or cultural factors d. sensory or intellectual impairment, eg, vision or hearing loss

3. **People with a disability**	needs and requirements will vary according to
	a. type of disability
	    a.1 physical
	    a.2 sensory
	    a.3 intellectual
	    a.4 psychiatric
	b. factors such as
	    b.1 cultural and linguistic diversity
	    b.2 rural/remote environment
	    b.3 income
	    b.4 gender
	    b.5 sexuality
	    b.6 age
	    b.7 family systems
	    b.8 religion

Evidence Guide

IMPLEMENT COMMUNITY INCLUSION PROCESSES FOR PEOPLE WITH A DISABILITY

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge and application of inclusive practices to improve the access of people with a disability to recreation opportunities
		b.	Assessment of performance should be over a period of time covering all range of variables statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Identify preferred communication styles of people with a disability
			c.2 Identify barriers which affect the access and participation of people with a disability
			c.3 Determine and implement strategies to overcome barriers which affect the access and participation of people with a disability
			c.4 Assist people with a disability to establish relationships with key people
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 SRC CRO 010A Conduct a recreation program for people with a disability
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Anti-Discrimination and Equal Opportunity legislation
			a.2 Relevant modified equipment and activities
			a.3 Community organisations, services and activities that provide recreation opportunities
			a.4 Social, political, cultural, historical issues that affect or are relevant to people with a disability
			a.5 Barriers which affect the access and participation of people with a disability
			a.6 Strategies to overcome barriers which affect the access and participation of people with a disability
			a.7 Community inclusion principles
		b.	Underpinning skills
			b.1 Written and verbal communication skills in order to effectively communicate with people with a disability
			b.2 Application of the Disability Discrimination Act
			b.3 Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people with a disability
			b.4 Interpersonal skills in order to build rapport with people with a disability

4.	**Resource implications**	a.	Assessment of this competency requires access to genuine clients with a disability, ie, not the peers of the learner, in a community recreation setting
		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
		b.	The candidate must be able to demonstrate competence in working with at least three groups from specific communities over a number of assessment situations and through a number of assessment tools
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	-	2	1

SRC CRD 007A   DEVELOP RECREATION PROGRAMS

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge necessary for programming of recreation activities in a variety of community recreation settings.

ELEMENT	PERFORMANCE CRITERIA
1. **Determine *program* parameters**	a. Research is undertaken to establish client needs and ***target groups*** are identified b. Organisation aims and objectives are analysed with regards to programming implications c. The composition and nature of the ***programs*** which will address the identified needs of both clients and the organisation are determined d. Appropriate work is undertaken to ascertain support, the capacity for a coordinated effort and factors which will affect provision of ***programs*** e. Research is undertaken to identify ***key people***, issues to be addressed, possible strategies and options for action
2. **Develop a recreation *program* plan**	a. Objectives and evaluation procedures are established b. Appropriate planning and liaison is undertaken including developing draft plans in consultation with ***relevant people*** c. ***Work plan***s and ***administration procedures*** are established d. ***Resources*** necessary for the conduct of ***programs*** are identified, a promotional plan/s determined and a ***budget*** established e. Recreation ***program*** content and design are determined to meet industry standards and necessary approvals gained f. Risk audit is undertaken g. The cultural, linguistic and special needs of the ***target group/***s are taken into account
3. **Implement the *programs***	a. Necessary ***resources*** required for the conduct of recreation ***programs*** are obtained and allocated b. ***Work plan, administration procedures*** and promotional strategy are implemented c. The recreation program is monitored, reviewed and modified or cancelled if necessary to meet ***new circumstances*** d. The recreation program is conducted safely to meet stated outcomes and objectives e. Occupational Health and Safety and the organisation's emergency procedures and industry standards are followed
4. **Evaluate the *program***	a. ***Feedback*** on the program is actively sought b. The recreation ***program*** is assessed against its planned goals and objectives in accordance with organisational policies and procedures c. Outcomes of the evaluation of the recreation ***program*** are discussed with ***relevant people*** to determine future directions

Range of Variables

DEVELOP RECREATION PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Administration procedures	a. registration b. receipting c. ticketing d. confirmation of bookings e. transport arrangements
2. Budget	a. setting fees b. costing expenditure c. determining income d. allocating funds
3. 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
4. New circumstances	a. numbers b. weather c. facility booking falling through d. equipment failure e. people not arriving, ie, clients or staff f. emergencies
5. Programs	incorporate a coordinated range of recreation, sport and cultural participation activities and events a. facility based b. educational c. holiday/vacation care d. groups with specific needs e. resort recreation f. organisation based
6. Relevant people	may include a. residents within a community b. businesses within or related to a community c. representatives from advocacy and special interest groups d. decision makers and community leaders e. individuals, groups and communities affected by issues or programs f. owners or managers of resources required g. supervisors h. representatives from grants/funding agencies i. representatives from government and non-government organisations j. representatives from peak bodies k. colleagues and collaborators

7.	Resources	a.	staff
		b.	equipment
		c.	venues/facilities
		d.	paperwork
		e.	transport and logistical arrangements
		f.	funds
8.	Target group	a.	diverse cultural and linguistic backgrounds
		b.	age specific
		c.	clients with specific requirements
		d.	Aboriginal and Torres Strait Islander peoples
		e.	regular clients
		f.	new clients
		g.	gender specific
9.	Work environment		varies with respect to
		a.	size of the organisation
		b.	location
		c.	organisational structure
		d.	nature of the program/s provided
		e.	availability of resources and technology
10.	Work plan	a.	timeframes
		b.	schedule of activities/events
		c.	promotional plan/s
		d.	roles and responsibilities of staff
		e.	allocation of resources
		f.	permits, approvals and/or permission

Evidence Guide

DEVELOP RECREATION PROGRAMS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the program requirements of the organisation/facility 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 variables statements that are applicable in the learner's environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Determine the range of activities and events that the organisation could provide in response to client needs
			c.2 Collaborate and consult with relevant people
			c.3 Plan programs to meet identified client and organisation needs
			c.4 Implement programs
			c.5 Monitor, review and evaluate the program
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRC CRD 003A Promote access, equity and diversity in community recreation
		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 objectives, policies and procedures
			a.2 Sources of information on client needs and expectations in order to effectively plan a recreation program for clients
			a.3 Resource availability within organisation for recreation programs
			a.4 Resources and support within the community for recreation programs
			a.5 Resource allocation policies within the organisation
			a.6 Insurance policy/arrangements
			a.7 Occupational Health and Safety legislation relevant to the provision of recreation services
			a.8 Organisation emergency policy and procedures
		b.	Underpinning skills
			b.1 Basic research skills to identify relevant community sources of information and resources
			b.2 Organisational skills to coordinate resources necessary for recreation initiative
			b.3 Communication skills in order to determine client needs
			b.4 Planning and coordination requirements of a range of activities and events
			b.5 Monitoring, reviewing and modifying programs
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 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 administration, new circumstances and resources and any categories from the remaining 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	2	2	2	1	2	1

SRC CRD 008A   WORK EFFECTIVELY WITH GOVERNMENT AND OTHER KEY STAKEHOLDERS

CRD   Community recreation development

DESCRIPTION: This unit covers the skills and knowledge to develop an effective relationship with key personnel in government and other key agencies to assist with community recreation service delivery.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the role and function of *government* and other *key stakeholders***	a. The roles and functions of the various levels of ***government*** are identified b. ***Key stakeholders*** which impact on the organisation are identified c. The roles and functions of the various ***stakeholders*** are identified d. The structures of ***key stakeholders*** relevant to community recreation are identified
2. **Identify the key people or positions within *government* and other *key stakeholders***	a. The key people or positions within the various relevant ***government*** departments and agencies are identified b. The key people or positions within the ***key stakeholders*** are identified c. Decision making processes within ***key stakeholders*** and relevant government departments and agencies are identified d. ***Informal and/or formal research*** is used to obtain knowledge of the ***information and/or resources*** available from key people e. Records are maintained to enable ease of access and retrieval of ***information***
3. **Establish a working relationship with identified key people**	a. Effective communication styles are used to develop trust, confidence and rapport b. ***Information and/or resources*** are accessed from key people c. Interactions with key people are based on an understanding of bureaucratic and/or organisation structures and dynamics

Range of Variables

WORK EFFECTIVELY WITH GOVERNMENT AND OTHER KEY STAKEHOLDERS

VARIABLE STATEMENT	CATEGORIES
1. Government	includes a. local b. state c. federal
2. Informal and formal research	may include a. informal discussions with colleagues b. formal study c. reading of brochures/promotional material d. trade and general media e. product updates and launches f. promotional seminars g. direct contact with other organisations or people h. familiarisations i. accessing the internet j. attending industry workshops/functions k. networking
3. Information and Resources	may include a. facilities b. equipment c. grants/funding d. personnel e. promotion f. nature and extent of services g. nature of relationships between departments/agencies h. roles and functions of key stakeholders' bodies/personnel
4. Key stakeholders	may include a. funding agencies b. community organisations c. peak bodies d. boards of management e. enterprises f. industry associations g. contractors

Evidence Guide

WORK EFFECTIVELY WITH GOVERNMENT AND OTHER KEY STAKEHOLDERS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of accessing community recreation information and resources from government and key stakeholders
		b. Assessment of performance should be over a period of time covering all categories of the range of variables statements for government and those categories of the other range of variables statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Provide an overview of relevant local, state and federal government organisations and agencies
		  c.2 Provide an overview of relevant key stakeholder roles and decision making structures
		  c.3 Identify relevant key people/positions as potential sources of resources and information
		  c.4 Apply researched information and effective communication styles to develop a relationship with relevant key people to access resources and information to meet client/organisation 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 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 Role and function of government at all levels
		  a.2 Role and function of key stakeholders
		  a.3 Sources of information on stakeholders and government
		  a.4 History of role of government
		  a.5 Changing role of government
		  a.6 Bureaucratic structures and dynamics
		
		b. Underpinning skills
		  b.1 Basic research skills to identify relevant key people as sources of information and resources
		  b.2 Analytical skills to determine decision making processes and key people/positions
		  b.3 Communication skills in relation to listening, questioning and non-verbal communication

4.	**Resource implications**	a. Assessment of this competency requires access to stakeholders 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 and resources, informal and formal research contexts from the range of variables 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
2	2	-	2	-	1	-

COMMUNITY RECREATION OPERATIONS

CRO

Contents

SRC CRO 001A   ASSIST WITH RECREATION GAMES NOT REQUIRING EQUIPMENT

CRO   Community recreation operations

DESCRIPTION: This unit covers the knowledge and skills to assist in the planning and conduct of recreation games not requiring equipment in a community recreation setting.

ELEMENT	PERFORMANCE CRITERIA
1. **Collect information to organise recreation games**	a. *Sources of information* on *recreation games* are identified b. As much *information* relevant to the task at hand is gathered c. *Information* is organised to enable access for future reference
2. **Determine type and range of recreation games to be used**	a. *Recreation games* are appropriate to the abilities and needs of *clients* for whom they are being planned b. The planning of *recreation games* take into account health and safety requirements c. The planning of *recreation games* take into account available time and resources d. *Recreation games* are selected to encourage maximum participation and enjoyment of *clients* for whom they are being planned e. Suggested *recreation games* are checked and confirmed with a responsible person before being conducted
3. **Assist in making arrangements for recreation games**	a. *Allocated tasks* are carried out promptly, efficiently and as directed b. Communications with others are clear, accurate and contain relevant *information* c. *Allocated tasks* are carried out within the learner's role and the responsible person is promptly notified of any difficulties d. Commitments made to others are kept e. *Allocated tasks* are carried out in a way which maintains the goodwill of all involved f. Final arrangements are confirmed with the person responsible for the *games*
4. **Assist with the conduct of recreation games**	a. *Allocated tasks* are carried out promptly, efficiently and as directed b. *Allocated tasks* and instructions are carried out within the role and the responsible person is promptly notified of any difficulties

Range of Variables

<table>
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ASSIST WITH RECREATION GAMES NOT REQUIRING EQUIPMENT

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VARIABLE STATEMENT	CATEGORIES
1. **Allocated tasks**	a. access to facilities or recreation areas/spaces b. providing advance information to clients c. refreshments
2. **Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists, club members and general public f. variety of cultural groups g. people from specific communities
3. **Information**	a. needs and interests of clients b. numbers c. age and gender of clients d. previous experience of clients e. special requirements f. basic rules or codes covering the games including health and safety issues
4. **Recreation games**	a. competitive b. non-competitive c. traditional d. cultural activities e. for individuals or groups
5. **Sources of information**	a. clients b. colleagues c. reference books d. libraries e. internet f. people in the community

Evidence Guide

ASSIST WITH RECREATION GAMES NOT REQUIRING EQUIPMENT

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of personal roles and responsibilities in the preparation and assistance with the conduct of a variety of recreation games
		b.	Assessment of performance should be over a period of time covering all categories of information, games, at least three categories of sources of information and at least one category from the remaining range statements that are applicable in the learner's environment
		c.	In particular, assessment must confirm the ability to:
			c.1 Source relevant information from appropriate persons
			c.2 Clarify game requirements
			c.3 Carry out tasks promptly and efficiently
			c.4 Understand personal roles and responsibilities
			c.5 Offer suggestions to improve games
			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 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 SRC CRD 001A Access information for community recreation
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Range of information sources in order to access information on recreation games
			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 for recreation games
			a.5 Organisation's policies and procedures with respect to the conduct of recreation games
		b.	Underpinning skills
			b.1 Questioning skills in order to clarify client requirements from recreation games in order for this information to be included in the planning process
			b.2 Communication skills in order offer suggestions during the planning process for recreation games
			b.3 Numeracy and literacy skills, as required, to make games 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, at least three categories of sources of information and at least one category from the remaining range statements that are applicable in the learner's 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	-

SRC CRO 002A   RESPOND TO CLIENTS AT RISK

CRO   Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge required to respond to clients at risk in a community recreation environment.

ELEMENT	PERFORMANCE CRITERIA
1. Minimise risk to client, self and others	a. ***Clients at risk*** are accurately identified b. An ***appropriate response*** to minimise risk to client, self and others is implemented immediately in accordance with ***organisation policy and procedures*** c. Further ***assistance*** is called without delay when required
2. Direct *client at risk* to appropriate assistance	a. Level of confidentiality is maintained according to accepted industry standards b. Senior colleague or outside agency is informed as quickly as possible c. Appropriate follow up ***assistance*** is determined and client is referred according to ***organisation policy and procedures***

Range of Variables

RESPOND TO CLIENTS AT RISK

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate response**	a. diversion b. segregation c. employing communication and behaviour management skills d. seeking assistance from others present/nearby e. seeking emergency assistance
2. **Assistance**	may include a. from own organisation b. from other organisations/agencies c. government and non-government d. organisations specialising in responding to specific risks e. generic community services organisations f. emergency services organisations
3. **Clients at risk**	a. threatened suicide b. drug overdose c. domestic violence d. abusive situations e. self harm f. serious indictable offences g. homelessness h. death i. verbal abuse
4. **Organisation policy and procedures**	a. emergencies b. Occupational Health and Safety c. referrals d. behaviour management e. code of conduct f. legislative, statutory obligations g. risk minimisation

Evidence Guide

RESPOND TO CLIENTS AT RISK

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of being able to follow organisation policy and procedures for responding to clients at risk
		b. Assessment of performance should be over a period of time covering all categories of range of variable statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Identify individuals at risk
		  c.2 Take immediate appropriate action according to organisation policy and procedures
		  c.3 Determine appropriate assistance to direct client at risk to

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 Policies and procedures of organisation/facility regarding clients at risk
		  a.2 Depending on the work role, specific knowledge of particular factors placing clients at risk may be required, including
		    a.2.1 Alcohol and other drugs
		    a.2.2 Risk of self harm
		    a.2.3 Domestic violence
		    a.2.4 Abusive situations
		  a.3 Identification of clients at risk and appropriate action to be taken
		  a.4 Indicators of clients at risk
		  a.5 State/territory requirements about notifying suspected child abuse and reporting process
		
		b. Underpinning skills
		  b.1 Questioning/listening techniques to elicit information
		  b.2 Interpersonal communication skills to deal with clients at risk
		  b.3 Analysing situations for clients at risk
		  b.4 Following procedures and instructions to meet organisation and legislative requirements for dealing with clients at risk
		  b.5 Referral procedures to direct clients to further assistance
		  b.6 Basic behaviour management skills to deal with clients at risk

4.	**Resource implications**	a. Assessment of this competency requires access to a workplace or to an environment that accurately simulates the workplace 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 b. Consistency in performance should consider the worker's role and responsibilities in the workplace

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	-	1	-	2	-

SRC CRO 003A   APPLY POINT OF SALE HANDLING PROCEDURES IN A RECREATION SETTING

CRO   Community recreation operations

DESCRIPTION: This unit covers the knowledge and skills required to handle transactions at the point of sale area and reconcile takings. It encompasses procedures for use of point of sale equipment and for completing a sales transaction in a recreation setting.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for *point of sale transactions*	a. Point of sale is opened and closed according to ***organisation policies and procedures*** b. Supplies of change at point of sale are maintained according to ***organisation policies and procedures*** c. Adequate supplies of dockets, vouchers and point of sale documents are maintained
2. Perform *point of sale transactions*	a. ***Point of sale transactions*** are completed according to ***organisation policy*** b. ***Organisation policies and procedures*** are identified and applied in respect of ***point of sale transactions***, eg, EFTPOS, credit cards, cheques, lay-by and gift vouchers c. Cash is handled according to organisation security procedure d. ***Organisation policies and procedures*** are identified and applied in regard to discounts, exchanges and refunds e. ***Point of sale equipment*** is operated according to design specifications f. Information is entered into ***point of sale equipment*** accurately g. Price/total/amount of cash received is stated verbally to ***client*** h. Correct change is tendered i. Records are completed for transaction errors according to ***organisation policies and procedures***
3. Complete *point of sale transactions*	a. ***Client*** receipts are completed accurately b. Sales transactions are processed without undue delay c. Cash and non-cash documents are removed from point of sale and transported according to ***organisation policies and procedures*** regarding security d. Cash float is separated from takings prior to balancing procedure and is secured according to ***organisation policies and procedures***
4. Reconcile takings	a. Cash is counted accurately b. ***Non-cash transaction*** documents are calculated accurately c. Balance between point of sale reading and sum of cash and non-cash transactions is determined accurately d. Records for point of sale takings are recorded accurately and according to ***organisation policies and procedures***

Range of Variables

APPLY POINT OF SALE HANDLING PROCEDURES IN A RECREATION SETTING

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. adults b. children c. school or youth groups d. members e. general public f. groups from diverse cultural and linguistic backgrounds g. clients with specific requirements

2. **Organisation policies and procedures**	a. client service
	b. allocated duties/responsibilities
	c. processing information
	a. operation of equipment used at point of sale
	d. point of sale procedures
	   d.1 point of sale transactions
	   d.2 operation of point of sale equipment
	   d.3 processing information
	   d.4 cash float
	   d.5 sales transactions
	   d.6 security procedures
	   d.7 register/terminal procedures
	e. cash and non-cash handling procedures
	   e.1 opening and closing of point of sale
	   e.2 clearance of terminal and transference of tender
	   e.3 maintenance of cash float
	   e.4 change required and denominations of change
	   e.5 tendering of change
	   e.6 counting cash
	   e.7 calculating non-cash documents
	   e.8 balancing point of sale terminal
	   e.9 recording takings
	   e.10 processing cash and non-cash transactions
	   e.11 security of cash and non-cash transactions

3. **Point of sale**	a. equipment
	   a.1 manual
	   a.2 electronic
	   a.3 registers
	   a.4 numerical display boards
	   a.5 calculators
	   a.6 scanners
	b. transactions
	   b.1 EFTPOS
	   b.2 credit cards
	   b.3 cheques/travellers cheques
	   b.4 smart cards
	   b.5 lay-by
	   b.6 credits and returns
	   b.7 gift vouchers
	   b.8 memberships

		b.9 COD, ie, cash on delivery
4.	**Register/terminals**	a. manual b. electronic c. cleared by operator or by specialist staff at intervals during or at close of trading

5.	**Work environment**	varies with respect to
		a organisation
		  a.1 size
		  a.2 type
		  a.3 location
		  a.4 complexity
		  a.5 product/service range
		b staff
		  b.1 full-time
		  b.2 part-time
		  b.3 casual
		c trading conditions
		  c.1 routine
		  c.2 busy
		d levels of staffing
		  d.1 eg, staff shortages

Evidence Guide

APPLY POINT OF SALE HANDLING PROCEDURES IN A RECREATION SETTING

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of applying point of sale handling procedures 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 work environment
		c.	In particular, assessment must confirm the ability to
			c.1 Consistently operate point of sale equipment according to manufacturer's instructions and organisation's policies and procedures
			c.2 Consistently apply organisation's policies and procedures in regard to cash handling and point of sale transactions, according to range of variables
			c.3 Process sales transaction information responsibly and accurately according to organisation's policies and procedures
			c.4 Process documentation/records responsibly and according to organisation policies and procedures
			c.5 Reconcile point of sale takings according to organisation's policies and procedures
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 Operational knowledge of organisation's policies and procedures, particularly in regard to
			a.1.1 point of sale handling procedures
			a.1.2 client service
			a.1.3 allocated duties and responsibilities and processing information point of sale operation and balancing
			a.1.4 cash and non-cash transaction security
			a.1.5 cash floats
			a.1.6 change denominations
			a.2 Knowledge of cash and non-cash handling procedures
			a.3 Knowledge of the functions and procedures for operating point of sale equipment
			a.4 Knowledge of the organisation's range of products and services and product availability
			a.5 Basic operational knowledge of relevant legislation and statutory requirements including consumer law and Occupational Health and Safety
		b.	Underpinning skills
			b.1 Questioning/listening techniques to handle client requests
			b.2 Verbal and non verbal communication to deal with clients
			b.3 Dealing with different types of transactions
			b.4 Product handling techniques

		b.5 Literacy skills in regard to written sales and delivery documentation
		b.6 Literacy skills in regard to interpreting documentation
		b.7 Numeracy skills in regard to
		b.7.1 counting cash
		b.7.2 calculating non-cash transactions
		b.7.3 reporting on takings
4.	**Resource implications**	a. Assessment of this competency requires access to point of sale equipment in a real or simulated recreation environment and relevant documentation, including
		a.1 financial transaction dockets/slips
		a.2 service/stock/inventory/price lists
		a.3 sample debit, credit and cash vouchers
		a.4 recording/tally sheets
		b. Organisation policy and procedure manual
		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
		b. Consistency in performance should consider the worker's role and responsibilities in the workplace
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
1	1	1	1	1	1	1

SRC CRO 004A   WORK WITHIN A BUDGET FOR A RECREATION INITIATIVE OR PROGRAM

CRO   Community recreation operations

DESCRIPTION: This unit covers the knowledge and skills required to disburse funds and to ensure all appropriate records are kept and statutory regulations and compliances are met for a community recreation activity, event or program.

ELEMENT	PERFORMANCE CRITERIA
1. **Disburse funds within allocated range**	a. Budget allocation is obtained from ***responsible person/s*** b. ***Commonly accepted measures*** for controlling expenditure are followed c. Organisation procedures for receiving income are followed d. Organisation procedures for making payments are followed e. Statutory regulatory, audit and organisation obligations are understood and complied with f. Discrepancies or problems within budget allocation are referred to ***responsible person*** in time for corrective action to be taken

Range of Variables

WORK WITHIN A BUDGET FOR A RECREATION INITIATIVE OR PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. **Commonly accepted measures**	a. Australian Accounting and Auditing Standards b. organisation procedures for receiving income and making payments
2. **Responsible person**	a. supervisor b. manager c. finance manager d. chief executive officer e. board of management

Evidence Guide

WORK WITHIN A BUDGET FOR A RECREATION INITIATIVE OR PROGRAM

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of monitoring the disbursement of funds for a recreation initiative, 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 learner's environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Ensure there is an understanding of the organisation's financial procedures
		   c.2 Ensure initiative is completed within budget allocation
		   c.3 Meet statutory regulations

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 the confidentiality and security of information
		   a.2 Organisation's policy and procedures for receiving and disbursing of funds
		   a.3 Statutory regulations
		
		b. Underpinning skills
		   b.1 Referral skills to identify to whom to refer discrepancies or problems within budget allocations
		   b.2 Mathematical skills to calculate payments and remain within budget allocation
		   b.3 Literacy skills to interpret documentation

4.	Resource implications	a. Assessment of this competency requires access to a workplace or to an environment that accurately simulates the workplace 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 b. Consistency in performance should consider the worker's role and responsibilities in the workplace
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	1	1	1	1	1	1

SRC CRO 005A   DEVELOP A BUDGET FOR A RECREATION INITIATIVE

CRO   Community recreation operation

DESCRIPTION: This unit covers the skills and knowledge required to collect and prepare data to be used in developing budgets for community recreation activities, events and programs.

ELEMENT	PERFORMANCE CRITERIA
1. Determine range of resources required for initiative	a. Relevant data identifying *resources* required to conduct similar initiatives over similar timeframes is obtained from the *responsible person*
2. Determine extent of potential *income sources*	a. Budget allocation is obtained from *responsible person* b. Potential *sources of income* are identified c. Realistic projections of income are determined based on information obtained
3. Undertake and document costing procedures	a. Relevant data identifying costs of similar initiatives is obtained from *responsible person* b. Material, labour and overhead costs are calculated c. Break-even analysis is determined if required d. Unit cost/product price is determined if required e. Costing system is maintained to ensure all relevant information is up to date, accurate and confidential f. Likely contingencies are identified
4. Draft financial forecast/budgets	a. A draft budget in *format* determined by organisation is prepared from data obtained b. Budget is submitted t*o responsible person* for approval within designated timelines
5. Review budget against actual results	a. Original budget is compared to actual results and variances identified b. Information is recorded to allow retrieval for the development of future budgets

Range of Variables

DEVELOP A BUDGET FOR A RECREATION INITIATIVE

VARIABLE STATEMENT	CATEGORIES
1. **Format**	a. paper based b. electronic c. organisation accounting system
2. **Income sources**	may include a. grants b. sponsorship c. client contributions d. donations
3. **Resources**	include a. facilities b. equipment c. finance d. personnel e. transport and related logistical requirements
4. **Responsible person**	a. supervisor b. manager c. finance manager d. chief executive officer e. board of management

Evidence Guide

DEVELOP A BUDGET FOR A RECREATION INITIATIVE

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of preparing a budget for recreation initiatives 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 learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Accurately calculate costing
		  c.2 Accurately calculate income
		  c.3 Identify contingencies
		  c.4 Prepare budget with appropriate data and format 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 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 the confidentiality and security of information
		  a.2 Organisation's financial policy and procedures
		  a.3 Range of resources required for a recreation initiative
		  a.4 Organisation procedures and designated timelines for presentation to nominated person for authorisation
		
		b. Underpinning skills
		  b.1 Research skills to seek information on the correct procedures for costings
		  b.2 Problem solving skills to identify the best allocation of financial resources within organisation limits
		  b.3 Literacy skills to clarify information contained in organisation's policies and procedures

4.	Resource implications	a. Assessment of this competency requires access to a workplace or to an environment that accurately simulates the workplace 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 b. Consistency in performance should consider the worker's role and responsibilities in the workplace
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	1	2	1	1	1	1

SRC CRO 006A   ORGANISE TRAVEL FOR PARTICIPANTS AND EQUIPMENT

CRO   Community recreation operations

DESCRIPTION: This unit covers the application of skills and knowledge to organise travel for participants and equipment in relation to recreation activities.

ELEMENT	PERFORMANCE CRITERIA
1. **Make arrangements for travel**	a. *Travel arrangements* meet the requirements of the *journey* and needs of the *clients* b. *Travel arrangements* balance efficiency, cost-effectiveness, comfort and concern for the environment c. *Travel arrangements* take account the likely conditions during the *journey* and risk is minimised d. *Clients* and members of staff involved are provided with clear, correct and up-to-date information about the *travel arrangements* in good time e. *Clients* and staff are fully prepared for the *journey* f. Plans to deal with likely *contingencies* are made g. Organisational and legal requirements for the *journey* are met
2. **Supervise travel**	a. Departure and arrival of the *clients* is according to schedule b. Safety, well-being and good behaviour of the *clients* is maintained during the *journey* c. Equipment, belongings and any travel documents are secure during the *journey* d. To avoid injury and damage handling of equipment and belongings is supervised e. Vehicles and *attachments* and control of these vehicles, conform to organisational and legal requirements f. Any difficulties during the *journey* are dealt with in a way which maintains the safety, security, comfort and goodwill of the *clients* g. Vehicles are parked with due regard for safety, access and other people's enjoyment of the environment h. Required records are accurate and kept up-to-date

Range of Variables

ORGANISE TRAVEL FOR PARTICIPANTS AND EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. **Attachments**	a. trailers b. roof-racks c. bike racks d. other luggage/equipment carrying devices
2. **Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists, club members and general public f. groups from diverse cultural and linguistic backgrounds g. clients with specific requirements
3. **Contingencies**	a. weather b. accidents c. staff unavailability d. equipment failure/unavailability

4. **Journeys**	methods of travel required may include
	a. self-powered, eg, foot or bicycle
	b. in an organisation/hired vehicle
	c. public transport
	d. commercial transport
	    d.1 road
	    d.2 rail
	    d.3 air
	    d.4 water

5. **Relevant legislative and statutory obligations**	a. consumer protection b. duty of care c. anti-discrimination d. road safety and transport e. environment f. land access g. child protection acts
6. **Travel arrangements**	a. method of transport b. route c. departure and arrival times d. stages in the journey e. food and drink f. comfort and hygiene g. overnight accommodation, if required h. supervision and support i. transport of equipment and belongings

Evidence Guide

ORGANISE TRAVEL FOR PARTICIPANTS AND EQUIPMENT

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of planning and supervising travel for clients and equipment
		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 learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Make travel arrangements, including contingency plans, appropriate to the journey and the participants' needs balancing efficiency, cost effectiveness, comfort and concern for the environment
		  c.2 All relevant organisational and legal requirements are met
		  c.3 Ensure that departures and arrivals are as planned
		  c.4 The safety, well-being and good behaviour of participants during the journey is maintained
		  c.5 Equipment, belongings and any travel documents are safe and secure
		  c.6 The handling of equipment and belongings avoids injury and damage

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 Legislation relevant to travel arrangements and control of vehicles
		  a.2 Travel arrangements appropriate to type of clients and journeys for recreation activities
		  a.3 Safe handling and storage of equipment/luggage
		  a.4 Transport options for various journeys
		
		b. Underpinning skills
		  b.1 Written and verbal communication skills in order to effectively communicate with paid staff and clients
		  b.2 Organisational skills to coordinate staff and equipment
		  b.3 Behaviour management techniques to ensure safety and well being of clients

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 b. The candidate must be able to demonstrate competence in making arrangements and supervising travel over a number of assessment situations and through a number of assessment tools

	c.	Consistency in performance should consider the worker's role and responsibilities in the workplace
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
1	2	2	1	-	1	-

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and   **SRC CRO 007A**
ethical responsibilities

SRC CRO 007A   OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

CRO   Community recreation operations

DESCRIPTION: This unit covers the application of instructional practices and styles necessary to operate in accord with the legal and ethical responsibility of an instructor. Personnel undertaking this unit would be instructing clients in a community recreation setting. This unit is based on SRS COA 001A but altered to suit the community recreation context.

ELEMENT	PERFORMANCE CRITERIA
1. **Access ongoing professional development**	a. Further education/training opportunities that will enhance the learner's professional development are researched and documented b. Professional development activities to enhance instruction skills and knowledge are accessed c. Ability to access ongoing instructor education **resources** and **information** is demonstrated
2. **Operate in accordance with the *legal responsibilities of a instructor***	a. The ***legal responsibilities of an instructor*** are described and explained b. The ***legal responsibilities of an instructor*** are applied to the specific instructional situation, environment and **client** group c. The ***principles of risk management*** as they relate to an instructor are described and explained d. A ***risk management plan*** is developed and implemented for the specific instructional situation, environment and **client** group e. The principles of ***natural justice*** are described and explained
3. **Operate in accordance with the *ethical responsibilities of a instructor***	a. The ***ethical responsibilities of an instructor*** in relation to ***rules, policies and regulations*** of their activity or organisation are determined b. The ***ethical responsibilities of an instructor*** in relation to ***rules, policies and regulations*** of the activity or organisation are implemented c. The principles of ***client confidentiality*** are implemented d. ***Best practice principles of the activity or organisation*** are implemented
4. **Operate in accordance with accepted *instructional practices***	a. ***Session plans*** are developed prior to the conduct of each session b. Common ***instructional styles*** are identified c. Appropriateness and application of each of these ***instructional styles*** is explained and justified in relation to a particular activity, situation and/or **client** group d. The adopted ***instructional styles*** comply with ***best practice principles of the activity or organisation*** e. The ***responsibilities of a role model*** are explained and demonstrated

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities   **SRC CRO 007A**

5.	**Work with colleagues and *support personnel***	a.	Communication is conducted in a way that engenders respect between all parties
		b.	Strategies for advancing an activity or organisation through working in a collaborative manner with colleagues and other ***support personnel*** are identified and pursued
		c.	Clear non-judgmental communication techniques are demonstrated
6.	**Develop a *philosophy of instruction***	a.	The appropriateness of activities are determined in relation to each ***client's*** stage of development
		b.	Personal philosophies relating to winning/losing and holistic development of the ***client*** are articulated and justified in relation to particular situations and ***client*** groups
		c.	The role of the instructor in regard to required ***activity specific skills*** and knowledge are identified according to accepted practices and the culture of the activity

Range of Variables

OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

VARIABLE STATEMENT	CATEGORIES
1. **Activity specific skills**	refers to skills specific to the activity which may include a. physical/motor skills b. tactical/mental skills c. a combination of physical and tactical, forming a sequence of skills
2. **Best practice principles of the activity or organisation**	refers to a. the 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 organisation's policies and procedures f. the culture of the 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
3. **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 activity or organisation
4. **Clients**	a. experienced b. inexperienced c. adults d. children e. infants f. school or youth groups, tourists, club members and general public g. variety of cultural groups h. clients with specific requirements
5. **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 activity, eg, kickboard c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety

6. **Ethical responsibilities**	a. refers to behavioural requirements set down by various peak bodies which govern the way in which an instructor interacts with their client/s and conducts an instructional session
	b. incorporates
	   b.1 harassment
	   b.2 sexual harassment
	   b.3 sexual abuse
	   b.4 physical abuse

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities   **SRC CRO 007A**

		b.5 client/instructor relationships
		b.6 cheating
		b.7 inclusive/non-discriminatory practices
		b.8 bullying
		b.9 child protection
7.	**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 activity specific performance tests
		b.2 physiological procedures profiling protocols
		b.3 psychological profiling procedures and protocols
		b.4 discussions
		b.5 observation
		c. sources include
		c.1 clients
		c.2 parents
		c.3 organisations
		c.4 recorded information
		d. is imparted
		d.1 through demonstrations and explanations
		d.2 through tactile input
		d.3 through self-exploration activity/ies, tasks or projects
		d.4 in writing
		d.5 verbally
8.	**Instructional styles**	a. refers to the presentation style/s adopted by the instructor to communicate with the client
		b. depending on the situation the 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.	**Legal responsibilities**	refers to issues such as
		a. duty of care
		b. negligence
		c. waivers and exclusion clauses
		d. insurance
		e. natural justice

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
SRC CRO 007A

	f. contract negotiations g. restraint of trade h. operating in accord with accepted Occupational Health and Safety standards i. complying with local, state and national government legislation and/or requirements

10. Natural justice	a. right of appeal
	b. right to an explanation, particularly in relation to
	   b.1 selections
	   b.2 suspensions
	c. notice of charges
	d. right to be heard
	e. act without bias

11. Philosophy of instruction	a. refers to a set of personal beliefs and practices associated with instruction in relation to issues where there is no clear cut rules, policies or regulations

12. Principles of risk management	in relation to instruction, refers to issues such as
	a. risk identification
	   a.1 relevant activity specific safety requirements, including safety equipment
	   a.2 Injury prevention
	   a.3 first aid requirements, including cardio-pulmonary resuscitation and life saving skills required for aquatic activities
	   a.4 hygiene requirements
	   a.5 accident records and reporting
	   a.6 medical conditions
	   a.7 safety requirements for spectators and competition
	b. risk assessment
	   b.1 supervision requirements/ratios
	   b.2 medical clearances
	   b.3 manageable risks
	   b.4 emergency plan

13. Resources	include a. human b. Physical c. equipment d. materials e. health and safety provisions f. indoor facilities g. outdoor facilities h. provisions for sessions i. supporting material j. grants and/or sponsorship
14. Responsibilities as a role model	a. clients b. spectators c. parents d. administrators e. colleagues f. other support personnel
15. Risk management plan	refers to a plan of action to reduce the risks associated with the particular activity and assist the instructor to reduce the chance of breaching their duty of care; it includes a. risk identification b. risk assessment c. design of risk elimination or reduction plan d. implementation of the plan

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities   **SRC CRO 007A**

	e. constant evaluation and modification of the plan
16. Rules, policies and regulations	refers to a. current edition of the relevant national activity organisation's rules b. national activity organisation's rules, policies and procedures regarding competent and ethical instructing, dress requirements and protocols, health and safety and other values underpinning the activity c. current edition of the relevant recreation organisation's rules
17. Session plan	should include a. aim of the session b. sequence of tasks and activities designed to meet the session aim c. tasks and activities to match client needs and abilities d. resources required to conduct the session
18. Support personnel	a. administrators/managers b. other coaches or instructors c. assistants d. attendants e. other health professionals f. parents/guardians g. other involved/appropriate personnel

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and
ethical responsibilities   **SRC CRO 007A**

Evidence Guide

OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm the knowledge of accepted practices, styles and ethics of instruction and the ability to explain, justify and operate in accordance with them
		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 learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Access ongoing professional development
		  c.2 Operate in accordance with the legal responsibilities of an instructor
		  c.3 Operate in accordance with the ethical responsibilities of an instructor
		  c.4 Work with colleagues and other support personnel
		  c.5 Identify, explain and justify common styles of instruction in relation to particular situations and client groups
		  c.6 Determine the appropriateness of activities in relation to each client's stage of development
		  c.7 Develop session plans that select and sequence tasks or activities to meet both the session aim and the client's needs
		  c.8 Articulate and justify personal philosophies relating to winning/losing and holistic development of the client in relation to particular situations and client groups
		  c.9 Implement the best practice principles of the activity

2.	**Interdependent assessment of units**	a. This unit must be assessed after or in conjunction with the 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 Relevant activity specific knowledge to instruct the skills being included in the session or program
		  a.2 Fundamental principles of group management
		  a.3 Fundamental principles of growth and development
		  a.4 Learning styles
		  a.5 Principles of risk management
		  a.6 Principles of lesson plans
		  a.7 Instructional styles and responsibilities
		  a.8 Legislation relevant to instructors
		  a.9 Organisation policies and procedures related to instructors
		
		b. Underpinning skills
		  b.1 Ability to communicate effectively in order to pass on appropriate information to clients in regard to responsibilities as an instructor
		  b.2 Ability to convey and interpret information in order to effectively receive information and pass this on to clients in a manner that is correct and applicable

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities **SRC CRO 007A**

		b.3 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients
		b.4 Planning skills to develop session plans that meet organisation/instructor aims and match client needs and abilities
		b.5 Ability to conduct basic risk assessment and implement a risk management plan for the specific instructional situation/environment
		b.6 Supervision and group control skills to manage a group of clients in an instructional situation/environment
		b.7 Ability to organise resources and equipment appropriate to the session and/or activity
4.	**Resource implications**	a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, recreation equipment and recreation facilities in an instructional setting
		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 an instructional setting, ie, at all times throughout training and the assessment process
6.	**Context for assessment**	a. Competency must be demonstrated in real/actual instructional situations with genuine clients, ie, not the peers of the learner,
		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	3	1	2	1

SRC CRO 008A   INTERACT POSITIVELY WITH INFANTS, TODDLERS AND PARENTS IN A RECREATION ENVIRONMENT

CRO   Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge to interact with infants, toddlers and their carers in a recreation environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Promote infant's and toddler's social development through recreation activities**	a. Infants and toddlers are encouraged to initiate and develop contact with others b. Experiences and ***recreation equipment and toys*** are structured in a way which promotes cooperation c. Opportunities for social interaction between infants and toddlers are planned with respect to their needs, interests and ***stage of development*** d. Appropriate and effective communication between infants and toddlers is acknowledged and encouraged e. A clean and hygienic ***environment*** is maintained according to regulations and organisation policy and procedures
2. **Create a positive relationship between infants and toddlers and their parents**	a. Infant's and toddler's attachment to their parents is supported b. Parents are assisted to make constructive separations from their infants or toddlers c. Parents are supported in understanding the importance of infant's and toddler's feelings of trust, autonomy and initiative d. Instructor responds to different ***parenting styles*** when fostering positive relationships between infants and toddlers and their parents
3. **Provide guidance to parents participating in recreation programs with infants and toddlers**	a. Parents are encouraged to initiate and develop contact with others b. Safety and hygiene requirements are explained to parents c. Interactions with infants and toddlers establish meaningful routines and create a stable environment d. Infant's and toddler's signals of distress are responded to promptly and parents are encouraged to do the same e. ***Expressions of affection*** are shown to both parents and infants and toddlers f. Parents are assisted to deal with infant's and toddler's fearful behaviour g. Infant's and toddler's attempts to perform recreation skills are praised h. Parents are encouraged to set and reinforce safe and realistic limits for infants and toddlers i. Emphasis on the importance of constant supervision of infants and toddlers in and around a recreation environment is stressed to parents j. Infants and toddlers are allowed to learn recreation skills in an environment that is free of shame, intimidation and force k. Parents are assisted to deal with infant's and toddler's egocentric behaviour and their frustration and anger
4. **Form a positive relationship with infants and toddlers**	a. Communication initiated with the infants and toddlers is developmentally appropriate and relevant to the infants and toddlers b. Key words and cues of meaning to infants and toddlers are used c. Language used is at the infant's or toddler's level

Range of Variables

INTERACT POSITIVELY WITH INFANTS, TODDLERS AND PARENTS IN A RECREATION ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. **Expressions of affection**	a. smiling b. eye contact c. voice tone
2. **Parenting styles**	a. permissive b. authoritarian c. authoritative
3. **Recreation equipment and toys**	the choice of toys is dependent on the environment and limited only by the instructor's imagination and safety and may include a. sporting equipment b. educational toys c. flotation aids d. toys that replicate sport and recreation equipment
4. **Resources**	a. human resources - a ratio of instructors to participants that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to participants that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
5. **Stage of development**	a. newborn: birth to 6 months b. baby: 7-24 months c. toddler: 25-42 months d. pre-schooler: 43-60 months

6. **Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment**	a. appropriate clothing and personal equipment
	b. personal hygiene requirements
	c. safety equipment appropriate to the environment
	d. other recommended safety guidelines are
	   d.1 instructional aids should be inspected before use
	   d.2 sun safety guidelines should be followed
	   d.3 hydration guidelines should be followed
	   d.4 designated recreation area should be inspected before use
	   d.5 access to first aid facilities/equipment
	e. conditions and external influences include
	   e.1 environmental/weather conditions
	   e.2 other facility users
	   e.3 spectators
	   e.4 parents
	   e.5 other instructors/staff

Evidence Guide

INTERACT POSITIVELY WITH INFANTS, TODDLERS AND PARENTS IN A RECREATION ENVIRONMENT

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of activities and communication strategies to foster social interaction between infants, toddlers and parents in the recreation environment
		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 learner's environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Evaluate whether conditions are suitable to commence the session
		c.2	Communicate effectively with infants, toddlers and parents
		c.3	Observe participants and recognise when and how intervention should take place to improve relationships
		c.4	Select toys and equipment appropriate to foster social interaction between infants, toddlers and parents in the recreation environment
		c.5	Conduct activities and games to develop relationships
		c.6	Ensure adherence to safety and hygiene policies and procedures
		c.7	Conduct activities and/or games in accordance with the accepted best practice principles of recreation activities
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
		a.1	SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		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	SRC AQU 013A Collect and analyse information on the philosophy and structure of the Australian aquatic industry
3.	Required knowledge and skills	a.	Underpinning knowledge
		a.1	Knowledge of infant's and toddler's stages of development
		a.2	Knowledge of temperament and personality characteristics
		a.3	Knowledge of parenting styles
		a.4	Knowledge of toys, activities and games to encourage interaction
		a.5	Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements
		a.6	Hazards to infants and toddlers in a recreation environment
		b.	Underpinning skills
		b.1	Skills used to conduct developmentally appropriate activities and games, eg, movement, voice, etc
		b.2	Ability to provide explanations and instructions
		b.3	Communication skills to exchange information with infants, toddlers and parents in the recreation environment
		b.4	Risk minimisation skills to maintain a safe and hygienic environment
4.	Resource	a.	Assessment of this competency requires access to a recreation

	implications		environment and other equipment, suitable participants and rules, policies and regulations of relevant peak bodies and/or employer organisations
		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 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, participants 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	-

SRC CRO 009A   CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

CRO   Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge necessary to conduct a recreation program consisting of a range of suitable physical recreation activities for older persons.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for a recreation program**	a. ***Older person's status*** and condition is assessed as suitable for participation in the ***recreation program*** prior to commencement b. The ***range of activities*** to be utilised in the ***recreation program*** is determined in conjunction with clients c. ***Resources*** required for the ***recreation program*** are identified and sourced prior to commencement
2. **Establish effective communication**	a. Instructions are ***communicated*** in a manner suitable to the ***older person*** and are clear, accurate and contain all relevant information b. ***Older persons*** are encouraged to seek clarification of information when necessary c. ***Feedback*** on activity technique and correct usage of equipment is ***communicated*** to the ***older persons*** at an appropriate time
3. **Assist the older person to meet physical welfare and social needs through a recreation program**	a. ***Older person's*** self esteem and confidence are fostered b. The ***recreation program*** is modified, where necessary, based on an assessment of the conditions, ***older person's status***, facilities and equipment c. ***Activities*** within the ***recreation program*** are conducted at a level and pace to suit the capabilities of individuals and/or the group d. ***Activities*** within the ***recreation program*** are selected to take into account the structural and functional alterations to the human body as a result of the ageing process e. ***Activities*** within the ***recreation program*** are selected to take into account the social interaction needs of ***older persons*** f. Assistance with the provision and use of aids is provided as appropriate g. ***Older persons*** 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 h. ***Older persons*** are "warmed up" through the use of safe and appropriate exercises relevant to the proposed activity or ***session*** i. Appropriate techniques are utilised to motivate clients to maintain an appropriate work rate j. Advice on general recreation issues concerning older persons is provided in response to enquiries from participants k. Sufficient time is allocated for "cooling down" and discussions with ***older persons*** l. Issued equipment is collected and checked for damage and wear m. ***Older persons*** are given the opportunity to provide ***feedback*** and identify further needs

Range of Variables

CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

VARIABLE STATEMENT	CATEGORIES
1. **Communication strategies**	a. verbal b. modelling/demonstration of activities/movements c. hand/arm signals
2. **Emotional well-being**	a. feelings b. state of mind c. perception of risk d. self-esteem e. self confidence
3. **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
4. **Older persons**	a. frail b. moderately active
5. **Program**	a. a sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the client to participate safely and effectively to maintain physical well being b. does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
6. **Range of activities**	should include a variety of drills, tasks, games, exercises and activities to facilitate physical well being of the older person in the following areas a. stretching b. strengthening c. back care d. balance e. mobility f. posture g. coordination
7. **Resources**	a. staff b. equipment c. venues/facilities d. paperwork e. transport and logistical arrangements f. funds g. music
8. **Session**	a. a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the older person to participate safely and effectively

	b. may be a component of a sequenced recreation program of individual activities c. does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively d. of up to a day's duration, ie, no overnight component

9. Status	may vary according to
	a. impact of medication/pharmaceuticals
	b. chronological age
	c. physiological age
	d. disability
	e. cultural issues
	f. psychological condition
	g. social state
	h. special needs and considerations such as
	     h.1 arthritis
	     h.2 osteoporosis
	     h.3 dementia
	     h.4 diabetes
	     h.5 orthopaedic
	     h.6 continence issues
	     h.7 cardiorespiratory
	     h.8 medications
	     h.9 neurological conditions
	     h.10 musculoskeletal conditions

10. Work environment	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of the program/s provided e. availability of resources and technology

Evidence Guide

CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

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 older persons
		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 learner's work environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Determine the range of safe and suitable physical activities and exercises for older persons, both frail and moderately active
		  c.2 Instruct older persons in the correct technique/guidelines for undertaking physical activities and improving functional ability
		  c.3 Confirm prior screening of older persons prior to participation in a recreation program
		  c.4 Provide older persons with appropriate advice on recreation issues within the confines of the program

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		  a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		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 Ageing process and the limitations and abilities of older persons
		  a.2 Awareness of screening of older persons for entry into recreation programs
		  a.3 Precautions for older persons in recreation programs
		  a.4 Stretching and mobility exercises and activities for older persons
		  a.5 Strengthening exercises and activities for older persons
		  a.6 Posture, back care and coordination exercises and activities for older persons
		  a.7 Chair based, floor work and balance exercises and activities for older persons
		  a.8 Occupational Health and Safety legislation relevant to the provision of recreation services
		  a.9 Use of music in activity programs
		  a.10 Special needs, conditions and considerations of older persons
		
		b. Underpinning skills
		  b.1 Monitoring of physical activity within the confines of the recreation program
		  b.2 Organisational skills to coordinate resources necessary to conduct a recreation program
		  b.3 Communication skills to provide instructions to facilitate the participation of older persons in recreation programs
		  b.4 Selection and instruction of an appropriate range of activities and exercises for older persons
		  b.5 Modifying activities for risk minimisation to older persons participating in recreation programs

4.	**Resource implications**	a.	Assessment of this competency requires access to older persons to conduct a recreation 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 administration, new circumstances and resources and any categories from the remaining 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	2	2	2	-	2	1

SRC CRO 010A   CONDUCT A RECREATION PROGRAM FOR PEOPLE WITH A DISABILITY

CRO   Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge necessary to conduct a recreation program for people with a disability.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for** *program/activity*	a. *People with a disability* agree to participate and view the *program/activity* as suitable for their needs prior to commencement b. *Impact on participation* for the *person with a disability* is assessed on an individual basis c. The *range of activities* to be utilised in the *program* is determined d. *Resources* required for the *program* are identified and sourced prior to *program* commencement e. Support requirements of *people with a disability* are identified
2. **Establish effective** *communication*	a. Instructions are provided in a *communication style* suitable to the individual *person with a disability* with choices of *communication* made available b. *People with a disability* are encouraged to seek clarification of information when and where necessary c. *Feedback* on session technique and correct usage of equipment is communicated to *people with a disability* at an appropriate time and with appropriate *communication* choices d. Individual ways of *communication* are understood and supported
3. **Assist the** *person with a disability* **to meet lifestyle and relationship needs through** *participation* **in a** *program/activity*	a. Self esteem and confidence of *people with a disability* is fostered b. *Program* is modified, where necessary, based on an assessment of the conditions, *status* of *person with a disability*, facilities and equipment c. *Activities* within the *program* are conducted at a level and pace to suit the abilities of individuals and/or the group d. *Activities* within the *program* are selected to take into account the individual structural and functional variations to the human body and enhance *emotional well-being* of *people with a disability* e. Assistance with the provision and use of aids, including modification, is provided as appropriate f. *People with a disability* 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 g. *People with a disability* are encouraged to warm up and warm down through safe and appropriate exercises relevant to the proposed *session* h. Appropriate techniques are utilised to motivate clients to maintain an appropriate *participation* rate i. Advice on general physical activity issues concerning *people with a disability* is provided within range of expertise j. Sufficient time is allocated for discussions with *people with a disability* after the *program/activity* k. Issued equipment is collected and checked for damage and wear l. *People with a disability* are given the opportunity to provide

feedback and identify further needs

n.   Acknowledgments and value is placed upon individual *participation* levels

Range of Variables

CONDUCT A RECREATION PROGRAM FOR PEOPLE WITH A DISABILITY

VARIABLE STATEMENT	CATEGORIES

1. **Barriers to participation**	a. cultural values
	b. family structures
	    b.1 extended family responsibilities
	    b.2 family ideals
	c. religious beliefs
	d. place of recreation within
	    d.1 culturally and linguistically diverse communities
	    d.2 Australian community
	e. impact of disability on participation
	f. communication strategies
	g. level of literacy and numeracy
	h. transport
	i. income
	j. confidence
	k. support services available

2. **Communication styles**	a. should be clear, accurate, contain all relevant information and appropriate to the person's
	    a.1 age
	    a.2 preferred method of communication
	    a.3 physical or cultural factors
	    a.4 sensory or intellectual impairment, eg, vision or hearing loss
	b. and may include
	    b.1 verbal
	    b.2 modelling/demonstration of activities/movements
	    b.3 hand/arm signals
	    b.4 assisted communication devices
	    b.5 braille
	    b.6 audio tape
	    b.7 others as identified

3. **Emotional well-being**	a. feelings b. state of mind c. perception of risk d. self-esteem e. self confidence
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. **Impact on participation**	may be affected by a. negative personal attitudes and values of staff

		b. organisational procedures and practices c. client service strategies d. social, cultural and religious factors e. physical and economic factors f. rate of skill development g. taking risks in the context of self determination and dignity of risk h. communication supports required/available i. choices of the client in relation to the provision of service j. flexibility about timing and priorities to allow for client's independence and choice k. socialisation/community involvements

6.	**People with a disability**	needs and requirements will vary according to
		a. type of disability
		   a.1 physical
		   a.2 sensory
		   a.3 intellectual
		   a.4 psychiatric
		b. factors such as
		   b.1 cultural and linguistic diversity
		   b.2 rural/remote environment
		   b.3 income
		   b.4 gender
		   b.5 sexuality
		   b.6 age
		   b.7 family systems
		   b.8 religion

7.	**Program**	a. a sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being b. does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
8.	**Range of activities**	should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of people with a disability in the following areas a. stretching and mobility b. strengthening or conditioning c. confidence building d. development of valued relationships e. back care f. balance
9.	**Resources**	a. staff b. equipment c. venues/facilities d. paperwork e. transport and logistical arrangements f. funds g. music
10.	**Session**	a. a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the person with a disability to participate safely and effectively b. may be a component of a sequenced program of individual activities c. does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively c. of up to a day's duration, ie, no overnight component
11.	**Status of person**	may vary according to

with a disability	a. impact of medication/pharmaceuticals
	b. chronological age
	c. physiological age
	d. disability
	e. specific needs and considerations such as
	   e.1 arthritis
	   e.2 osteoporosis
	   e.3 communication system used
	   e.4 socialisation/community involvements
	   e.5 dementia
	   e.6 diabetes
	   e.7 orthopaedic
	   e.8 continence issues
	   e.9 cardiorespiratory
	   e.10 medications
	   e.11 neurological conditions
	   e.12 musculoskeletal conditions

12. Work environment	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of the program/s provided e. availability of resources and technology

Evidence Guide

CONDUCT A RECREATION PROGRAM FOR PEOPLE WITH A DISABILITY

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the factors influencing the conduct of a program/activity for people with a disability
		b. Assessment of performance should be over a period of time covering all range of variables statements that are applicable in the learner's environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Determine the range of safe and suitable activities and/or exercises for people with a disability, both frail and moderately active
		   c.2 Instruct people with a disability in the correct technique/guidelines for undertaking activities
		   c.3 Confirm prior screening of people with a disability prior to participation in a program/activity to establish support needs
		   c.4 Provide people with a disability with appropriate advice on activity issues within the confines of the program/activity

2.	Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		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 SRC CRD 006A Implement community inclusion processes for people with a disability

3.	Required knowledge and skills	a. Underpinning knowledge
		   a.1 Occupational Health and Safety and Disability Discrimination legislation relevant to the provision of recreation services
		   a.2 Relevant modified equipment and activities
		   a.3 Impact of disability on participation in recreation and the variations and abilities of people with a disability
		   a.4 Social, political, cultural, historical issues that affect or are relevant to people with a disability
		   a.5 Awareness of screening of people with a disability for entry into programs/activities
		   a.6 Precautions for people with a disability in programs/activities
		   a.7 Stretching and mobility exercises and activities for people with a disability
		   a.8 Chair based, floor work and balance exercises and activities for people with a disability
		   a.9 Strengthening and conditioning exercises and activities for people with a disability
		   a.10 Specific needs, conditions and considerations of people with a disability
		
		b. Underpinning skills
		   b.1 Monitoring of activity within the confines of the program
		   b.2 Organisational skills to coordinate resources necessary to conduct a recreation program

		b.3	Communication skills to provide instructions to facilitate the participation of people with a disability in recreation programs
		b.4	Selection of appropriate range of activities and exercises for people with a disability
		b.5	Modifying activities for risk minimisation to people with a disability participating in recreation programs
4.	**Resource implications**	a.	Assessment of this competency requires access to genuine clients with a disability, ie, not the peers of the learner in a community recreation setting
		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
		b.	Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
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	-	2	2

SRC CRO 011A   IMPLEMENT A SALES SYSTEM FOR A RECREATION FACILITY OR ORGANISATION

CRO   Community recreation operations

DESCRIPTION: This unit encompasses the skills and knowledge required to implement a generic sales system for a recreation facility or organisation to ensure consistent handling of sales opportunities and measurement of sales productivity.

ELEMENT	PERFORMANCE CRITERIA
1. **Design the sales system**	a. ***Clients'*** purchasing needs are identified b. Organisation needs are identified in regard to a ***sales system*** c. Research is undertaken to identify suitable models as a basis for a ***sales system*** d. The ***sales system*** is designed to meet the requirements of the ***recreation organisation/facility*** and expectations of the ***clients*** e. Necessary ***resources*** are sourced and prepared prior to implementation
2. **Ensure sales/service staff are trained**	a. Staff training requirements are determined based on an audit of existing skills and knowledge b. Training is conducted to ensure staff understand the basic principles of the ***sales system*** and their responsibilities and role in its implementation c. Training is conducted to ensure staff have the appropriate sales techniques for promoting recreation products and services to ***clients***
3. ***Sales system*** **is implemented across** ***recreation facility/ organisation***	a. The nature of incoming calls and enquiries is accurately determined b. Phone calls/enquiries are dealt with consistently with ***new business opportunities*** transferred promptly to staff in the relevant area of the ***facility/organisation*** c. ***New business opportunities*** are documented and followed up according to ***sales system*** procedures d. Presentations to interested ***clients*** build rapport, link features to benefits and make a trial close e. Staff adhere to ***legislative and ethical requirements*** when dealing with ***clients***
4. **Monitor performance of** ***sales system***	a. ***Measurement procedures*** are established to provide accurate data on ***sales system*** performance b. Targets are set for enquiries, leads, tours and conversions for individual staff in accordance with ***facility/organisation*** targets c. Regular reviews are held to assess performance against targets d. Staff are rewarded for improvement and good performance in delivering excellent customer service e. ***Sales system*** is modified according to feedback from staff and ***clients***

Range of Variables

IMPLEMENT A SALES SYSTEM FOR A RECREATION FACILITY OR ORGANISATION

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. groups from diverse cultural and linguistic backgrounds g. clients with specific requirements h. existing customers of the facility/organisation i. potential new customers of the facility/organisation

2. **Measurement procedures**	a. statistics
	   a.1 source of customer enquiries from new business cards
	   a.2 number of and results from follow ups
	   a.3 total number of referrals received
	   a.4 results from presentations, complimentary visits or trial lessons
	   a.5 number of no shows for appointments from the 'appointment' diary
	b. quality checks
	   b.1 mystery shopping
	   b.2 surveys
	   b.3 questioning
	   b.4 focus groups
	c. sales review meetings
	   c.1 individual sales staff performance
	   c.2 overall facility/organisation performance
	   c.3 staff adherence to sales system

3. **New business opportunities**	a. clients new to the facility/service/product/organisation b. clients who have not used the facility/service/product/organisation for a period of time
4. **Recreation organisation/ facility**	may vary according to a. size b. type c. location
5. **Relevant legislative and statutory obligations**	a. consumer protection b. duty of care c. anti-discrimination and equal opportunity
6. **Resources may include**	may include a. filing system – manual or electronic b. scripts for phone calls/enquiries c. appointment diaries d. message boards e. statistics worksheets f. record systems - manual or electronic g. questionnaires

	h. product/program/service/facility/organisation information i. stationary
7. Sales system	includes a. customer service philosophy b. scripts for handling customer enquiries, ie, telephone and walk in c. personal sales skills d. product or service knowledge e. ethical guidelines f. identification of customer needs g. methods of communication and how each can be used in the sales process to convey persuasive ideas of messages h. new business follow up procedures i. face to face sales techniques j. customer retention strategies k. staff rewards

Evidence Guide

IMPLEMENT A SALES SYSTEM FOR A RECREATION FACILITY OR ORGANISATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of planning and implementing a sales system for a recreation facility or organisation
		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 learner's environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Plan the sales system, based on the client philosophy of the facility/organisation and client expectations
		c.2	Ensure each member of staff understands his/her responsibilities and role in implementing the sales system
		c.3	Ensure staff are trained to meet their responsibilities in implementing the sales system
		c.4	Implement procedures to ensure consistent response to client enquiries/calls
		c.5	Have a common strategy for all staff to handle common customer objections
		c.6	Ensure all staff can identify and communicate the benefits and features of the facility/organisation's programs, products or services
		c.7	Statistics on the performance of the staff involved in the sales system are documented and reviewed on a regular basis
		c.8	Modifications are made to the sales system on the basis of results of measurement procedures
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	Legislation relevant to consumer protection
		a.2	Principles of successful selling
		a.3	Barriers to communication
		a.4	Features and benefits of facility/organisation products, programs and services
		b.	Underpinning skills
		b.1	Communication skills in order to effectively communicate with clients and staff
		b.2	Ability to develop and implement procedures and systems for a facility or organisation
		b.3	Analysis and evaluation of measurement tools to assist with continuous improvement of sales system
		b.4	Ability to identify and meet training needs of staff related to implementing a sales system
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
		b.	Consistency in performance should consider the worker's role and responsibilities in the workplace
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	2	3	2	1	1

SRC CRO 012A   MANAGE CONTRACTS

CRO   Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge to administer and monitor contracts related to recreation facilities and organisations. It is based on the Local Government unit LGACOM401A but customised for a community recreation environment.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish *contract administrative system***	a. ***Administrative systems for contracts*** are implemented according to organisation policy, procedures and ***performance measures*** b. Contract requirements are confirmed with relevant contract personnel c. Contract specifications clearly identify the outcomes and ***measures*** required in the ***key performance areas*** d. ***Conditions of contract*** cover all relevant areas e. Complaint system is established according to organisation policy and procedures f. Consistent and accurate ***records of contract progress*** are maintained g. Contingency plan is developed in case contractor fails to deliver
2. **Monitor *contract***	a. Regular inspections of contract services are undertaken to ensure compliance with specifications b. Regular planned progress meetings are conducted and documented between all contract personnel to ensure problems are identified and resolved early and documented c. Variations between the specified scope of services and the contract are identified and documented and relevant personnel notified without delay d. Testing of services in progress is carried out as required by the contract in accordance with legislation, regulation and organisation policy e. Contract costs are monitored on a regular basis to ensure that the service is carried out within financial and contractual requirements f. ***Payments*** for contract services are authorised in accordance with the ***conditions of contract*** and organisation ***contract administrative system*** g. Transaction costs are monitored through an established administrative system
3. **Resolve contractual disputes**	a. Disagreements are investigated to identify cause and validity b. Terms of resolution are negotiated and agreed c. Contract provisions for dispute resolution are followed d. Legal and management advice is sought at an early stage of any dispute, to ensure that the contractor has a clear understanding of the organisation's legal position and that the organisation is not exposed to undue legal risk e. Appropriate legal advice is sought at any stage in order to clarify any technical aspects of a dispute
4. **Implement contract transition**	a. ***Contract conditions*** and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract b. Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and

specifications
c.   Final statement is reconciled
d.   Contractor performance/level of service is evaluated against agreed
     performance measures
e.   End-of-service or renewed contracts are coordinated to meet
     organisation requirements
f.   Quality of contract documentation is assessed

Range of Variables

MANAGE CONTRACTS

VARIABLE STATEMENT	CATEGORIES
1. **Conditions of contract**	may include clauses relating to a. definitions and interpretation b. obligations of parties c. business plan provision d. operations report e. asset care and maintenance plan f. capital expenditure g. financial accounting h. insurance i. furniture fittings and chattels j. confidentiality k. sponsorship, signage and advertising l. fees and charges m. term of contract n. indemnity o. assignment p. variations q. dispute resolution r. defects liability s. nature and extent of services t. nature of relationships between parties to contract u. roles and functions of parties v. performance measures w. schedules
2. **Contract administrative system**	includes a. payment procedures b. verification of information procedures c. variation orders and procedures d. dispute resolution e. rectification and default system
3. **Contracts**	may relate to a. leases b. management agreements c. constitutions d. employment contracts e. sub leases f. suppliers g. service providers h. hire agreements i. user rental agreements j. vendor rental agreements k. memberships l. users/clients
4. **Key performance areas**	a. adherence to timelines b. financial performance c. progress toward objectives d. adherence to quality standards

		e. Occupational Health and Safety f. equal employment opportunity practices g. marketing objectives h. customer management i. asset management j. staff management k. program/service/facility development
5.	**Payments**	may include a. progressive b. lump sum
6.	**Performance measures**	may include a. past performance b. current plans c. external benchmarks d. quality indicators e. objective measures f. subjective measures g. efficiency measures
7.	**Records of contract progress**	may include a. photographs b. data c. progress reports d. customer surveys e. minutes of meetings
8.	**Testing**	may include a. sample b. routine checks c. audit d. observation e. meetings f. laboratory g. Occupational Health and Safety h. equal employment opportunity

Evidence Guide

MANAGE CONTRACTS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of managing contracts to ensure the contractor performs to at least the standards specified in the contract b. Assessment of performance should be over a period of time covering at least five categories of the range of variables statements for contracts and those categories of the other range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: 　c.1 Establish effective communication with the contractor 　c.2 Maintain files relating to records of meetings, payment, progress reports, file notes and discussions and up-to-date insurance files, WorkCover, Occupational Health and Safety and audit processes 　c.3 Establish contract administrative systems to effectively manage a range of contracts
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 Occupational Health and Safety procedures and policies 　a.2 Relevant legislation 　a.3 Organisation policies 　a.4 Contract procedures 　a.5 Fundamental contract law 　a.6 Knowledge of the contract service 　a.7 Performance standards and analysis 　a.8 Complaints procedures 　a.9 Costing processes b. Underpinning skills 　b.1 Negotiation/liaison with a wide range of people 　b.2 Contingency management to deal with unexpected circumstances arising during the contract period 　b.3 Contract interpretation to clearly understand roles and responsibilities 　b.4 Project management skills to ensure contract conditions are met 　b.5 Conflict resolution to resolve disputes between various parties involved with the contract 　b.6 Communication skills to exchange information, provide clear instructions and seek feedback from various parties involved with the contract 　b.7 Financial skills to produce reports and ensure financial obligations are met within budget
4.	**Resource implications**	a. Assessment of this competency requires access to a community recreation facility or 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 work environment
		b.	In cases where the learner does not have the opportunity to cover all categories from the range of variables 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
3	3	3	3	2	3	2

DISABILITY WORK

CHCDIS

Contents

CHCDIS1A   ORIENTATION TO DISABILITY WORK

DIS   Disability

DESCRIPTION: This unit covers the knowledge and skills required to ensure that work is performed ethically, supports the rights and interests of people with disabilities and follows appropriate reporting mechanisms to meet duty of care requirements.

ELEMENT	PERFORMANCE CRITERIA
1. **Demonstrate commitment to quality services for people with disabilities**	a. All work reflects an understanding of key issues facing people with disabilities and their carers b. All work undertaken reflects the context of policy, regulatory, legislative and legal requirements as they apply to the area of work c. All work in the sector demonstrates a commitment to access and equity principles d. Organisational procedures for client participation are followed e. Personal values and attitudes regarding disability are taken into account when planning and implementing all work activities f. Information from within the workplace is accessed routinely and used to respond to client needs
2. **Support rights, interests and needs of people with disabilities**	a. People with disabilities are supported and encouraged to exercise their rights and independence b. Different client requirements are acknowledged c. Legal responsibilities and duty of care are complied with
3. **Respond to situations of risk or potential risk to people with disabilities**	a. Respond to situations of risk and report to appropriate people b. Report uncharacteristic or inappropriate behaviour c. Report situations of risk which may have an adverse effect on the health of people with disabilities

Range of Variables

ORIENTATION TO DISABILITY WORK

VARIABLE STATEMENT	CATEGORIES

1. **A commitment to principles of access and equity**	includes
	a. creation of a client oriented culture
	b. a non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
	c. ensuring the work undertaken takes account of and caters for differences including
	    c.1 cultural
	    c.2 physical
	    c.3 religious
	    c.4 economic
	    c.5 social
	    c.6 developmental
	    c.7 behavioural
	    c.8 emotional
	    c.9 intellectual

2. **Appropriate people**	include a. supervisors b. relatives c. colleagues d. health workers e. administrators f. emergency services g. health care services
3. **Context**	includes a. statutory framework within which work takes place b. historical context of work, eg, changing attitudes, changing approaches to working with clients c. changing social context of work, eg, consumer centred approach, changing government and societal views, approaches to working with clients d. political context, eg, government policies and initiatives e. economic context, eg, the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs f. facts/myths about disability

4. **Different client requirements**	may depend upon
	a. type of disability including
	    a.1 physical
	    a.2 sensory
	    a.3 intellectual
	    a.4 psychiatric
	b. support availability including
	    b.1 family
	    b.2 financial
	    b.3 physical and emotional
	    b.4 employment
	    b.5 education and training

		b.6 presence of a terminal illness/condition
5.	**Different models of work in the sector**	may include a. community development and education b. health promotion c. case management d. working with families e. peer support/self help f. residential services g. respite care h. home based support i. community access j. advocacy k. employment support l. lifestyle support m. business services support
6.	**Interests**	include a. financial b. accommodation c. services d. recreation
7.	**Issues**	include a. access to services for people with disabilities and their carers b. meeting individual needs and personal goals of people with disabilities
8.	**Policy and legislative requirements**	include a. Disability Services Act b. Disability Discrimination Act c. Privacy Act d. Equal Employment Opportunity principles e. Guardianship Board f. Individual rights g. Disability Service Standards h. Nurses Act i. Medical Act j. Medication regulations
9.	**Responding to situations of risk in the context of the work role**	may include a. identifying risks b. providing information on risks or potential risks c. risk minimisation d. strategies for preventing abuse of people with disabilities
10.	**Rights**	a. include principles expressed in a.1 charters of rights a.2 outcomes standards documents a.3 general human rights a.4 freedom from discrimination a.5 freedom of information b. include b.1 privacy b.2 confidentiality b.3 common law b.4 to be treated in a dignified, safe and comfortable manner b.5 to express own feelings b.6 friendship b.7 freedom of association b.8 choice to participate b.9 access to complaint mechanisms

11. The underpinning values and philosophies of the sector	may include a. a holistic and consumer-centred approach b. community education c. delivery of appropriate services d. commitment to meeting the needs and upholding the rights of clients e. commitment to empowering clients

Evidence Guide

ORIENTATION TO DISABILITY WORK

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the rights, responsibilities and current issues for people with a disability 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 current issues facing clients and existing services for addressing needs and rights
		   c.2 Demonstrate understanding of the rights and responsibilities of people with disabilities
		   c.3 Demonstrate understanding of the stereo types of people with disabilities
		   c.4 Demonstrate awareness of own attitudes to people with disabilities

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 specific culture and language used by people with disabilities
		   a.2 Knowledge specific to working with families and family systems
		   a.3 Understanding different client requirement according to different disabilities
		   a.4 Knowledge of networks in the disability sector
		   a.5 Holistic and client-centred care
		   a.6 Consumer needs and rights including duty of care
		   a.7 Principles of empowerment/disempowerment in relation to people with disabilities
		   a.8 Principles of access and equity
		   a.9 Principles and practices of confidentiality
		   a.10 Organisational policies, practices and programs relating to the work role
		   a.11 Organisational occupational health and safety policies and procedures
		   a.12 Organisational philosophy and guidelines
		   a.13 Awareness of discriminatory actions
		   a.14 Common risks to safety
		   a.15 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
		      a.15.1 alcohol and other drugs abuse
		      a.15.2 cultural and linguistic diversity
		      a.15.3 risk of self harm
		      a.15.4 women
		      a.15.5 men
		      a.15.6 community education

			a.15.7 Aboriginal and Torres Strait Islander people a.15.8 mental health b. Underpinning skills b.1 Interpersonal communication with clients and other stakeholders
4.	**Resource implications**	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider the particular workplace context
6.	**Context for assessment**	a.	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	2	3	-	2	1

CHCDIS2A   MAINTAIN AN ENVIRONMENT DESIGNED TO EMPOWER PEOPLE WITH DISABILITIES

DIS   Disability

DESCRIPTION: This unit covers the knowledge and skills used by those working with people with disabilities aimed at: enhancing the ability of people with disabilities to communicate and be independent; upholding the rights and responsibilities of people with disabilities; applying the organisation's philosophy; and, contributing to the design and review of policies and procedures for empowerment.

ELEMENT	PERFORMANCE CRITERIA
1. **Enhance communication by people with disabilities**	a. People with disabilities are actively encouraged and supported to communicate b. Any difficulties with communication are identified and strategies to deal with these are implemented c. If required people with disabilities are assisted to develop skills in assertive communication according to organisational resources and procedures d. Colleagues are encouraged to support people with disabilities to communicate for themselves e. Strategies which respect differences are implemented to promote effective communication
2. **Enhance the independence of people with disabilities**	a. Independent action and thinking by people with disabilities is encouraged and supported b. Options for action on relevant issues are identified and discussed with people with disabilities and/or their advocates c. Where required, ongoing support is provided to maximise independence d. Colleagues are encouraged to support the independence of people with disabilities e. People with disabilities' decisions and opinions are listened to and acted upon within the constraints of organisational policies and procedures f. People with disabilities' participation in appropriate forums is supported with information and training if required g. Strategies are developed which promote independence, taking differences into account
3. **Uphold the rights and responsibilities of people with disabilities**	a. The rights of people with disabilities and options for achieving these are described and discussed with them and/or their advocates b. The responsibilities of people with disabilities are described and discussed with them and/or their advocates c. Colleagues are encouraged and assisted to uphold the rights and responsibilities of people with disabilities d. Strategies are developed which promote the rights and responsibilities of people with disabilities and take into account differences e. Own reactions and limitations regarding differences are recognised and appropriate assistance is sought to ensure the rights of people with disabilities are upheld

4.	**Contribute to the development and review of policies**	a.	Implementation issues related to relevant organisational policies and legislation are identified and discussed with colleagues or team
		b.	People with disabilities and their advocates are encouraged to express their views about policies, legislation and empowerment
5.	**Work as a member of a team to research the development of policies on empowerment**	a.	Research and consultation tasks appropriate to the worker's role in the research process are identified and planned with team
		b.	Research and consultation tasks are implemented as directed within time frames, resource constraints and agreed processes
		c.	Research and consultation outcomes are collated and reported as directed

Range of Variables

MAINTAIN AN ENVIRONMENT DESIGNED TO EMPOWER PEOPLE WITH DISABILITIES

VARIABLE STATEMENT	CATEGORIES
1. **Appropriate forums**	include a. internal and external committees b. seminars c. conferences
2. **Client**	may be a. family group b. other support people where people with disabilities are very young or unable to express themselves
3. **Colleagues**	include a. other staff b. volunteers c. families d. friends

4. **Differences**	include
	a. individual
	   a.1 age
	   a.2 gender
	   a.3 ability
	   a.4 history
	   a.5 personal preferences
	b. cultural
	c. spiritual
	d. sexual preference

5. **Environment**	in this context it may refer to the a. philosophical environment b. spiritual environment rather than the physical environment
6. **Philosophies incorporated in organisational mission statements and policies**	involve core principles from current theories or ideas such as a. Least Restrictive Alternative b. social justice c. equity d. Social Role Valorisation (SRV) e. Normalisation
7. **Responsibilities**	include those to a. act within the law b. treat others with consideration and respect c. abide by family obligations d. abide by the policies and procedures of the service being used

8.	Rights	a.	involve those enshrined in legislation and policies including
			a.1　Commonwealth Disability Services Act 1986
			a.2　National Disability Service Standards
			a.3　Commonwealth Disability Discrimination Act 1992
			a.4　relevant State/Territory Acts
			a.5　Equal Employment Opportunity or anti discrimination Acts
			a.6　organisation mission statements
			a.7　organisational policies
		b.	would include those at least to
			b.1　choose for oneself
			b.2　have meaningful work
			b.3　privacy
			b.4　dignity
			b.5　confidentiality
			b.6　self determination
			b.7　appropriate support
			b.8　skill development
			b.9　advocacy
			b.10 being treated as a valued individual
			b.11 fair treatment
			b.12 right to enter into relationships
			b.13 right to express sexuality
9.	Strategies to deal with communication difficulties		include
		a.	learning an appropriate means of communication, eg, signing
		b.	using communication technology
		c.	using an interpreter
10.	Strategies to encourage colleagues		include
		a.	providing examples of appropriate behaviour
		b.	counselling
		c.	training or referral to training
		d.	referral to superior staff members

Evidence Guide

MAINTAIN AN ENVIRONMENT DESIGNED TO EMPOWER PEOPLE WITH DISABILITIES

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the skills and processes required to empower people with disabilities 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 an understanding of the processes of the development and implementation of workplace policies relating to empowerment of people with disabilities
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 Relevant organisational policies and procedures
			a.2 Organisational philosophy and goals
			a.3 Legislative provisions relating to the rights of people with disabilities
			a.4 Basic knowledge of human, social, psychological, cognitive and physical development
			a.5 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including
			a.5.1 alcohol and other drugs abuse
			a.5.2 cultural and linguistic diversity
			a.5.3 risk of self harm
			a.5.4 women
			a.5.5 men
			a.5.6 community education
			a.5.7 Aboriginal and Torres Strait Islander people
			a.5.8 mental health
		b.	Underpinning skills
			b.1 Communication
			b.2 Team work
			b.3 Negotiation
4.	**Resource implications**	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider the requirements for maintaining an environment which empowers people with disabilities in

CHCDIS3A   PROVIDE SERVICES TO PEOPLE WITH DISABILITIES

DIS   Disability

DESCRIPTION: This unit covers the knowledge and skills required by staff associated with responding to the physical, medicinal, health and safety, personal care and home maintenance requirements of people with disabilities. Clients will have differing support requirements including those who may have high support needs and workers will manage physical contact, challenging behaviour and the use of equipment.

ELEMENT	PERFORMANCE CRITERIA
1. **Assist people with disabilities to identify their needs**	a. Strategies to meet the needs of people with disabilities are identified, discussed and implemented b. The dignity, privacy and personal choice of people with disabilities in relationship to needs are upheld within organisational constraints c. Client is assisted to evaluate and select strategies to meet their requirements and achieve their goals
2. **Support people with disabilities to meet their needs**	a. Information and skills required by people with disabilities to meet their needs are identified b. Opportunities to obtain information and develop skills are provided or developed c. Individual and group support is provided in accordance with resources and organisational policies and procedures d. People with disabilities rights and responsibilities are explained e. People with disabilities are assisted in maintaining a safe and healthy environment f. Confidentiality is maintained in accordance with organisational policies and procedures g. Appropriate physical contact is encouraged when providing support
3. **Review client work**	a. Work with client is reviewed within organisational policies and procedures and strategies to meet ongoing needs are adapted as appropriate b. Outcomes of client work are reviewed with supervisor and/or colleagues in accordance with organisational policies and procedures
4. **Manage challenging behaviour**	a. The type, frequency and triggers of challenging behaviour of a person with a disability is assessed and strategies developed to minimise the behaviour b. Strategies for the prevention and management of challenging behaviour are implemented according to organisational procedures c. Organisational procedures on safety in the context of challenging behaviour are implemented

Range of Variables

PROVIDE SERVICES TO PEOPLE WITH DISABILITIES

VARIABLE STATEMENT	CATEGORIES

1. **Differences**	may include
	a. individual
	    a.1 age
	    a.2 gender
	    a.3 ability
	    a.4 history
	    a.5 personal preferences
	b. cultural
	c. spiritual
	d. sexual preference

2. **Encouragement of appropriate physical contact**	may include a. working in the context of organisational policies and procedures b. following organisational policies and procedures for the management of inappropriate physical contact c. recognition of own reactions and limitations regarding physical contact d. seeking assistance to ensure appropriate physical contact where necessary e. recognition of differences impacting on physical contact and strategies to deal with these
3. **Hazardous materials**	include a. cleaning chemicals b. medicines c. medical treatments

4. **Personal needs**	may include providing assistance with
	a. daily living including
	    a.1 maintaining personal safety
	    a.2 communication
	        a.2.1 speech
	        a.2.2 writing
	        a.2.3 non-verbal
	        a.2.4 communication
	    a.3. eating and drinking
	    a.4. eliminating
	    a.5. breathing
	    a.6. mobilising and transferring
	        a.6.1 moving from place to place
	        a.6.2 position to position
	    a.7 attending to personal hygiene
	        a.7.1 bathing
	        a.7.2 laundering personal linen
	    a.8 dressing and undressing
	    a.9 attending own spiritual needs
	    a.10 grooming and expressing sexuality
	b. physical/instrumental activities of daily living
	    b.1 accessing education and employment
	    b.2 accessing financial resources and allowances
	    b.3 paying bills and regular outgoings

		b.4 shopping
		b.5 preparing meals
		b.6 climbing stairs
		b.7 maintaining household
		    b.7.1 cleaning
		    b.7.2 laundry
		    b.7.3 décor
		    b.7.4 repairs
		b.8 travelling by private and public transport
		b.9 interacting with others and socialising
		b.10 accessing leisure, recreational and sporting activities
		c. assisting with self-administration of medication according to
		    c.1 organisational practice and policy
		    c.2 government regulation, policy and legislation
		d. physical comfort and rest
		e. pain management
		f. maximisation of independence and personal preferences
		g. empowerment, eg, enhancing of clients ability to communicate, act independently and uphold rights and responsibilities

5.	**Prevention and management of challenging behaviour**	include a. recognising triggers and deflecting them b. using active listening and observation skills c. ensuring effective communication d. seeking expert assistance
6.	**Relevant legislation and policies**	include a. Occupational Health and Safety legislation b. state/territory health acts c. Equal Employment Opportunity legislation d. organisational policies and guidelines
7.	**Relevant organisational policies and procedures**	include those on a. daily living b. medication c. dealing with changes in physical or mental wellbeing d. occupational health and safety e. sexual harassment f. abuse prevention
8.	**Strategies to meet needs**	may include a. responding to requirements arising from differences b. utilising personal support equipment, eg, chair lifts, wheelchairs, hearing impaired phones c. enlisting specialist skills
9.	**Support**	may be provided a. in the client's home b. at residential or other services

Evidence Guide

PROVIDE SERVICES TO PEOPLE WITH DISABILITIES

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the requirements for people with a disability and the skills to provide and manage these services 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 Provide services that meet particular needs of people with disabilities
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 Role and responsibility of self and others in the organisation a.2 Organisation's definition of challenging behaviour a.3 Relevant support equipment and technologies and related Occupational Health and Safety requirements regarding their use a.4 Impact of particular types of disability a.5 Principles of empowerment/disempowerment in relation to people with disabilities a.6 Organisational policies, procedures and philosophy a.7 Occupational health and safety guidelines a.8 Basic human, social, psychological, cognitive and physical development a.9 Cultural factors affecting people with disabilities requirements a.10 Understanding of regulations and guidelines governing the handling of medication a.11 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required including a.11.1 alcohol and other drugs abuse a.11.2 cultural and linguistic diversity a.11.3 risk of self harm a.11.4 women a.11.5 men a.11.6 community education a.11.7 Aboriginal and Torres Strait Islander people a.11.8 mental health b. Underpinning skills b.1 Use of equipment b.2 Interpersonal communication b.3 Negotiation b.4 Observation as required by job role b.5 Assessment as required by job role

4.	**Resource implications**	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a.	Consistency in performance should consider the particular services provided by workers
6.	**Context for assessment**	a.	This unit is best assessed in the workplace or by simulation under the normal range of workplace conditions

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	2	3	-	2	1

CHCDIS4A   DESIGN PROCEDURES FOR SUPPORT

DIS   Disability

DESCRIPTION: This unit describes the competencies used by staff to design models for support including assessing requirements and designing and implementing procedures.

ELEMENT	PERFORMANCE CRITERIA
1. **Assess the person with a disability's personal support requirements**	a. The person with a disability, significant others and other support staff are actively involved in the assessment process and/or are encouraged to participate b. All relevant information on the person with a disability and his/her personal support requirements is identified, analysed and recorded according to organisational procedures
2. **Design individual personal support procedures**	a. Options for designing procedures are discussed and choices justified within relevant organisational policies and procedures b. A process for evaluation and review of the procedure is implemented
3. **Implement individual personal support procedures**	a. Support procedures for the person with a disability are identified b. Staff are trained to apply support procedures c. Implementation of the support procedure is evaluated and changes are made to support procedures where necessary

Range of Variables

DESIGN PROCEDURES FOR SUPPORT	

VARIABLE STATEMENT	CATEGORIES
1. **Significant others**	include a. family b. friends c. other support people and advocates
2. **Relevant information**	includes a. written and verbal records b. observations c. requests
3. **Implementation of the support procedures**	may be evaluated through a. observation b. reviewing objectives and outcomes of procedures c. feedback from people with disabilities and their significant others

Evidence Guide

DESIGN PROCEDURES FOR SUPPORT

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the rights, responsibilities and current issues for people with a disability 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
			c.1 The ability to match client support requirements with support procedures
			c.2 Effectiveness of support procedures and worker's ability to evaluate effectiveness
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 Role and responsibilities of self and others in the organisation
			a.2 Impact of disability on person with disability
			a.3 Impact of disabilities upon people with disabilities
			a.4 Assessment processes
			a.5 Support procedures for daily living
			a.6 Program planning
			a.7 Basic training processes
			a.8 Depending on the work role or services provided, specific knowledge of particular groups of issues may be required
			a.8.1 alcohol and other drugs abuse
			a.8.2 cultural and linguistic diversity
			a.8.3 risk of self harm
			a.8.4 women
			a.8.5 men
			a.8.6 community education
			a.8.7 Aboriginal and Torres Strait Islander people
			a.8.8 mental health
		b.	Underpinning skills
			b.1 Communication
			b.2 Casework assessment skills
			b.3 Program design and planning
			b.4 Informal and formal training
4.	Resource implications	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
5.	Consistency in performance	a.	Consistency in performance should consider the requirements of particular support procedures

6. **Context for**   a.   This unit is best assessed in the workplace or in a simulated workplace
    assessment   under the normal range of conditions

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	-	2	1

CHCDIS5A   CONTRIBUTE TO POSITIVE LEARNING

DIS   Disability

DESCRIPTION: This unit describes the competencies needed by workers to support people with disabilities in maintaining and enhancing their skills and abilities with the aim of maximising independence.

ELEMENT	PERFORMANCE CRITERIA
1. **Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities**	a. Situations that can be used as possible informal learning opportunities are identified, and learning encouraged b. A range of informal learning opportunities are identified and described in the context of organisational policies and procedures c. The appropriate level of support is withdrawn when directed, in order to encourage learning d. Appropriate constructive advice and feedback is provided to people with disabilities as soon as possible
2. **Implement skill development or maintenance plan**	a. Recommended training methods are identified from plan and implemented b. The required tools, equipment and other resources are organised to support the learning process c. Opportunities are provided for feedback to the trainee and any suggestions for changing the skill development or maintenance plan are noted and passed on to the nominated person d. Learning outcomes are monitored and recorded against the skill development or maintenance plan

Range of Variables

CONTRIBUTE TO POSITIVE LEARNING

VARIABLE STATEMENT	CATEGORIES
1. **Examples of situations that can be used as learning opportunities**	may include a. residential b. vocational settings
2. **Skill development**	may be in a. life b. vocational c. social d. personal support skills
3. **Examples of an appropriate range of learning opportunities**	include a. taking risks in the context of self determination and dignity of risk b. using action learning
4. **Examples of trainees**	include a. people with disabilities b. families c. significant others d. volunteers e. other staff
5. **Examples of nominated people**	include a. supervisor b. other staff

Evidence Guide

CONTRIBUTE TO POSITIVE LEARNING

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the skills and processes required to empower people with disabilities 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 c.1 The ability to incorporate skill development activities into work with people with disabilities

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 The individual's disability/disabilities and its/their interaction with the individual's personality
		   a.2 Services available to people with disabilities
		   a.3 Knowledge of learning and development
		   a.4 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
		      a.4.1 alcohol and other drugs abuse
		      a.4.2 cultural and linguistic diversity
		      a.4.3 risk of self harm
		      a.4.4 women
		      a.4.5 men
		      a.4.6 community education
		      a.4.7 Aboriginal and Torres Strait Islander people
		      a.4.8 mental health
		
		b. Underpinning skills
		   b.1 Interpersonal communication

4.	**Resource implications**	a. Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
5.	**Consistency in performance**	a. Consistency in performance should be related to particular learning activities carried out by workers
6.	**Context for assessment**	a. This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	3	-	2	1

CHCDIS6A   PLAN AND IMPLEMENT COMMUNITY INTEGRATION

DIS   Disability

DESCRIPTION: This unit describes the competencies used by staff to maximise the integration of people with disabilities in various community settings through planning, assessing locations, making necessary adaptations, liaising with families, and enhancing access to other services.

ELEMENT	PERFORMANCE CRITERIA
1. Plan community support with people with disabilities	a. The relevant interests, abilities and requirements of the person with a disability are identified and discussed with the active involvement of that person, significant others and other staff where required b. Relevant options and services are identified and matched to the requirements of the person with disabilities with his/her involvement and/or that of significant others c. Appropriate resources are identified and organised according to organisational procedures d. All relevant information on the person with a disability and his/her community support requirements is summarised and recorded according to organisational procedures e. Individual and cultural differences impacting on planning for community integration are recognised and described, and strategies to deal with these are identified.
2. Assess locations with people with disabilities	a. Physical entry and exit is assessed and any problems identified with the active involvement of the person with a disability b. The type of work/activity is assessed with the employer/operator and the person with a disability, compared to that person's abilities and any problems identified c. Transport issues are discussed with the person with a disability and strategies to address these are identified d. The personnel and procedures of the location are identified and discussed with the person with a disability e. Requirements for aids, environmental modification and support and strategies to deal with these are identified with the active involvement of the person with a disability f. Own limitations are recognised and advice is sought when necessary
3. Adapt environment or equipment of relevant locations to individual requirements	a. Options for adaptations and design of aids are described and discussed, and choices justified b. Appropriate aids are designed according to individual requirements c. Adaptations to location are carried out or recommendations made to relevant people in response to identified individual requirements d. Any safety problems are noted and the employer or operator is advised if appropriate e. Appropriate environmental support as identified through assessment is organised and implemented f. A process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute
4. Liaise with families and significant others	a. The person with a disability and his/her significant others are consulted about the person with a disability's abilities, requirements and interests b. Liaison is provided between the person with a disability and his/her family and/or significant others to ensure his/her rights are maintained within organisational policies and procedures

	c. The need for privacy, values and opinions of family members and/or significant others are described and strategies to deal with these identified and followed through
	d. Family and household routines are identified and recorded where necessary and adaptations made to fit into these
	e. The impact of having a person with a disability in the family is recognised, discussed and strategies to deal with this identified and implemented
	f. Individual and cultural differences impacting on relationships with families and significant others are recognised and described, and strategies to deal with these identified
5. Enhance the ability of people with disabilities to access and participate in other services and activities	a. People with disabilities are encouraged and/or supported to access appropriate services and to participate in community activities
	b. Barriers to participation are identified and strategies to address these are implemented

Range of Variables

PLAN AND IMPLEMENT COMMUNITY INTEGRATION

VARIABLE STATEMENT	CATEGORIES
1. Locations concerned	may be a. workplaces b. community centres c. residences d. educational and recreational facilities e. various service facilities
2. Examples of physical exit and entry issues	involve a. curbs b. lifts c. lighting d. signs
3. Examples of assessment processes	include a. job or activity analysis b. task analysis
4. Environmental support	may include a. volunteers b. co-workers c. training officers being trained to support the person with a disability
5. Examples of relevant people	include a. specialists b. employers of people with disability c. funding bodies
6. Examples of the impact on the family	include a. grieving b. financial problems c. added stress
7. Examples of activities	include those provided by a. social clubs b. training organisations c. recreational facilities
8. The organisation of appropriate resources	may include a. accessing skills/services b. establishing appropriate groups c. community development activity

Evidence Guide

PLAN AND IMPLEMENT COMMUNITY INTEGRATION

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the requirements for people with a disability and the skills to provide and manage these services 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
			c.1 The ability to coordinate a wide range of activities for the facilitation of community integration
			c.2 Upholding rights and responsibilities of people with disabilities throughout community integration
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 Organisational and other guidelines for community integration
			a.2 Group dynamics
			a.3 Organisational cultures
			a.4 Impact of disabilities on people with disabilities
			a.5 Basic human development – psychological, cognitive, social and physical
			a.6 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
			a.6.1 alcohol and other drugs abuse
			a.6.2 cultural and linguistic diversity
			a.6.3 risk of self harm
			a.6.4 women
			a.6.5 men
			a.6.6 community education
			a.6.7 Aboriginal and Torres Strait Islander people
			a.6.8 mental health
		b.	Underpinning skills
			b.1 Job/activity analysis
			b.2 Task analysis
			b.3 Observation
			b.4 Assessment
			b.5 Negotiation
			b.6 Communication and consultation
			b.7 Planning
4.	Resource implications	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place

5.	**Consistency in performance**	a.	Consistency in performance should consider particular requirements and processes of community integration
6.	**Context for assessment**	a.	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	3	-	2	1

CHCDIS7A   DESIGN AND ADAPT SURROUNDINGS TO GROUP REQUIREMENTS

DIS   Disability

DESCRIPTION: This unit describes the competencies used by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations.

ELEMENT	PERFORMANCE CRITERIA
1. **Assess locations**	a. Asses group's requirements in the context of the existing location with the active participation of the people with disabilities and other staff involved b. Physical entry and exit is assessed and any problems discussed with the active participation of the people with disabilities involved c. Requirements for aids, environmental modification and support and strategies to deal with these are developed with the active participation of the people with disabilities involved d. Individual and cultural differences relating to the assessment of locations are recognised, explained and strategies to deal with these developed
2. **Design and/or use appropriate aids**	a. Options for adaptations and design of aids are discussed and choices justified b. Appropriate aids are designed according to group requirements c. Adaptations to location and environment are carried out in response to identified group requirements d. A process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute
3. **Design new location to group requirements**	a. People with disabilities, significant others and other support staff are actively involved in the process of identifying building requirements b. Physical entry and exit is planned and noted with groups' requirements in mind c. Requirements for aids, environmental design and support, and strategies to deal with these are identified and recorded d. Own limitations are recognised and expert assistance is sought where necessary e. Reports and recommendations are made on building requirements to managers or boards of management f. Individual and cultural differences impacting on the design of locations are recognized and described and strategies to deal with these are developed

Range of Variables

DESIGN AND ADAPT SURROUNDINGS TO GROUP REQUIREMENTS

VARIABLE STATEMENT	CATEGORIES
1. **Locations concerned**	may be a. workplaces b. community centres c. residences d. educational and recreational facilities e. various service facilities
2. **Examples of physical exit and entry issues**	involve a. curbs b. lifts c. lighting d. signs
3. **Environmental support**	may involve a. volunteers b. co-workers c. training officers being trained to support the person with a disability
4. **Examples of assessment processes**	include a. job or activity analysis b. task analysis
5. **Expert assistance**	may come from a. architects b. builders c. other specialists
6. **Examples of boards of management**	include a. appointed management committees b. elected management committees c. chief executive officers

Evidence Guide

DESIGN AND ADAPT SURROUNDINGS TO GROUP REQUIREMENTS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the requirements for people with a disability and the skills to provide and manage these services 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
			c.1 Identification of specific requirements of people with disabilities
			c.2 Consultation requirements relating to proposed adaptations
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 Organisational policies and procedures relating to the design and adoption of group surroundings
			a.2 Impact of disabilities on people with disabilities
			a.3 Occupational health and safety guidelines
			a.4 Ergonomics
			a.5 Range of available aids
			a.6 Depending on the work role or services provided, specific knowledge of particular groups or issues may be required
			a.6.1 alcohol and other drugs abuse
			a.6.2 cultural and linguistic diversity
			a.6.3 risk of self harm
			a.6.4 women
			a.6.5 men
			a.6.6 community education
			a.6.7 Aboriginal and Torres Strait Islander people
			a.6.8 mental health
		b.	Underpinning skills
			b.1 Designing skills
			b.2 Assessment
			b.3 Communication with individuals and groups
4.	Resource implications	a.	Assessment of this competency requires access to a relevant workplace or an appropriately simulated environment where assessment may take place
5.	Consistency in performance	a.	Consistency in performance should consider the particular requirements of services and workplaces
6.	Context for assessment	a.	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	1

FIELD OPERATIONS

OPS

CONTENTS

SRO OPS 003A   APPLY WEATHER INFORMATION

OPS   Field operations

DESCRIPTION: This unit covers the basic knowledge and skills to access and interpret meteorological data in order to plan outdoor activities.

ELEMENT	PERFORMANCE CRITERIA
1. Apply weather information	a. Identify *sources of relevant weather information* b. Obtain general *meteorological data* c. Access area specific information
2. Interpret weather information	a. Interpret *meteorological data* in terms of likely weather conditions in areas which are to be used for an activity b. Interpret Bureau of Meteorology forecasts and warnings in terms of future weather conditions in areas which are to be used for an activity c. Assess *additional information* that is relevant to the predicted weather d. Evaluate current and predicted weather conditions in terms of their effect on a planned outdoor activity e. Modify activity plans, if necessary, following consideration of weather information

Range of Variables

APPLY WEATHER INFORMATION

VARIABLE STATEMENT	CATEGORIES
1. **Additional relevant information**	a. river heights b. estimated water release from dams c. high and low tides d. snow cover
2. **Meteorological data**	a. synoptic charts b. satellite images c. daily and four day forecasts d. maximum and minimum temperatures e. rainfall f. snowfall g. barometric pressure h. warnings (wind, rain, storm, cyclone, hail, blizzard)
3. **Sources of information**	a. statutory bodies (eg, Bureau of Meteorology, Water Resources) b. media (newspapers, radio) c. National Parks and Wildlife Services d. Police e. local inhabitants f. motoring associations

4. **Work environment**	a. includes all situations, for example
	  a.1 in a range of typical weather conditions
	  a.2 at a range of different locations or sites
	b. includes locations/sites at which outdoor activities may be conducted, including:
	  b.1 land (forested, desert, snow-covered)
	  b.2 caves
	  b.3 cliffs
	  b.4 rivers
	  b.5 underwater
	  b.6 sheltered and open bodies of water (including oceans)

Evidence Guide

APPLY WEATHER INFORMATION

1.	**Critical aspects of evidence to be considered**	a. b. c.	Assessment must confirm sufficient knowledge of types and sources of meteorological data in the work environment Assessment of performance should be over a period of time covering all categories of meteorological data and sources of information from the range of variable statements that are applicable in the learners environment In particular, assessment must confirm the ability to: c.1 Apply variables from within the range that are applicable to the activity-specific context to make reasonable predictions, based on different meteorological data.
2.	**Interdependent assessment of units**	a. b. c.	This unit must be assessed after attainment of competency in the following unit(s): a.1 Nil This unit must be assessed in conjunction with the following unit(s): b.1 Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRO ORE 003A Prepare to participate in outdoor activities
3.	**Required knowledge and skills**	a. b.	Underpinning knowledge a.1 Basic factors affecting global, regional and local climatic conditions a.2 Local climatic conditions and the effect of latitude a.3 Influence of local air masses, seasons and topography on weather a.4 Maritime influence on weather and climate a.5 Barometric pressure and its implications Underpinning skills b.1 Analysis of information b.2 Problem solving and decision making to determine the impact of meteorological data on planned activities b.3 Contingency planning
4.	**Resource implications**	a. b.	Assessment of this competency requires access to meteorological data and basic meteorological instruments 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 in all variables from within the range applicable to a specific outdoor activity
6.	**Context for assessment**	a. b. c.	Competency may be demonstrated in a simulated work environment In cases where the learner does not have the opportunity to cover all categories of meteorological data and sources of information from the 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 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. Assessment of this unit of competence will usually include oral and/or written questioning on underpinning knowledge and skills and analysis of meteorological data for specific locations and conditions

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

FITNESS

FIT

Contents

SRF FIT 005A   APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

FIT   Fitness

DESCRIPTION: This unit provides the basic applied exercise science required for fitness instructors.

ELEMENT	PERFORMANCE CRITERIA
1. *Anatomical terminology* and descriptions of the musculoskeletal structure of the body are used when instructing clients	a. *Anatomical terminology* is used when movements of the body are described and demonstrated to clients b. The location and function of the *major bones* of the upper and lower extremities and axial skeleton are related to movement when instructing clients c. The structure and function of the *major synovial joints* of the body related to exercise are related to movement when instructing clients d. The gross structure of skeletal muscle and its relationship to movement are related to movements when instructing clients e. *Major muscles* and their prime moving movements at major *joints* in the body are related to movement when instructing clients f. The neural control of skeletal muscle contraction are related to movement when instructing clients g. Basic types of *neural feedback* involved in the coordination of movement are related to movement when instructing clients h. The relationship between muscle size and strength are measured and related to movement when instructing clients
2. Relate the functioning of the *cardio-respiratory system* to exercise instruction	a. The structure and function of the various parts of the *cardio-respiratory system*, related to exercise, are identified and explained to clients b. The process of transport and exchange of oxygen and carbon dioxide during exercise are related to fitness outcomes when instructing clients c. Client heart rates and blood pressure responses are measured during *submaximal aerobic activity* and used to set training loads to target specific client energy system involvement d. Ratings of perceived exertion during *submaximal aerobic activity*, muscle endurance activities, lactate endurance and maximal strength activities are used to measure and adjust the work intensity of clients e. Symptoms and effects of specific muscular fatigue and blood lactate accumulation during muscle endurance activities are recognised and used to adjust exercise intensity
3. Use a knowledge of the *lever systems* of the human body and *resistance* equipment to set safe and effective exercise intensities	a. The common terms used to qualify the basic *principles of biomechanics* are used when instructing fitness activities b. The basic *lever systems* in both anatomical and mechanical lever systems are identified and explained to clients c. The *lever systems* in the human body and their role in movement and stability are used to provide safe and effective exercises for clients d. The use of levers and cams in *resistance* equipment to alter the force required by muscles and affect joint stability are taken into account when developing programs and instructing fitness activities e. The effect of changes in lever length on muscle force output in both anatomical and mechanical lever systems is taken into account when instructing fitness activities

4.	**Support fitness industry clients to adopt the fundamental principles of healthy eating**	a.	The various techniques for estimating body fat, such as 'Ideal weight' (height Vs weight charts), body mass index, sum of skinfolds and waist/hip ratio are used to monitor fat loss progress
		b.	***Industry standards*** for giving healthy eating information in the fitness industry and ***types of conditions*** where a visit to a medical practitioner is advisable, are described to clients
		c.	Basic dietary and exercise recommendations are provided to clients
		d.	Commercial diet and exercise analysis software appropriate to an instructor in the fitness industry are used to provide appropriate exercise for clients
5.	**Demonstrate and apply an understanding of the factors that motivate people to commence and stay with a long term fitness program**	a.	The factors that encourage people to adhere to exercise programs are recognised and used when instructing clients
		b.	Habits, lifestyle, family situation, likes and dislikes which might be relevant to writing an appropriate exercise program are discussed with a client
		c.	The physical and the psychological characteristics that apply to each ***stage of fitness***, and the most appropriate form of motivation at each level are used when instructing clients
		d.	Clients are directed to understand and overcome their own barriers to the continuation of an exercise program
		e.	The steps involved in establishing a behavioural change that results in their long term adherence to an exercise program are identified to a client and used when instructing clients
		f.	People's idiosyncrasies and behavioural patterns are taken into account when instructing clients

Range of Variables

APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

VARIABLE STATEMENT	CATEGORIES
1. **Anatomical terminology**	a. flexion b. extension c. rotation d. abduction e. adduction f. horizontal flexion g. horizontal extension
2. **Cardio-respiratory system**	a. heart b. lungs c. arteries d. capillaries e. veins
3. **Dietary and exercise recommendations**	a. fuel for exercise b. fuel for minimising post exercise fatigue c. fuel for recovery d. nutritional content of foods (labelling) e. diet supplements in common use in the fitness industry
4. **Industry standards**	a. professional associations b. government legislation

5. **Joints**	a. joint functions
	   a.1 weight bearing
	   a.2 movement
	b. joint types
	   b.1 ball and socket
	   b.2 hinge
	   b.3 vertebral
	c. synovial joints
	   c.1 ligaments
	   c.2 articular cartilage
	   c.3 capsule
	   c.4 synovial membrane
	   c.5 synovial fluid
	   c.6 bone

6. **Lever systems**	a. 1st class
	   a.1 force arm
	   a.2 resistance arm
	   a.3 axis of rotation
	b. 2nd class
	   b.1 force arm
	   b.2 resistance arm
	   b.3 axis of rotation
	c. 3rd class
	   c.1 force arm
	   c.2 resistance arm
	   c.3 axis of rotation

7. **Major bones**	a.	skull
	b.	cervical vertebrae
	c.	thoracic vertebrae
	d.	lumbar vertebrae
	e.	sacrum
	f.	clavicle
	g.	scapula
	h.	humerus
	i.	radius
	j.	ulna
	k.	carpals
	l.	digits
	m.	pelvis
	n.	femur
	o.	patella
	p.	tibia
	q.	fibula
	r.	tarsals
8. **Major muscles**	a.	trapezius
	b.	sterno cleido mastoid
	c.	latissimus dorsi
	d.	erector spinae
	e.	rectus abdominus
	f.	oblique abdominii
	g.	quadratus lumborum
	h.	pectoralis major
	i.	rhomboids
	j.	deltoidius
	k.	biceps brachii
	l.	triceps brachii
	m.	forearm flexors
	n.	forearm extensors
	o.	gluteals
	p.	quadriceps
		p.1 vastus medialis
		p.2 vastus lateralis
		p.3 rectus femoris
	q.	hamstrings
	r.	gastrocnemius
	s.	soleus
	t.	tibialis anterior
9. **Major synovial joints**	a.	inter-vertebral
	b.	shoulder
	c.	elbow
	d.	knee
	e.	ankle
10. **Neural feedback**	a.	proprioception
	b.	reflex loops
11. **Principles of biomechanics**	a.	mass
	b.	force
	c.	speed
	d.	acceleration
	e.	work
	f.	energy
	g.	power
	h.	strength
	i.	momentum
	j.	force arm
	k.	resistance arm
	l.	axis of rotation

	m.	cam
	n.	pulley
12. Resistance	a.	pin loaded
	b.	hydraulic
	c.	air
	d.	water
	e.	free weights
	f.	electronic/magnetic
	g.	resisted/assisted
13. Stages of fitness	a.	beginner
	b.	relatively fit
	c.	advanced fitness level
	d.	specific to the individual and the activity
14. Submaximal aerobic activity	a.	intensity
	b.	duration
15. Types of conditions	a.	bulimia
	b.	anorexia nervosa
	c.	nutritional deficiencies
	d.	dehydration

Evidence Guide

APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

1.	**Critical aspects of evidence to be considered**	a.	Assessment must confirm sufficient knowledge of the application of exercise science during a range of fitness activities 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 a basic knowledge of musculoskeletal anatomy to exercise
			c.2 Apply a basic knowledge of neuromuscular anatomy to exercise
			c.3 Apply a basic knowledge of cardiovascular physiology to exercise
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 SRF FIT 003A Undertake client induction and screening
			c.2 SRF FIT 004A Develop basic fitness programs
			c.3 SRF FIT 006A Use and maintain core fitness industry equipment
3.	**Required knowledge and skills**	a.	Underpinning knowledge
			a.1 Nil
		b.	Underpinning skills
			b.1 Nil
4.	**Resource implications**	a.	Assessment of this competency requires access to anatomy equipment with full sized human skeleton, functional joint models, muscle charts and maps, physiology equipment with heart rate monitors, ergometers, charts for ratings of perceived exertion and weights gym equipment suitable for muscle size and strength assessment, biomechanics equipment with models of levers, dynamometers and weights gym equipment, nutrition guides, nutritional analysis software and diet analysis forms
		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	3

OFFICIATING GENERAL PRINCIPLES

OFF

Contents

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accord with accepted officiating practices, styles, legal and ethical   SRS OFF 001A
responsibilities to manage risk

SRS OFF 001A   OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

OFF   Officiating general principles

DESCRIPTION: This unit covers the application of officiating practices and styles in relation to the legal and ethical responsibility of an official to manage risk and operate in accord with accepted officiating practices. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. **Access ongoing official education**	a. The structure and function of peak ***state and national official education bodies*** are described b. The structure and function of activity specific official education organisations and/or systems are described c. Procedures for accessing structures and programs for the development of officials and officiating are explained d. Further education/training that will enhance the learners professional development are researched and documented e. Professional development activities to enhance skills and knowledge are described f. Ability to access ongoing official education ***resources*** and ***information*** is demonstrated
2. **Operate in accord with the *legal responsibilities of an official***	a. The ***legal responsibilities of an official*** are described and explained b. The ***legal responsibilities of an official*** are applied to the specific officiating situation, environment and ***client*** group c. The ***principles of risk management in relation to officiating*** are described and explained d. A ***risk management plan*** is developed and implemented e. The principles of ***natural justice*** are described
3. **Operate in accord with the *ethical responsibilities of an official***	a. Ethical responsibilities in relation to ***rules, policies and procedures*** of the activity are determined b. Ethical responsibilities in relation to ***rules, policies and procedures*** of the activity are implemented c. The ***principles of client confidentiality*** and welfare are implemented d. ***Best practice activity principles*** are implemented
4. **Operate in accord with the reporting procedures and tribunal processes**	a. The reporting procedures as they relate to the rules and policies of the activity are described and applied b. Identify the reportable offences in relation to breaches of the rules, regulations or by-laws of the activity c. The tribunal processes in common law are described
5. **Work with officials and *support personnel***	a. Communication is conducted in way that engenders respect between all parties b. ***Responsibilities as a role model*** are explained and demonstrated c. Strategies for advancing an activity and/or the sport industry through working in a collaborative manner with participants and other personnel are identified and pursued

6.	Identify common officiating styles	a.	Common styles of officiating are identified
		b.	Appropriateness and application of each of these styles is explained and justified in relation to a particular activity, situation and/or *client* groups
		c.	Adopted officiating styles comply with *best practice activity principles*
7.	Develop a *philosophy of officiating*	a.	Personal philosophies relating to fair play, bias, decision making and holistic development of the official are articulated and justified in relation to particular situations and *client* groups
		b.	The role of the official in regard to required skills and knowledge are identified according to accepted practices and the culture of the activity

Range of Variables

OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

VARIABLE STATEMENT	CATEGORIES
1. **Best practice activity principles**	refers to a. the activity's Officials *Code of Conduct* policy b. the National Officiating Program *Officials Code of Conduct* policy c. national 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 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
2. **Client/s**	a. can be participants b. 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. **Conditions and external influences**	include a. environmental/weather conditions b. other facility users c. spectators d. parents e. peers f. coaches g. team managers
4. **Equipment**	can include a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to manage the activity (eg, whistle) c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety g. uniform clothing

5. **Ethical responsibilities of an official**	a. refers to behavioural requirements set down by various peak bodies within officiating which govern the way in which an official interacts with the participants and conduct the game/event
	b. incorporates
	   b.1 harassment
	   b.2 verbal abuse
	   b.3 physical abuse
	   b.4 client/official relationships
	   b.5 fair play
	   b.6 free of bias

6.	Information	a.	includes

6. **Information**
   a. includes
      a.1 expectations of clients
      a.2 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations
      a.3 activity national organisation codes and rules as they apply to the range of clients
      a.4 involvement and interest of parents
      a.5 details on time
      a.6 necessary equipment
      a.7 precautions and other health and safety information.
   b. is collected through
      b.1 reporting processes
      b.2 observation
      b.3 discussions
   c. sources include
      c.1 clients
      c.2 other officials
      c.3 parents
      c.4 organisations
      c.5 recorded information
   d. is imparted
      d.1 through demonstrations and explanations
      d.2 in writing
      d.3 verbally
      d.4 audio/visual technologies
      d.5 non-verbally (signals)

7. **Legal responsibilities of an official**
   refers to issues such as
   a. duty of care
   b. duty to enforce rules
   c. duty to protect participants
   d. duty to warn
   e. duty to anticipate reasonably foreseeable dangers
   f. duty to control and supervise the game
   g. game rulings
   h. negligence
   i. waivers and exclusion clauses
   j. insurance
   k. sporting tribunals and natural justice
   l. operating in accord with accepted Occupational Health and Safety standards
   m. complying with local, state, and national government legislation and/or requirements

8. **Natural justice**
   a. right of appeal
   b. right to an explanation
   c. notice of charges
   d. right to be heard
   e. act without bias

9. **Officiating styles**
   a. refers to the style/s adopted by the official to event/game
   b. depending on the situation the official 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 organised and efficient
      b.5 encouraging and supportive

	b.6 disciplinarian, including modification of undesirable behaviours in clients
10. Philosophy of officiating	a. refers to a set of values, beliefs and practices associated with the activity in relation to officiating issues where there is no clear cut rules, policies or procedures
11. 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
12. Principles of risk management in relation to officiating	refers to issues such as a. relevant activity specific safety requirements (including safety equipment) b. injury prevention c. first aid requirements (including Cardio-Pulmonary Resuscitation and life saving skills required for aquatic activities) d. supervision requirements e. accident records and reporting f. medical conditions and clearances g. safety requirements for spectators and competition
13. Resources	a. human b. physical c. equipment d. materials e. health and safety provisions f. indoor facilities g. outdoor facilities h. supporting material i. grants and/or sponsorship
14. Responsibilities as a role model	to a. children b. colleagues c. coaches d. players e. spectators f. parents g. administrators h. other support personnel
15. Risk management plan	refers to a plan of action to reduce the risks associated with the particular activity and assist the official to reduce the chance of breaching their duty of care a. risk identification b. risk assessment c. design of risk elimination or reduction plan d. implementation of the plan e. constant evaluation and modification of the plan
16. Rules, policies and regulations	refers to a. current edition of the relevant National Activity Organisations rules b. National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity
17. State and national official education bodies	a. National Officiating Program b. State Officiating Program c. National Officiating Accreditation Scheme d. National officiating organisations of the learner's specific activity
18. Support personnel	a. administrators

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Operate in accord with accepted officiating practices, styles, legal and ethical   **SRS OFF 001A**
responsibilities to manage risk

b.   other official/s
c.   officials coaches
d.   assessors
e.   observers
f.   inspectors
g.   examiners
h.   other health professionals
i.   parents/guardians
j.   other involved/appropriate personnel

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm the knowledge of accepted practices, styles and ethics of officiating and the ability to explain and operate in accord with them.
		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 Describe the structure and function of peak state and national official education organisations and/or systems
		c.2 Access ongoing official education
		c.3 Operate in accord with the legal responsibilities of an official
		c.4 Operate in accord with the ethical responsibilities of an official
		c.5 Work with officials and other support personnel
		c.6 Identify, explain and justify common styles of officiating in relation to particular situations and client groups
		c.7 Articulate personal philosophies relating to sportsmanship, fair play and bias of the official in relation to particular situations and client groups
		c.8 Implement the best practice activity principles
2.	**Interdependent assessment of units**	a. This unit must be assessed after or in conjunction with the 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 Technical knowledge of rules and regulations
		   a.2 Fundamental principles of group management
		   a.3 Relevant equipment and safety requirements
		   a.4 Presentation requirements

		b. Underpinning skills
		   b.1 Ability to communicate effectively
		   b.2 Ability to convey and interpret information
		   b.3 Adequate numeracy and literacy skills
		   b.4 Ability to make decisions and resolve conflicts
		   b.5 Ability to plan and organise effectively
		   b.6 Ability to self manage effectively
		   b.7 Apply personal health and safety principles

4.	**Resource implications**	a. Assessment of this competency requires access to genuine participants (ie, not the peers of the learner), activity equipment and activity facilities in a activity setting
		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 officiating situation (ie, at all times throughout training and the assessment process)
6.	**Context for assessment**	a.	Competency must be demonstrated in real/actual officiating situations with genuine participants (ie, not the peers of the learner)
		b.	In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, 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

SRS OFF 002A   APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

OFF   Officiating general principles

DESCRIPTION: This unit covers the application of relevant rules, regulation and guidelines to facilitate the outcome of a game or competition. It also includes the application of some basic strategies to prevent and/or deal with minor disputes regarding decisions made by the official. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. **Assess conditions**	a. Participant status and condition is assessed for the **competition** b. Environment, facilities and **equipment** are in accordance with requirements for the **competition** c. Safety and other **risk management** issues are assessed and confirmed as within acceptable levels prior to the commencement of the **competition** d. Appropriate action is taken based on assessment of the **conditions and external influences**
2. **Observe the conduct of an activity**	a. Observation relevant to the **competition** is maintained at all times b. Observation is undertaken with minimal disruption to the performance of the **competition** c. Observation is undertaken in accordance with relevant **rules, regulations and guidelines** for the **competition** d. Response to identified problems is undertaken without delay and environment modified where required to minimise **risk management** issues in accord with the **best practice activity principles**
3. **Identify information on which to base decisions**	a. **Information** covered by **rules, regulations and guidelines** is elicited by observation of the competitive situation b. Relevant **information** is selected on which to make **decisions**
4. **Interpret and apply rules and regulations**	a. The rule or regulation is appropriate for the given situation b. The interpretation of the rule or regulation for the given situation is consistent with national trends for the **competition** c. **Decisions** are made based on **fairness**
5. **Communicate decisions and manage outcomes of decision-making**	a. **Decisions** are communicated in accordance with the **rules, regulations and guidelines** and the level of competition b. **Reactions** of participants to **decisions** are managed in accordance with the **rules, regulations and guidelines**

Range of Variables

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. **Best practice activity principles**	refers to a. the activity's Officials *Code of Conduct* policy b. the National Officiating Program *Officials Code of Conduct* policy c. national 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 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
2. **Competition/s**	a. event b. program c. race d. carnival e. match f. game g. demonstration h. test i. performance j. competition k. trial l. try out

3. **Conditions and external influences**	a. include
	  a.1 environmental/weather conditions
	  a.2 other facility users
	b. views of
	  b.1 coaches
	  b.2 spectators
	  b.3 parents
	  b.4 peers
	  b.5 team managers
	  b.6 media

4. **Decisions**	may be made a. incrementally during an event/activity b. at it's completion
5. **Equipment**	can include a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to manage the activity (eg, whistle) c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety

		g.	uniform clothing
6.	**Fairness**	a.	consistent interpretation and application of rules and regulations
		b.	elimination of biases towards one team or competitor
		c.	particular rules
		d.	regulations or techniques
		e.	one team or competitor not gaining an unfair advantage over another
7.	**Information**	a.	includes
			a.1 infringements
			a.2 scoring
			a.3 competitor positioning
			a.4 expectations of clients
			a.5 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations
			a.6 activity national organisation codes and rules as they apply to the range of clients
			a.7 involvement and interest of parents
			a.8 details on time
			a.9 necessary equipment
			a.10 precautions and other health and safety information.
		b.	is collected through
			b.1 reporting processes
			b.2 observation
			b.3 discussions
		c.	sources include
			c.1 clients
			c.2 other officials
			c.3 parents
			c.4 organisations
			c.5 recorded information
		d.	is imparted
			d.1 through demonstrations and explanations
			d.2 in writing
			d.3 verbally
			d.4 audio/visual technologies
			d.5 non-verbally (signals)
8.	**Reactions**	a.	queries about decisions
		b.	appeals against decisions
		c.	abuse towards official and opponent
		d.	abuse of equipment
9.	**Risk management**	refers to a plan of action to reduce the risks associated with the particular activity and assist the official to reduce the chance of breaching their duty of care	
		a.	risk identification
		b.	risk assessment
		c.	design of risk elimination or reduction plan
		d.	implementation of the plan
		e.	constant evaluation and modification of the plan
10.	**Rules, regulations and guidelines**	refers to	
		a.	current edition of the relevant National Activity Organisations rules
		b.	National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity
		c.	occupational health and safety
		d.	industry control and regulating legislation
		e.	professional association regulations
		f.	codes and guidelines

Evidence Guide

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of relevant rules, regulations and guidelines and ability to apply them to facilitate the outcome of an activity
		b. Assessment of performance should be over a period of time covering all relevant 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 Assess conditions and react in accord with the best practice activity principles
		  c.2 Observe the conduct of an activity and identify information on which to base decisions
		  c.3 Observe the competition and interpret and apply rules and regulations in accord with the best practice activity principles
		  c.4 Communicate decisions and manage outcomes in accordance with relevant rules, regulations and guidelines

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 Relevant activity specific officiating units of competency

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Relevant codes, rules and guidelines
		
		b. Underpinning skills
		  b.1 Observation
		  b.2 Attention to detail
		  b.3 Verbal communication
		  b.4 Decision making
		  b.5 Judgement
		  b.6 Objectivity

4.	**Resource implications**	a. Assessment of this competency requires access to genuine participants (ie, not the peers of the learner), activity equipment and activity facilities in a activity setting 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 competition setting (ie, at least 2 sessions should be assessed)
6.	**Context for assessment**	a. Competency must be demonstrated in real/actual officiating situations with genuine participants b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, 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

RECREATIONAL DANCE

RCD

Contents

SRC RCD 001A   UTILISE EFFECTIVE RECREATIONAL DANCE INSTRUCTION METHODS

RCD   Recreational dance

DESCRIPTION: This unit covers the skills and knowledge necessary to utilise safe and effective dance instruction methods for teaching recreational dance.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for dance instruction**	a. *Client's status* and condition for the *session* prior to commencement is assessed as suitable b. The range of *movements* to be utilised in the *session* are determined c. The progression of tasks/activities through the *session* is appropriate to the style/genre of dance and *client's status* d. *Resources* required are identified and sourced prior to program
2. **Establish effective *communication***	a. Instructions, explanations and demonstrations are ***communicated in a style appropriate to the clients*** and are clear, accurate and contain all relevant information b. *Clients* are encouraged to seek clarification of information when necessary c. Constructive *feedback* is *communicated* to *clients* at an appropriate time on incorrect movement
3. **Establish an effective recreational dance instruction environment**	a. *Client's* self esteem and confidence are enhanced b. Number of *clients* in session is appropriate to the age and ability of *clients*, type of dance and physical space available c. *Session* is modified, where necessary, based on an assessment of the conditions, *client's status*, facilities and equipment d. *Instructional methods* to match the *client's* ability, position of the instructor and the *movement* are selected e. *Movements* within the *session* are conducted at a level and pace to suit the capabilities of individuals and/or the group f. Alternatives are provided for potentially risky movements g. Technically correct movements are demonstrated h. Music with suitable rhythmic qualities to link with or complement the movements and recreational dance style is chosen i. *Clients* are "warmed up" through safe and appropriate exercises relevant to the proposed *session* j. Sufficient time is allocated for "cooling down" k. The opportunity to provide feedback and identify further needs is given to *clients*

Range of Variables

UTILISE EFFECTIVE RECREATIONAL DANCE INSTRUCTION METHODS

VARIABLE STATEMENT	CATEGORIES

1. **Client status**	a. individual considerations
	    a.1 stage of development
	    a.2 personality
	    a.3 physical, intellectual and emotional characteristics
	    a.4 medical conditions
	    a.5 cultural factors
	b. situational factors
	    b.1 indoor/outdoor venue
	    b.2 weather conditions
	        b.2.1 cold
	        b.2.2 rain
	        b.2.3 wind
	        b.2.4 heat
	    b.3 background noise
	    b.4 distractions
	    b.5 group size

2. **Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists, club members and general public f. variety of cultural and linguistic groups g. clients with specific requirements
3. **Communicated in a style appropriate to the clients**	a. age b. preferred method of communication c. physical or cultural factors d. sensory or intellectual impairment, eg, sight loss or hearing loss e. the *Dance Industry Code of Ethics*

4. **Feedback**	a. can be
	    a.1 verbal
	    a.2 written
	    a.3 visual
	    a.4 tactile
	b. should be an information exchange between participant and instructor regarding progress towards performance goals

5. **Instructional methods**	a. instructional approaches adopted by the instructor to convey instructional content to the participant
	b. depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations
	    b.1 whole skill strategies
	    b.2 progressive part strategies
	    b.3 demonstration strategies
	    b.4 command and response strategies
	    b.5 directive approaches through specific set tasks
	    b.6 reciprocal or peer tutoring strategies

		b.7 feedback and refinement strategies
		b.8 guided discovery strategies, eg, setting problems and allowing participants to discover solutions
		b.9 experiential or problem solving strategies
6.	**Instructional styles**	a. refers to the presentation style/s adopted by the instructor to communicate with the participant
		b. depending on the situation the 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 motivational and encouraging
		b.7 disciplinarian, including modification of undesirable behaviours in participants
7.	**Movement**	movements that are designed to develop dance skill, such as
		a. steps in place
		b. travelling steps
		c. turning steps
		d. holds
		e. mobility exercises
		f. flexibility exercises
8.	**Recreational dance genre and style**	a. genre refers to general forms of dance, eg, jazz, folk; ethnic dance forms; popular dance; Indigenous dance; social dance
		b. style refers to specific differences within each genre
9.	**Resources**	a. physical environment such as dance studio/community hall
		b. music: live or recorded
		c. electronic equipment such as radio microphones, amplification systems
		d. videos, video cameras and monitors
		e. learning aids such as whiteboards, posters etc
10.	**Session**	a. a task, game, movement, movement sequence, activity or exercise
		b. may be a component of a sequenced program of individual sessions
		c. for individuals or groups
11.	**Work environment**	varies with respect to
		a. size of the organisation
		b. location
		c. organisational structure
		d. nature of the session/s provided
		e. availability of resources and technology

Evidence Guide

UTILISE EFFECTIVE RECREATIONAL DANCE INSTRUCTION METHODS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm the knowledge of accepted practices, styles and ethics of dance instruction and the ability to explain, justify and operate in accordance with them
		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 learner's environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Perform demonstrated movements that are technically correct
		c.2	Identify, explain and justify common styles of instruction in relation to particular situations and client groups
		c.3	Determine the appropriateness of movements in relation to each client's stage of development
		c.4	Accurately observe and correct faults with dance movements
		c.5	Choose music with suitable rhythmic qualities to link with/complement the movement and sound, ie, timing, beat, accent, phrase, etc and dance style taught
		c.6	Implement the best practice principles of dance instruction including consistent use of correct dance terminology, floor space and voice
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
		a.1	SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		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	SRC RCD 002A Maintain safe recreational dance practice
		c.2	SRC RCD 003A Utilise effective recreational dance analysis skills
3.	Required knowledge and skills	a.	Underpinning knowledge
		a.1	Relevant recreational dance specific knowledge to instruct the skills/movements being included in the session
		a.2	Fundamental principles of group management
		a.3	Fundamental principles of growth and development
		a.4	Fundamental principles of dance analysis
		b.	Underpinning skills
		b.1	Ability to communicate effectively in order to pass on appropriate information to clients in regard to responsibilities as an instructor
		b.2	Ability to convey and interpret information in order to effectively receive information and pass this on to clients in a manner that is correct and applicable
		b.3	Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients
		b.4	Expertise in the chosen genre and style of dance
4.	Resource implications	a.	Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, dance equipment and dance facilities in an instructional setting

		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 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	3	2	2	1	1	1

SRC RCD 002A   MAINTAIN SAFE RECREATIONAL DANCE PRACTICE

RCD   Recreational dance

DESCRIPTION: This unit covers the skills and knowledge necessary to utilise safe and effective dance instruction methods for teaching recreational dance.

ELEMENT	PERFORMANCE CRITERIA
1. Use knowledge of basic principles of anatomy and physiology to enhance safe recreational dance practice	a. Knowledge of the basic structure of the body and skeletal alignment principles are applied to a.1 give correct demonstration/explanation of *movement* a.2 analyse and rectify incorrect execution of *movement* a.3 prevent *movements* that may cause risk to *clients* b. Fitness requirements for particular *recreational dance styles, genre* or roles being taught are applied
2. Employ effective *injury* prevention strategies	a. Safe warm-up/cool-down procedures appropriate to the style of recreational dance as an integral part of *session* planning are practised b. The various types of stretching for flexibility are described and demonstrated and their advantages and disadvantages are identified and demonstrated correctly c. *Recreational dance movements* are sequenced effectively and safely d. Risk factors in both *recreational dance movements* and technique, relevant to the *style of dance* and to individual *clients* are identified e. Risk to clients from the *recreational dance environment* is minimised
3. Employ effective *injury* management strategies	a. Measures to prevent *common recreational dance injuries* are taken b. Current *injury* recovery and rehabilitation procedures are implemented when necessary c. Basic first aid procedures are used correctly d. In case of *injury*, injured *client* is referred to *professional assistance*

Range of Variables

MAINTAIN SAFE RECREATIONAL DANCE PRACTICE

VARIABLE STATEMENT	CATEGORIES
1. **Clients**	a. experienced b. inexperienced c. adults d. children e. variety of cultural and linguistic groups f. clients with specific requirements
2. **Common dance injuries**	a. lower back b. ankle and foot c. knee d. muscles and tendons e. ligaments f. joints g. stress fractures

3. **Professional assistance**	a. medicos
	b. physiotherapists
	c. massage
	d. rehabilitation therapists including
	    d.1 Pilates
	    d.2 Alexander Technique
	    d.3 Chiropractors
	    d.4 Yoga
	    d.5 osteopaths
	e. nutritionists
	f. counsellors

4. **Recreational dance environment**	a. venue/facilities including
	    a.1 change room/toilet facilities
	    a.2 adequate space for number of clients
	    a.3 appropriate heating/cooling
	    a.4 music/sound system
	    a.5 flooring and flooring surface
	b. location
	c. security
	d. suitable footwear/clothing
	e. delivery of session according to available conditions

5. **Recreational dance genre and style**	a. genre refers to general forms of dance including
	    a.1 jazz
	    a.2 folk
	    a.3 ethnic dance forms
	    a.4 popular dance
	    a.5 Indigenous dance
	    a.6 social dance
	b. style refers to specific differences within each genre

6. **Recreational dance movement**	movements that are designed to develop recreational dance skills such as a. steps in place b. travelling steps

	c.	turning steps
	d.	mobility exercises
	e.	flexibility exercises
	f.	static
	g.	moving
7. Session	a.	a task, game, movement, activity or exercise
	b.	may be a component of a sequenced program of individual sessions
	c.	for individuals or groups
8. Work environment	varies with respect to	
	a.	size of the organisation
	b.	location
	c.	organisational structure
	d.	nature of the session/s provided
	e.	availability of resources and technology

Evidence Guide

MAINTAIN SAFE RECREATIONAL DANCE PRACTICE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm the application of knowledge of anatomy and physiology to dance instruction and the ability to give correct and specific explanation of correct and incorrect movements to minimise risk to clients
		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 learner's environment
		c. In particular, assessment must confirm the ability to:
		    c.1 Maintain a safe recreational dance environment
		    c.2 Select, explain and justify recreational dance movements in relation to particular situations and client groups
		    c.3 Include warm-up and cool-down as part of planned session content
		    c.4 Ensure clients are informed of fitness requirements and movement sequences are chosen to minimise risk of injury to clients
		    c.5 Risk factors in movement sequences are identified accurately
		    c.6 Dance injuries are treated correctly and referred promptly to professional assistance if required
		    c.7 Incorrect movements are analysed and rectified

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		    a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		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 SRC RCD 001A Utilise effective recreational dance instruction methods
		    c.2 SRC RCD 003A Utilise effective recreational dance analysis skills

3.	**Required knowledge and skills**	a. Underpinning knowledge
		    a.1 Relevant recreational dance specific knowledge of skills/movements that may cause risk to clients
		    a.2 Basic physiology and anatomy
		    a.3 Appropriate warm up and cool down
		    a.4 Measures to prevent common recreational dance injuries
		    a.5 Appropriate professionals for referral
		    a.6 Fitness requirements of relevant recreational dance style/genre
		
		b. Underpinning skills
		    b.1 Ability to communicate effectively in order to pass on appropriate information to clients in regard to safe recreational dance practice
		    b.2 Ability to analyse movement in order to effectively advise clients of correct and incorrect technique that may cause risk
		    b.3 Ability to adapt session/facilities to maintain safe recreational dance practice
		    b.4 Expertise in the chosen genre and style of recreational dance

4.	Resource implications	a.	Assessment of this competency requires access to clients, equipment and recreational dance facilities in an instructional setting
		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 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	3	2	2	1	1	1

SRC RCD 003A   UTILISE EFFECTIVE RECREATIONAL DANCE ANALYSIS SKILLS

RCD   Recreational dance

DESCRIPTION: This unit covers the skills and knowledge necessary to utilise effective dance analysis skills to assist with recreational dance instruction.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare accurate *recreational dance analyses***	a. All elements of ***dance analysis*** are covered accurately b. Appropriate preliminary exercises are selected c. Musical phrases are related to recreational dance phrases
2. **Demonstrate a vocabulary of common recreational dance terminology**	a. Correct recreational dance term for common ***directions, formations*** and ***steps*** are identified b. Correct recreational dance movement for common ***directions, formations*** and ***steps*** are performed c. Correct recreational dance movement for common ***directions, formations*** and ***steps*** are recognised from observation d. ***Time signatures*** are correctly identified

Range of Variables

UTILISE EFFECTIVE RECREATIONAL DANCE ANALYSIS SKILLS

VARIABLE STATEMENT	CATEGORIES
1. **Dance analysis**	includes a. introduction b. time signature c. structure of music d. structure of dance e. direction of movement f. formation or position g. figures h. steps i. transitions j. number of parts

2. **Dance genre and style**	a. genre refers to general forms of dance including
	  a.1 jazz
	  a.2 folk
	  a.3 ethnic dance forms
	  a.4 popular dance
	  a.5 Indigenous dance
	  a.6 social dance
	b. style refers to specific differences within each genre

3. **Directions**	a. knowledge of left and right b. clockwise and/or reverse line of dance c. anticlockwise and/or line of dance
4. **Formation**	varies according to the style/genre of recreational dance but may include a. longways sets b. lines c. circles, centre-facing and flanked d. couples e. squares
5. **Steps**	a. walk b. run c. hop d. skip e. jump f. balance g. steps specific to other dance genres
6. **Time signatures**	a. 2/4 b. 3/4 c. 4/4
7. **Work environment**	varies with respect to a. size of the organisation b. location c. organisational structure d. nature of the session/s provided e. availability of resources and technology

Evidence Guide

UTILISE EFFECTIVE RECREATIONAL DANCE ANALYSIS SKILLS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm the knowledge and application of accurate dance analysis skills
		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 learner's environment
		c. In particular, assessment must confirm the ability to:
		  c.1 Write accurate dance analyses
		  c.2 Utilise a vocabulary of common dance terminology
		  c.3 Accurately relate musical phrases to dance phrases
		  c.4 Perform common directions, figures, formations, holds and steps when given the common name

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 SRC RCD 001A Utilise effective recreational dance instruction methods
		  c.2 SRC RCD 002A Maintain safe recreational dance practice

3.	**Required knowledge and skills**	a. Underpinning knowledge
		  a.1 Dance analysis
		  a.2 Time signatures
		  a.3 Common recreational dance terminology
		  a.4 How recreational dance movement/s, within style and creativity, reflect changes in music, eg, level, speed, flow)
		
		b. Underpinning skills
		  b.1 Ability to effectively analyse recreational dances in order to pass on appropriate information to clients in regard to responsibilities as an instructor
		  b.2 Ability to perform common directions, formations and steps
		  b.3 Adequate numeracy and literacy skills in order to effectively identify time signatures and relate dance phrases to musical phrases

4.	**Resource implications**	a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, dance equipment and dance facilities in an instructional setting 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 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
3	2	-	-	1	1	1

SELF-DEFENCE

SDF

Contents

SRC SDF 001A   INSTRUCT THE BASIC SKILLS OF UNARMED SELF-DEFENCE

SDF   Self-defence

DESCRIPTION: This unit covers the skills and knowledge required to instruct basic unarmed self-defence skills. This unit does not include self-defence in application against an opponent, multiple attackers or armed attackers.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accepted standards of *personal performance* of the *basic skills of the unarmed self-defence system*	a. ***Instructor's personal performance requirements*** for the basic skills set out within a specific self-defence system are identified b. Training regime to achieve standards to meet the ***instructor's personal performance requirements*** is developed and implemented c. Accepted standards to meet the ***instructor's personal performance requirements*** are maintained d. ***Basic self-defence principles and strategies*** are identified and understood
2. Assess needs of clients and readiness to acquire self-defence skills	a. General requirements for instructing ***basic exercises*** appropriate to abilities and needs of the clients are identified b. Any ***clients*** with specific requirements are identified and these requirements taken into consideration during session preparation c. ***Self-defence skills*** appropriate to the clients abilities to be instructed are identified d. ***Factors which affect acquisition*** of ***self-defence skills*** are identified and catered for in relation to skill acquisition of the ***clients***
3. Instruct *basic exercises* and skills within a specific self-defence system	a. ***Equipment*** suitable for the session and designed to facilitate instruction of self-defence skills is identified b. A specific ***training program*** of ***basic skills of unarmed self-defence*** is identified correctly c. Appropriate ***methods of self-defence instruction*** to develop the ***basic skills of a self-defence system*** are utilised in accordance with accepted ***best practice principles of self-defence activities*** d. ***Basic exercises*** and ***basic skills of unarmed self-defence*** instructed to ***clients*** are technically correct e. Safe methods of handling training ***equipment*** is demonstrated to trainees and ***assistant/s*** f. ***Clients*** and ***assistant/s*** are instructed to maintain safe methods of handling training ***equipment*** g. Observation of ***clients*** undertaking the session is maintained h. Client's skill execution of ***basic skills of unarmed self-defence*** is observed and correction techniques are applied to improve technique on an individualised and/or group basis i. ***Changes in student requirements/needs*** during the session are responded to j. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome of the experience
4. Utilise *assistant/s* during a self-defence session	a. ***Assistant(s)*** are instructed in the correct way to set up ***equipment for the self-defence activity*** b. Set up of ***equipment for self-defence*** is inspected and approved ready for use c. ***Basic skills and exercises of unarmed self-defence*** to be instructed

or drilled are determined according to the capability of the ***assistant/s***
d. ***Assistant/s*** are directed to instruct ***basic skills of unarmed self-defence*** within the specific self-defence system
e. ***Assistant/s*** are monitored during instruction of ***basic skills of unarmed self-defence*** within the specific self-defence system
f. Instructions to ***assistant/s*** are communicated clearly

Range of Variables

INSTRUCT THE BASIC SKILLS OF UNARMED SELF-DEFENCE

VARIABLE STATEMENT	CATEGORIES
1. **Assistant/s**	a. suitably trained people within the self-defence training system b. suitable persons designated assistants because of attaining recognised skills and knowledge within the specific self-defence training system
2. **Basic exercises**	a. general warm-up exercises b. general cool-down exercises c. exercises that increase the range of movement of the joints d. exercise that encourage smooth body movement and/or transference of body weight e. floor exercises not including partner assisted exercises f. exercises that stretch main muscle groups

3. **Basic self-defence principles and strategies**	a. direct attack
	   a.1 stop hits
	   a.2 traps
	b. indirect attack
	   b.1 response hits
	   b.2 time hits
	   b.3 counter time
	c. target locations
	d. movement patterns
	e. nearest weapon nearest target

4. **Basic skills of self-defence system**	a. the complete set of manoeuvres, techniques and methods that make up the fundamental skills of the self-defence system b. the grouping of simple fundamental skills that require a client to have reasonable familiarity with before proceeding to intermediate and advanced skills

5. **Basic unarmed self-defence skills**	skills of self-defence/self protection against one attacker including
	a. hand movements
	   a.1 straight punch
	   a.2 hook punch
	   a.3 uppercut punch
	   a.4 elbow strike
	b. leg movements
	   b.1 front kick
	   b.2 side kick
	   b.3 round kick
	   b.4 knee strike
	c. movement principles
	   c.1 step and slide forward step
	   c.2 reverse tracking
	   c.3 side stepping
	d. defensive technique
	   d.1 blocking techniques
	   d.2 parry techniques
	e. locking, throwing
	   e.1 two basic throws

	e.2 two counters to chokes e.3 brake fall e.4 forward roll e.5 side roll e.6 three basic locks
6. Best practice principles of self-defence activities	a. accepted preventative practice adopted throughout the self-defence or martial arts industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of self-defence c. national activity organisation regulations and guidelines d. national *Code of Conduct* for Martial Arts centres and instructors e. relevant national, state/territory or local government regulations and guidelines f. employer organisations policies and procedures g. current and past good practice demonstrated by self or peers in the same or similar situation
7. Changes in student requirements/needs	a. physical inability of student to complete specific exercises during a basic exercise training session b. student inability to perform prerequisite criteria underpinning a specific basic exercise training skill c. others as they arise
8. Clients	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists f. club/group members and general public g. variety of cultural groups/backgrounds h. clients with specific needs
9. Client mix	a. ratio of beginners to novices b. ratio of assistant trainers to clients c. ratio of specific needs clients to others clients
10. Equipment for self-defence	training equipment may include a. jigsaw mats, and other mats used for rolling, break falls, throwing and other forms of floor work b. hand held punching bags, kicking bags, focus mitts and similar types of apparatus c. free standing or structural types of striking or kicking equipment d. plastic training knives or other simulation equipment e. body guards, face guards and other forms of face and body protection equipment f. hand, shin, instep, forearm, groin, chest, elbow and knee guards and similar forms of equipment

11. Factors which affect skill acquisition	a. individual considerations
	   a.1 stage of development
	   a.2 personality
	   a.3 physical, intellectual and emotional characteristics
	   a.4 physical fitness
	   a.5 body type and composition
	   a.6 cultural factors
	b. situational factors
	   b.1 temperature
	   b.2 background noise
	   b.3 distractions
	   b.4 class size
	   b.5 available space

12. **Instructor's personal performance requirements**	a.	instructor qualifications/certification for a specific self-defence system
	b.	particular instructor competencies determined as essential pertaining to a specific self-defence system
	c.	ability to demonstrate the basic skills of self-defence

13. **Methods of self-defence instruction**	a.	methods outlined in training guidelines associated with the specific self-defence training system; such methods may include
		a.1　explanation
		a.2　demonstration
		a.3　partner application
		a.4　observation
		a.5　questioning
	b.	methods of instruction suitable for the specific self-defence system being taught – depending on the situation the 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　motivational and encouraging
		b.7　disciplinarian, including modification of undesirable behaviours in participants

| 14. **Training program** | a. | program document detailing the method or techniques to be taught to students within the specific self-defence training system |
| | b. | program document detailing the manner in which a training course on the specific self-defence training system should be delivered |

Evidence Guide

INSTRUCT THE BASIC SKILLS OF UNARMED SELF-DEFENCE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the drills, activities and exercises to instruct the basic skills of self-defence during a self-defence session
		
		b. Assessment of performance should be over a period of time covering specific categories in range of variables statements that are applicable in the learner's environment
		
		c. In particular, assessment must confirm the ability to:
		    c.1 Understand the requirements of the basic skills of the specific self-defence system
		    c.2 Maintain an acceptable personal performance standard in the basic skills of the specific self-defence system
		    c.3 Observe clients and recognise when and how intervention should take place to improve individual skill performance
		    c.4 Effectively instruct the basic skills of the specific self-defence system to enable clients to perform the basic skills of the self-defence system fluently, confidently and without prompting
		    c.5 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
		    c.6 Demonstrate the ability to direct assistants during a basic skills session of the self-defence system
		    c.7 Understand and instruct basic self-defence principles and strategies

2.	**Interdependent assessment of units**	a. This unit must be assessed after attainment of competency in the following unit(s):
		    a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
		
		b. This unit must be assessed in conjunction with the following unit(s):
		    b.1 SRX CAI 003A Provide equipment for activities
		
		c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
		    c.1 SRC SDF 002A Instruct the application of the basic skills of unarmed self-defence against an opponent during a self-defence training session

3.	**Required knowledge and skills**	a. Underpinning knowledge
		    a.1 Legal responsibilities pertaining to the use of self-defence skills and equipment
		    a.2 Basic biomechanics associated with the basic unarmed self-defence skills pertaining to the particular self-defence system
		    a.3 Legal responsibilities and duty of care pertaining to the instruction of self-defence methods/skills
		    a.4 Physiology and psychology of pain and danger
		    a.5 Basic self-defence skills
		    a.6 Drills, activities and exercises to develop self-defence skills
		    a.7 Selection of self-defence equipment
		    a.8 Safety procedures for use of self-defence equipment
		    a.9 Safety procedures for the instruction of self-defence skills
		    a.10 Knowledge of support groups/organisations relevant to self-defence, eg, rape crisis
		
		b. Underpinning skills
		    b.1 Communication skills to establish client needs and abilities and

		provide feedback to clients
	b.2	Coordination skills to perform self-defence exercises and skills
	b.3	Ability to give directions to clients and assistants
	b.4	Skills used to instruct self-defence (eg, movement, voice, use of technical aids)
	b.5	Ability to provide explanations and demonstrations (ie, self, other participants as models, videos)
	b.6	Ability to follow safety procedures for the use of self-defence equipment to minimise risk to clients and assistant/s
	b.7	Monitoring/observation skills to identify potential hazards and risks to clients
	b.8	Ability to analyse self-defence technique to provide instructions for clients to improve skills
	b.9	Ability to facilitate a group to maintain the safety and enjoyment of clients
4. Resource implications	a.	Assessment of this competency requires access to a training environment where the instruction of the basic skills of self-defence occurs
	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 training 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	-	2	-

SRC SDF 002A   INSTRUCT THE APPLICATION OF BASIC UNARMED SELF-DEFENCE SKILLS AGAINST AN OPPONENT

SDF   Self-defence

DESCRIPTION: This unit covers the skills and knowledge required to instruct the partner application of basic unarmed self-defence skills. This unit does not include self-defence in application against multiple attackers or armed attackers.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain accepted standards of *personal performance* of the *opponent application of basic skills of the unarmed self-defence system*	a. *Instructor's personal performance requirements* for the *opponent application of basic unarmed self-defence skills* set out within a specific self-defence system are identified b. Training regime to achieve standards to meet the *instructor's personal performance requirements* is developed and implemented c. Accepted standards to meet the *instructor's personal performance requirements* are maintained d. *Basic self-defence principles and strategies* are identified and understood
2. Assess needs of clients and readiness to acquire opponent application of basic self-defence skills	a. General requirements for instructing opponent application of *basic exercises* appropriate to abilities and needs of the clients are identified b. Any *clients* with specific requirements are identified and these requirements taken into consideration during session preparation c. *Opponent application of basic unarmed self-defence skills* appropriate to the client's abilities to be instructed are identified d. *Factors which affect skill acquisition* of *self-defence skills* are identified and catered for in relation to skill acquisition of the *clients*
3. Instruct *basic exercises* and *opponent application of basic self-defence skills*	a. *Equipment* suitable for the session and designed to facilitate instruction of self-defence skills is identified b. A specific *training program* of *opponent application of basic unarmed self-defence skills* is identified correctly c. Appropriate *methods of self-defence instruction* to develop the *opponent application of the basic skills of a self-defence system* are utilised in accordance with accepted *best practice principles of self-defence activities* d. *Basic exercises* and *opponent application of basic unarmed self-defence skills* instructed to *clients* are technically correct e. Safe methods of handling training *equipment* are demonstrated to *clients* and *assistant/s* f. *Clients* and *assistant/s* are instructed to maintain safe methods of handling training *equipment* g. Observation of *clients* undertaking the session is maintained h. Client's skill execution of *opponent application of basic unarmed self-defence skills* is observed and strategies are applied to improve technique on an individualised and/or group basis i. *Changes in student requirements/needs* during the session are responded to j. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome of the experience

4.	Utilise *assistant/s* during a self-defence session	a.	*Assistant/s* are instructed in the correct way to set up *equipment* for self-defence sessions
		b.	Set up of *equipment* for self-defence sessions is inspected and approved ready for use
		c.	*Opponent application of basic unarmed self-defence skills* to be instructed or drilled are determined according to the capability of the *assistant/s*
		d.	*Assistant/s* are directed to instruct *opponent application of basic unarmed self-defence skills* within the specific self-defence system
		e.	*Assistant/s* are monitored during instruction of *opponent application of basic unarmed self-defence skills* within the specific self-defence system
		f.	Instructions to *assistant/s* are communicated clearly

Range of Variables

INSTRUCT THE BASIC SKILLS OF UNARMED SELF-DEFENCE

VARIABLE STATEMENT	CATEGORIES
1. **Assistant/s**	a. suitably trained people within the self-defence training system b. suitable persons designated assistants because of attaining recognised skills and knowledge within the specific self-defence training system
2. **Basic exercises**	a. general warm-up exercises b. general cool-down exercises c. exercises that increase the range of movement of the joints d. exercise that encourage smooth body movement and/or transference of body weight e. floor exercises, not including partner assisted exercises f. exercises that stretch main muscle groups

3. **Basic self-defence principles and strategies**	a. direct attack
	    a.1 stop hits
	    a.2 traps
	b. indirect attack
	    b.1 response hits
	    b.2 time hits
	    b.3 counter time
	c. target locations
	d. movement patterns
	e. nearest weapon nearest target

4. **Basic skills of self-defence system**	a. the complete set of manoeuvres, techniques and methods that make up the fundamental skills of the self-defence system b. groupings of partner/opponent skills completed by the students that allow for further development in the specific self-defence system
5. **Best practice principles of self-defence activities**	a. Accepted preventative practice adopted throughout the self-defence industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of self-defence c. national activity organisation regulations and guidelines d. national *Code of Conduct* for martial arts centres and instructors e. relevant national, state/territory or local government regulations and guidelines f. employer organisation's policies and procedures g. current and past good practice demonstrated by self or peers in the same or similar situation
6. **Changes in student requirements/needs**	a. physical inability of student to complete specific exercises during a basic exercise training session b. student inability to perform prerequisite criteria underpinning a specific basic exercise training skill c. others as they arise
7. **Client mix**	a. ratio of beginners to novices b. ratio of assistant trainers to clients c. ratio of specific needs clients to others clients

8.	**Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists f. club/group members and general public g. variety of cultural groups/backgrounds h. clients with specific needs
9.	**Equipment for self-defence**	utilised during an instructional session, may include a. jigsaw mats, and other mats used for rolling, break falls, throwing and other forms of floor work b. hand held punching bags, kicking bags, focus mitts and similar types of apparatus c. free standing or structural types of striking or kicking equipment d. plastic training knives or other simulation equipment e. body guards, face guards and other forms of face and body protection equipment f. hand, shin, instep, forearm, groin, chest, elbow and knee guards and similar forms of equipment

10.	**Factors which affect skill acquisition**	a. individual considerations
		  a.1 stage of development
		  a.2 personality
		  a.3 physical, intellectual and emotional characteristics
		  a.4 physical fitness
		  a.5 body type and composition
		  a.6 cultural factors
		b. situational factors
		  b.1 temperature
		  b.2 background noise
		  b.3 distractions
		  b.4 class size
		  b.5 available space

11.	**Instructor's personal performance requirements**	a. instructor qualifications/certification for a specific self-defence system b. particular instructor competencies determined as essential pertaining to a specific self-defence system c. ability to demonstrate the basic skills of self-defence

12.	**Methods of self-defence instruction**	a. methods outlined in training guidelines associated with the specific self-defence training system; such methods may include
		  a.1 explanation
		  a.2 demonstration
		  a.3 partner application
		  a.4 observation
		  a.5 questioning
		b. methods of instruction suitable for the specific self-defence system being taught – depending on the situation the 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 motivational and encouraging
		  b.7 disciplinarian, including modification of undesirable behaviours in participants

| 13. **Opponent application of basic unarmed self-defence skills** | a number of manoeuvres, techniques and methods that include the fundamentals of the self-defence training system and that are applied against an opponent/partner under controlled conditions including
a.   hand movements
    a.1   straight punch
    a.2   hook punch
    a.3   uppercut punch
    a.4   elbow strike
b.   leg movements
    b.1   front kick
    b.2   side kick
    b.3   round kick
    b.4   knee strike
c.   movement principles
    c.1   step and slide forward step
    c.2   reverse tracking
    c.3   side stepping
d.   defensive technique
    d.1   blocking techniques
    d.2   parry techniques
e.   locking, throwing
    e.1   two basic throws
    e.2   two counters to chokes
    e.3   brake fall
    e.4   forward roll
    e.5   side roll
    e.6   three basic locks |
| 14. **Training program** | a.   program document detailing the method or techniques to be taught to students within the specific self-defence training system
b.   program document detailing the manner in which a training course on the specific self-defence training system, should be delivered |

Evidence Guide

INSTRUCT THE APPLICATION OF BASIC UNARMED SELF-DEFENCE SKILLS AGAINST AN OPPONENT

1.	Critical aspects of evidence to be considered	a. Assessment must confirm sufficient knowledge of the drills, activities and exercises to instruct the opponent application of the basic skills of self-defence during a self-defence session
		b. Assessment of performance should be over a period of time covering specific categories in range of variable statements that are applicable in the learners environment
		c. In particular, assessment must confirm the ability to:
		   c.1 Understand the requirements of opponent application of the basic skills of the specific self-defence system
		   c.2 Maintain an acceptable personal performance standard in the opponent application of the basic skills of the specific self-defence system
		   c.3 Observe clients and recognise when and how intervention should take place to improve individual skill performance
		   c.4 Effectively instruct the opponent application of the basic skills of the specific self-defence system in accordance with accepted best practice principles of self-defence
		   c.5 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
		   c.6 Demonstrate the ability to direct assistants during opponent application of basic skills session of the self-defence system
		   c.7 Understand and instruct basic self-defence principles and strategies

2.	Interdependent assessment of units	a. This unit must be assessed after attainment of competency in the following unit(s):
		   a.1 SRC SDF 001A Instruct the basic skills of unarmed self-defence
		
		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 Legal responsibilities pertaining to the use of self-defence skills and equipment
		   a.2 Basic biomechanics associated with the opponent application of basic unarmed self-defence skills of the particular self-defence system
		   a.3 Legal responsibilities and duty of care pertaining to the instruction of self-defence methods/skills
		   a.4 Physiology and psychology of pain and danger
		   a.5 Basic self-defence skills
		   a.6 Drills, activities and exercises to suitable for opponent application of basic self-defence skills
		   a.7 Selection of self-defence equipment suitable for opponent application of basic self-defence skills
		   a.8 Safety procedures for use of self-defence equipment
		   a.9 Safety procedures for the instruction of opponent application of basic self-defence skills
		   a.10 Knowledge of support groups/organisations relevant to self-defence, eg, rape crisis

	b. Underpinning skills
	b.1 Communication skills to establish client needs and abilities and provide feedback to clients
	b.2 Coordination skills to perform opponent application of basic self-defence exercises and skills
	b.3 Ability to give directions to clients and assistants
	b.4 skills used to instruct self-defence, eg, movement, voice, use of technical aids
	b.5 ability to provide explanations and demonstrations, ie, self, other participants as models, videos
	b.6 Ability to follow safety procedures for the use of self-defence equipment to minimise risk to clients and assistant/s
	b.7 monitoring/observation skills to identify potential hazards and risks to clients
	b.8 Ability to analyse self-defence technique to provide instructions for clients to improve skills
	b.9 Ability to facilitate a group to maintain the safety and enjoyment of clients
4. Resource implications	a. Assessment of this competency requires access to a training environment where the instruction of the basic skills of self-defence occurs
	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 training 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	-	2	-

SRC SDF 003A   INSTRUCT THE INTERMEDIATE SKILLS OF UNARMED SELF-DEFENCE

SDF   Self-defence

DESCRIPTION: This unit covers the skills and knowledge required to instruct unarmed intermediate self-defence skills including partner applications against an opponent.

ELEMENT	PERFORMANCE CRITERIA
1. **Maintain accepted standard of *personal performance* of the *intermediate skills of the unarmed self-defence system***	a. ***Instructor's personal performance requirements*** for the intermediate skills set out within a specific self-defence system are identified b. Training regime to achieve standards to meet the ***instructor's personal performance requirements*** is developed and implemented c. Accepted standards to meet the ***instructor's personal performance requirements*** are maintained d. ***Intermediate self-defence principles and strategies*** are identified and understood
2. **Assess needs of *clients* and readiness to acquire *intermediate self-defence skills***	a. General requirements for instructing ***intermediate exercises*** appropriate to abilities and needs of the ***clients*** are identified b. ***Clients with specific requirements*** are identified and these requirements taken into consideration during session preparation c. ***Client's*** readiness to acquire ***intermediate self-defence skills*** is confirmed on an individual basis prior to session commencement d. ***Intermediate self-defence skills*** appropriate to the clients abilities to be instructed are identified e. ***Factors which affect acquisition*** of ***intermediate self-defence skills*** are identified and catered for in relation to skill acquisition of the ***clients***
3. **Instruct intermediate exercises and skills (including partner application) within a specific self-defence system**	a. ***Equipment*** suitable for the session and designed to facilitate instruction of self-defence skills is identified b. A specific ***training program*** of ***intermediate skills of unarmed self-defence*** is identified correctly c. Appropriate ***methods of self-defence instruction*** to develop the intermediate skills of a self-defence system are utilised in accordance with accepted ***best practice principles of self-defence activities*** d. ***Intermediate skills of unarmed self-defence*** instructed to ***clients*** are technically correct e. Safe methods of handling training ***equipment*** is demonstrated to trainees and ***assistant/s*** f. ***Clients*** and ***assistant/s*** are instructed to maintain ***safe methods of handling training equipment*** g. Observation of ***clients*** undertaking the session is maintained h. ***Client's*** skill execution of ***intermediate skills of unarmed self-defence*** is observed and strategies to improve technique on an individualised and/or group basis are applied i. ***Changes in student requirements/needs*** during the session are responded to j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome of the experience

4.	Utilise *assistant/s* during a self-defence session	a.	*Assistant/s* are instructed in the correct way to set up *equipment for the self-defence activity*
		b.	Set up of *equipment for self-defence* is inspected and approved ready for use
		c.	*Intermediate skills and exercises of unarmed self-defence* to be instructed or drilled are determined according to the capability of the *assistant/s*
		d.	*Assistant/s* are directed to instruct *intermediate skills of unarmed self-defence* within the specific self-defence system
		e.	*Assistant/s* are monitored during instruction of *intermediate skills of unarmed self-defence* within the specific self-defence system
		f.	Instructions to *assistant/s* are communicated clearly
5.	**Maintain safety in training session**	a.	Safety issues whilst instructing opponent application of *intermediate unarmed self-defence skills* are identified
		b.	Client safety is maintained while instructing hazardous application skills in accordance with accepted *best practice principles of self-defence activities*
		c.	*Accident/emergency situations* are responded to immediately during instruction of *intermediate unarmed self-defence skills*

Range of Variables

INSTRUCT THE INTERMEDIATE SKILLS OF UNARMED SELF-DEFENCE

VARIABLE STATEMENT	CATEGORIES
1. **Accident/emergency situations**	may include but is not limited to a. accidents occurring during self-defence session through error calculations of clients in direction or amount of force used during practice b. incidents requiring the application of first aid treatment c. accidents/emergencies occurring from inappropriate use of training equipment
2. **Assistant/s**	a. suitably trained people within the self-defence training system b. suitable persons designated assistants because of attaining recognised skills and knowledge within the specific self-defence training system
3. **Best practice principles of self-defence activities**	a. accepted preventative practice adopted throughout the self-defence industry to minimise safety hazards or risks b. Instructors *Code of Conduct* policies developed by the peak bodies responsible for the teaching of self-defence c. national activity organisation regulations and guidelines d. national *Code of Conduct* for martial arts centres and instructors e. relevant national, state/territory or local government regulations and guidelines f. employer organisation's policies and procedures g. current and past good practice demonstrated by self or peers in the same or similar situation
4. **Changes in student requirements/needs**	a. physical inability of student to complete specific exercises during an intermediate exercise training session b. student inability to perform prerequisite criteria underpinning a specific intermediate exercise training skill c. others as they arise
5. **Client mix**	a. ratio of beginners to novices b. ratio of assistant trainers to clients c. ratio of specific needs clients to others clients
6. **Clients**	a. experienced b. inexperienced c. adults d. children e. school or youth groups, tourists f. club/group members and general public g. variety of cultural groups/backgrounds h. clients with specific needs
7. **Equipment for self-defence**	training equipment may include a. jigsaw mats, and other mats used for rolling, break falls, throwing and other forms of floor work b. hand held punching bags, kicking bags, focus mitts and similar types of apparatus c. free standing or structural types of striking or kicking equipment

		d. plastic training knives or other simulation equipment e. body guards, face guards and other forms of face and body protection equipment f. hand, shin, instep, forearm, groin, chest, elbow and knee guards and similar forms of equipment

8.	**Factors which affect skill acquisition**	a. individual considerations
		   a.1 stage of development
		   a.2 personality
		   a.3 physical, intellectual and emotional characteristics
		   a.4 physical fitness
		   a.5 body type and composition
		   a.6 cultural factors
		b. situational factors
		   b.1 temperature
		   b.2 background noise
		   b.3 distractions
		   b.4 class size
		   b.5 available space

9.	**Instructor's personal performance requirements**	a. instructor qualifications/certification for a specific self-defence system b. particular instructor competencies determined as essential pertaining to a specific self-defence system c. ability to demonstrate the intermediate skills of self-defence
10.	**Intermediate exercises**	appropriate for an intermediate self-defence session including a. warm-up exercises b. cool-down exercises c. exercises that increase the range of movement of the joints d. exercise that encourage smooth body movement and/or transference of body weight e. floor exercises, not including partner assisted exercises f. exercises that stretch main muscle groups

11.	**Intermediate self-defence principles and strategies**	a. direct attack
		   a.1 intangible distractions
		   a.2 manifest distractions
		   a.3 psychological distractions
		b. indirect attack
		   b.1 latent distractions
		   b.2 timing
		c. counter attack
		d. mobile defence

12.	**Intermediate skills of self-defence system**	a. the complete set of manoeuvres, techniques and methods that make up the fundamental skills of the self-defence system b. the grouping of simple fundamental skills that a client is required to have reasonable familiarity with before proceeding to intermediate and advanced skills

13.	**Intermediate unarmed self-defence skills**	basic skills of self-defence/self protection against multiple or armed attackers including
		a. hand movements
		   a.1 straight punch
		   a.2 hook punch
		   a.3 uppercut punch
		   a.4 elbow strike
		b. leg movements
		   b.1 front kick
		   b.2 side kick
		   b.3 round kick
		   b.4 knee strike

	c.	movement principles
		c.1 step and slide forward step
		c.2 reverse tracking
		c.3 side stepping
		c.4 circling right
		c.5 circling left
	d.	defensive technique
		d.1 cover techniques
		d.2 evasion, ie, duck, bob, weave
	e.	locking, throwing
		e.1 four basic throws
		e.2 four counters to chokes
		e.3 two brake falls
		e.4 forward roll
		e.5 side roll
		e.6 six basic locks
	f.	six movement lock flow
	g.	verbal and non verbal safety signals used in locking and throwing practise
14. Methods of self-defence instruction	a.	methods outlined in training guidelines associated with the specific self-defence training system; such methods may include
		a.1 explanation
		a.2 demonstration
		a.3 partner application
		a.4 observation
		a.5 questioning
	b.	methods of instruction suitable for the specific self-defence system being taught – depending on the situation the 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 motivational and encouraging
		b.7 disciplinarian, including modification of undesirable behaviours in participants
15. Training program	a.	program document detailing the method or techniques to be taught to students within the specific self-defence training system
	b.	program document detailing the manner in which a training course on the specific self-defence training system should be delivered

Evidence Guide

INSTRUCT THE INTERMEDIATE SKILLS OF UNARMED SELF-DEFENCE

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the drills, activities and exercises to instruct the intermediate skills of self-defence during a self-defence session
		b.	Assessment of performance should be over a period of time covering specific categories in range of variable statements that are applicable in the learners environment
		c.	In particular, assessment must confirm the ability to:
		c.1	Understand the requirements of the intermediate skills of the specific self-defence system including opponent application
		c.2	Maintain an acceptable personal performance standard in the intermediate skills of the specific self-defence system
		c.3	Observe clients and recognise when and how intervention should take place to improve individual skill performance
		c.4	Effectively instruct the intermediate skills of the specific self-defence system to enable clients to perform the intermediate skills of the self-defence system fluently, confidently and without prompting
		c.5	Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
		c.6	Demonstrate the ability to direct assistants during a intermediate skills session of the self-defence system
		c.7	Understand and instruct intermediate self-defence principles and strategies
		c.8	Observe safety procedures and practices according to accepted best practices of the self-defence industry
		c.9	Respond appropriately to accidents and emergencies that occur within an intermediate self-defence session
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
		a.1	SRC SDF 002A Instruct the application of basic unarmed self-defence skills against an opponent
		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	Legal responsibilities pertaining to the use of intermediate self-defence skills and equipment
		a.2	Biomechanics associated with the intermediate unarmed self-defence skills pertaining to the particular self-defence system
		a.3	Legal responsibilities and duty of care pertaining to the instruction of self-defence methods/skills
		a.4	Physiology and psychology of pain and danger
		a.5	Intermediate self-defence skills
		a.6	Drills, activities and exercises to develop intermediate self-defence skills
		a.7	Selection of self-defence equipment
		a.8	Safety procedures for use of self-defence equipment
		a.9	Safety procedures for the instruction of intermediate self-defence skills
		a.10	Knowledge of support groups/organisations relevant to self-

defence, eg, rape crisis
a.11   Knowledge of first aid treatment and procedures

b.   Underpinning skills
b.1   Communication skills to establish client needs and abilities and provide feedback to clients
b.2   Coordination skills to perform intermediate self-defence exercises and skills
b.3   Ability to give directions to clients and assistants
b.4   Skills used to instruct self-defence, eg, movement, voice, use of technical aids, etc
b.5   Ability to provide explanations and demonstrations, ie, self, other participants as models, videos, etc
b.6   Ability to follow safety procedures for the use of self-defence equipment to minimise risk to clients and assistant/s
b.7   Monitoring/observation skills to identify potential hazards and risks to clients
b.8   Ability to analyse self-defence technique to provide instructions for clients to improve skills
b.9   Ability to facilitate a group to maintain the safety and enjoyment of clients
b.10   Ability to determine client's readiness to acquire intermediate self-defence skills
b.11   Ability to apply first aid treatment procedures to deal with self-defence accidents/emergencies

4.	**Resource implications**	a. Assessment of this competency requires access to a training environment where the instruction of the intermediate skills of self-defence occurs 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 training 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	-	2	-

SPORTS ADMINISTRATION

SAD

Contents

SRS SAD 005A   MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

SAD   Sports administration

DESCRIPTION: This unit covers the knowledge and skills to plan, conduct and monitor competitions.

ELEMENT	PERFORMANCE CRITERIA
1. **Establish criteria for participation in a specified competition**	a. Eligibility is determined according to the rules and laws of the activity b. Selection and entry criteria are established and followed according to the national body's guidelines
2. **Plan and implement the format for a specified competition**	a. Alternative **competition formats** are identified and explained in terms of suitability for the specified competition b. A **competition format** is selected that meets the objectives of the competition and the requirements of the national body c. A draw is prepared and distributed to all **individuals** d. A process for **modifying** the draw is established and distributed to all individuals e. The draw is **modified** and amendments are documented and distributed to all individuals f. The **modified** draw is implemented as documented
3. **Record and process the results of a specified competition**	a. Result notifications are interpreted and the results are documented as directed by the organising body b. Decisions received about disqualifications and penalties are recorded and communicated to **individuals** affected by the decisions, according to the requirements of the national body c. Results are processed as directed by the organising body d. Results are communicated to all **individuals** within the timeframe specified by the organising body

Range of Variables

MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. **Competition formats**	a. knock-out b. seedings c. round robin d. handicapping e. round-to-round progressions f. semi finals to finals g. points
2. **Individuals**	a. competitors b. coaches c. officials d. media e. organising body
3. **Modifications**	may be made for a. late withdrawals and entries b. cancellations c. postponements d. venue changes

Evidence Guide

MANAGE THE FORMAT AND RESULTS OF COMPETITIONS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of how to plan, conduct and monitor competitions 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 Establish criteria for participation in a specified competition c.2 Plan and implement the format for a specified competition c.3 Record and process the results of a specified competition
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 Competition rules, regulations and guidelines of the relevant sport a.2 Competition processes and procedures for the relevant sport a.3 Expected activity/event performance for the relevant sport b. Underpinning skills b.1 Interpersonal skills in order to develop rapport with officials, coaches and players b.2 Communication (written or verbal) skills in order communicate with officials, coaches and players b.3 Organisational skills to effectively manage results b.4 Recording skills to effectively and efficiently record results in required format b.5 Attention to detail to ensure accuracy of recorded results
4.	**Resource implications**	a. Assessment of this competency requires access to relevant competition rules, regulations, policies and procedures 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	3	1	1	2	1

SRS SAD 007A   SELECT A TEAM OR GROUP

SAD   Sports administration

DESCRIPTION: This unit covers the knowledge and skills to utilise selection criteria and policies to make selection decisions on a team or group.

ELEMENT	PERFORMANCE CRITERIA
1. Identify and explain selection objectives, criteria and policy	a. ***Selection objectives and criteria*** identify the ***documented*** requirements of the activity club or organisation b. Selection policy interpretation explains the requirements of the activity club or organisation c. Selection process identifies the rights of ***individuals*** in the selection process
2. Compile activity achievement data on selection candidates	a. Nature of sporting achievement data required is specified and ***documented*** b. Specified activity achievements of selection candidates are researched and ***documented*** c. Methods are selected and ***documented*** for testing and assessing candidates d. Activity achievement data compiled and presented in writing to the selection panel are fully researched, accurate and current
3. Apply selection policy to the selection of team or group members	a. Responsibilities of members of the selection panel are identified and explained according to the specifications of the activity club or organisation b. ***Selection guidelines*** are documented and communicated in writing to all ***individuals*** c. Team or group members are selected in accordance with the ***documented*** selection policy of the activity club or organisation d. Team or group selections are communicated according to ***documented*** notification procedures e. The rights of ***individuals*** are maintained within the selection process according to the ***documented*** selection process

Range of Variables

SELECT A TEAM OR GROUP

VARIABLE STATEMENT	CATEGORIES
1. Selection criteria	a. past performances b. current and potential future performance c. experience d. skill e. technical ability f. personal profile g. availability h. physical attributes i. needs of the team or group j. assessment of the level of opposition
2. Documentation	complies with a. the requirements and specifications of the club or organisation selection policy
3. Individuals	a. selection candidates b. coaches c. team managers d. officers of the activity club or organisation

Evidence Guide

SELECT A TEAM OR GROUP

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of utilisation of selection criteria and policies to make selection decisions on a team or group 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 and explain selection objectives, criteria and policy
		   c.2 Compile activity achievement data on selection of candidates
		   c.3 Apply the selection policy to the selection of team or group members

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 selection objectives, criteria and policy
		   a.2 Competition rules, regulations and guidelines for the relevant sport
		   a.3 Competition processes and procedures for the relevant sport
		   a.4 Expected activity/event performance
		
		b. Underpinning skills
		   b.1 Interpersonal skills in order to develop rapport with applicants
		   b.2 Communication (written or verbal) in order to undertake assessment of applicants and document results
		   b.3 Organisational skills in order to effectively mange selection process
		   b.4 Decision making skills in order to select appropriate applicants
		   b.5 Recording skills in order to accurately record selection process and outcomes
		   b.6 Evaluation skills in order to assess applicants
		   b.7 Analytical skills in order to evaluate applicants according to selection criteria
		   b.8 Objectivity skills to make assessments based on selection criteria

4.	**Resource implications**	a. Assessment of this competency requires access to relevant selection objectives, criteria and policy 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 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	1	2	-	3	1

SRS SAD 008A   MANAGE THE PERSONNEL OF A TEAM OR GROUP

SAD   Sports administration

DESCRIPTION: This unit covers the knowledge and skills plan, implement, monitor and adjust the management of personnel within a team or group.

ELEMENT	PERFORMANCE CRITERIA
1. **Promote team or group objectives and commitments**	a. ***Needs*** and personal goals are identified for each team or group member b. Personal commitments are identified for each team member c. Team objectives are developed in participation with team or group members according to their identified ***needs***, goals and commitments d. Commitment to the team is established for each team member e. ***Team objectives and commitments*** are documented and communicated in writing to all team members
2. **Develop and implement a public relations plan for the team**	a. A public relations ***plan*** is developed and implemented and is consistent with team objectives and the public relations ***plan*** of the activity club or organisation b. The public relations ***plan*** is documented and communicated to all individuals c. Reports on team progress are communicated to all ***interested parties***
3. **Develop plans to cope with contingencies**	a. Possible ***contingencies*** are identified and assessed for their impact on the team b. Explanation of ***contingencies*** identifies their implications for team or group management c. ***Plans*** developed and documented to cope with identified ***contingencies*** and comply with the Privacy Act
4. **Develop a risk management plan**	a. Availability of emergency resources at practice and competition venues is documented and communicated in writing to all individuals b. Medical problems of individual team members are identified and their names are recorded confidentially c. Team members who have a Medical card are identified and their names are recorded confidentially d. Medical treatment of individual team or group members complies with the medical advice e. Risk management strategies minimise risk of injury to all individuals and comply with the requirements of Occupational Health and Safety Acts f. Emergency ***contingency*** plans are documented and communicated in writing to all individuals
5. **Develop and maintain relationships between individuals in the team or group**	a. Personal strengths and weaknesses are assessed for the team or group and individual team or group members b. Personal ***needs*** are identified for the team or group and individual team or group members c. Training and preparation meet identified ***needs*** of team and individual team members d. Conflicts between individual team or group members are anticipated and avoided where possible e. Conflicts that occur between individual team or group members are resolved using ***conflict resolution processes***

6.	**Make travel arrangements to transport all team or group members to competition venues**	a. Travel requirements are identified and documented for each individual team or group member b. Arrangements are made with each individual team or group member to transport them to competition venues on time
7.	**Evaluate team or group objectives and plans**	a. *Evaluation methods* are developed and implemented that are appropriate to the nature of information sought b. Documented team or group objectives are compared with *evaluation results* to ascertain the extent to which they have been met c. Team or group plans are compared with *evaluation results* to ascertain their effectiveness d. Research findings are presented in a written report according to the requirements of the activity club or organisation e. Team or group objectives and plans are reviewed and recommendations are made based on documented *evaluation results*

Range of Variables

MANAGE THE PERSONNEL OF A TEAM OR GROUP

VARIABLE STATEMENT	CATEGORIES
1. **All individuals**	a. team or group members b. officers of the activity club or organisation
2. **Conflict resolution processes**	a. mediation b. negotiation c. arbitration
3. **Contingencies**	a. disputes b. breaches of code of conduct and player contracts c. incidents that attract media attention
4. **Evaluation**	a. team objectives and commitments b. public relations plan c. risk management strategies d. conflict resolution procedures
5. **Evaluation involves**	a. participation by team or group members and team or group manager
6. **Interested parties**	a. team or group partners b. members of the media c. national activity bodies
7. **Needs**	a. leadership b. motivation c. communication d. counselling and support e. team or group spirit and loyalty f. delegation of responsibility
8. **Plan**	a. image of team or group b. training for spokesperson and team or group members c. management of contact with public and media
9. **Team commitments**	a. practices b. meetings c. functions d. competitive fixtures

Evidence Guide

MANAGE THE PERSONNEL OF A TEAM OR GROUP

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of how to plan, implement, monitor and adjust the management of personnel within a team or group 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 Promote team or group objectives and commitments
		  c.2 Develop and implement a public relations plan for the team
		  c.3 Develop plans to cope with contingencies
		  c.4 Develop a risk management plan
		  c.5 Develop and maintain relationships between individuals in the team or group
		  c.6 Make travel arrangements to transport all team or group members to competition venues
		  c.7 Evaluate team or group objectives and plans

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 Expected activity/event performance for the relevant sport
		  a.2 Organisation's risk management practices and procedures
		  a.3 Public relations practices in relation to a sporting team
		
		b. Underpinning skills
		  b.1 Interpersonal skills in order to develop rapport with team members and all other relevant persons
		  b.2 Conflict resolution skills in order to effectively deal with conflicts within the team
		  b.3 Communication (written or verbal) skills in order to communicate effectively and efficiently with all relevant persons
		  b.4 Planning skills in order to manage team commitments effectively
		  b.5 Organisational skills in order to manage all aspects of the team efficiently and effectively
		  b.6 Decision making skills in order to make appropriate management decisions
		  b.7 Evaluation skills in order to assess management of teams and make recommendations
		  b.8 Analytical skills to evaluate processes and procedures and adjust accordingly

4.	**Resource implications**	a. Assessment of this competency requires access to relevant guidelines, policies and procedures 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 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	3	3	2	3	1

STRENGTH AND CONDITIONING

SAC

Contents

SRS SAC 001A   TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

SAC   Strength and conditioning

DESCRIPTION: This unit covers the knowledge and skills to use drills, exercises and activities to teach or develop basic skills of strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare the athlete for involvement in a strength and conditioning program**	a. The *basic skills of strength and conditioning* are explained to the *athlete* and relevant *support personnel* b. The *principles of the physiological adaptations to training* are explained to the *athlete* and relevant *support personnel* c. *A range of approaches for programming for specific outcomes* are explained to the *athlete* and relevant *support personnel*
2. **Assess the athlete's readiness for involvement in a strength and conditioning program**	a. Background and previous experience in *strength and conditioning programs* are discussed with the *athlete* and relevant *support personnel* b. Athlete/s readiness to acquire and perform the *core lifts and exercises that form the basis of the basic skill/s of strength and conditioning* are assessed c. Appropriate *testing protocols* are selected and implemented to assess the athlete's readiness to develop/acquire the *basic skills of strength and conditioning* d. The *core lifts and exercises that form the basis of the basic skills of strength and conditioning* to be included in the program are selected based on testing e. Factors which may affect the acquisition of the *basic skills of strength and conditioning* are recognized and addressed as result of testing
3. **Design a strength and conditioning program**	a. A strength and conditioning program is design for the athlete based on the general requirements of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. **Implement a strength and conditioning program**	a. *Teaching methods* and *coaching styles* are selected and implemented that match the athletes readiness, the environment, the basic skill/s to be developed and the available equipment b. *Feedback* is provided to the *athlete* and other *support personnel* in accord with the *best practice principles of strength and conditioning* c. Relevant information, explanations and demonstrations to teach or develop the *core lifts and exercises that form the basis of basic strength and conditioning* are delivered concisely and precisely in accord with the *best practice principles of strength and conditioning* d. Questioning and communication skills are demonstrated in accord with the *best practice principles of strength and conditioning* e. Where appropriate, observable body movements are explained for each stage of the *core lifts and exercises that form the basis of the*

		basic skills of strength and conditioning in priority of importance
	f.	The component parts of the *core lifts and exercises that form the basis of the basic skills of strength and conditioning* are taught or introduced at appropriate times during the athletes development
	g.	Sufficient space and resources are allocated for *core lifts and exercises that form the basis of the basic skills of strength and conditioning* being performed
	h.	Where appropriate, technological aids and new training trends are used to supplement presentations
	i.	Where appropriate, *adaptations to include pre-adolescent athletes* into strength & conditioning programs are explained and implemented
	j.	Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
	k.	Athletes are given the opportunity to comment and/or ask questions
	l.	Adjustments are made in response to changes in *conditions and/or external influences*
5. **Monitor and adjust a strength and conditioning program**	a.	Athletes are observed to see that the *core lifts and exercises that form the basis of the basic skills of strength and conditioning* are conducted in accord with the *best practice principles of strength and conditioning*
	b.	Performance of *core lifts and exercises that form the basis of the basic skills of strength and conditioning* are assessed and, where necessary, corrected in accord with the *best practice principle of strength and conditioning*
	c.	Correction techniques applied to improve skill execution on an individualized and/or group basis
	d.	Observation is undertaken with minimal disruption to the flow of the training session
	e.	Modifications to the *teaching method* and *coaching style* are implemented in response to results of the monitoring
6. **Evaluate the athlete's performance and modify the program**	a.	Appropriate *testing protocols* are implemented to evaluate the *athlete's* progress
	b.	Strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. **A range of approaches for programming for specific outcomes**	a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric

2. **Adaptations to include pre-adolescent athletes**	a. refers to recommended programming guidelines in relation to
	  a.1 appropriate sets and reps
	  a.2 preferences for the use body weight support and resistance exercises
	  a.3 benefits of appropriate training
	b. should follow the best practice principles of strength and conditioning

3. **Anatomical/ physiological considerations**	a. energy systems b. major muscle groups and their actions (including ligaments) c. physiological responses/adaptations to training d. microscopic structure of the muscles e. neural system

4. **Athlete/s**	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, and/or
	e. can be
	  e.1 female or male
	  e.2 with or without a disability or special needs
	  e.3 with or without social disadvantage
	  e.4 from minority ethnic and cultural groups

5. **Introductory human anatomy and physiology**	a. identification of
	  a.1 major bones
	  a.2 major bony structures
	  a.3 major joints
	  a.4 major muscles, their location and primary functions
	b. fundamental understanding of the structure and function of the following anatomical systems
	  b.1 respiratory
	  b.2 cardiovascular

6. **Basic principles of biomechanics**	a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions

7.	Basic skills of strength and conditioning	a. includes a.1 core lifts and exercises a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport a.3 a range of approaches for programming for specific outcomes b. aim to b.1 improve athletic performance b.2 improve athlete's ability to safely perform core lifts and exercises b.3 maximise the application of the principles of physiological adaptation to training b.4 maximise the impact of programming for specific outcomes c. involves c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs c.2 including specific groups c.3 assessing and correcting technique
8.	Best practice principles of strength and conditioning	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. Australian Sports Commission's *harassment free sport* policy d. Australian Sports Commission's drugs in sport policy e. National Activity Organisation's regulations and guidelines f. relevant National, State/Territory or Local government regulations and guidelines g. employer organisations policies and procedures h. the culture of the sport/activity i. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations j. current and past good practice demonstrated by self or peers in the same or similar situation k. practices and approaches such as those outlined in the *Strength and Conditioning Level 1 Coaching Guide*
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.	Conditions and/or external influences	a. environmental/weather conditions b. other facility users c. injury / illness of athletes d. volume / intensity of other training commitments e. competition program f. sport specific coach influence

11.	Core lifts and exercises that form the basis of the basic skills of strength and conditioning	in relation to the basic skills of strength and conditioning include a. bench press b. squat c. chin ups d. lat pull-downs e. power clean f. push press g. various single joint movements h. abdominal and lower back exercises i. running technique
12.	Organisational health and safety requirements, safe and appropriate dress and equipment	a. appropriate footwear and clothing and personal equipment (activity specific) b. technical equipment - safe working order c. assess, prescribe and monitor athlete loading d. the Australian Coaching Council's *coaches code of conduct* policy e. Australian Sports Commission doping policy f. State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises g. gymnasiums, Local Council facilities and private facilities h. appropriate safety equipment is made available to the athlete such as those outlined in the *Strength and Conditioning Level 1 Coaching Guide*
13.	Principles of the physiological adaptation to training	a. hypertrophy adaptations b. neural adaptations c. cellular adaptations
14.	Resources	a. human/physical b. gymnasium equipment c. training equipment d. health and safety provisions e. indoor/outdoor facilities
15.	Strength and conditioning programs	a. programs designed to develop the basic skills of strength and conditioning
16.	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
17.	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), and/or

	b.9 experiential or problem solving approaches
18. Testing protocols	a. to conduct appropriate test to measure the following physiological parameters a.1 aerobic performance a.2 anaerobic performance a.3 strength/power a.4 speed/agility

Evidence Guide

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge and ability to use drills, exercises and activities to teach or develop the basic skills of strength and conditioning 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 athlete for involvement in a strength and conditioning program c.2 Assess the athlete's readiness for involvement in a strength and conditioning program c.3 Design a strength and conditioning program c.4 Implement a strength and conditioning program c.5 Monitor and adjust a strength and conditioning program c.6 Evaluate the athlete's performance and modify the program c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the basic skills of strength and conditioning c.8 Interpretation and analysis of athletic performance with the view of modifying current plans c.9 Teach or introduce the component parts of the core lifts and exercises that form the basic skills of strength and conditioning at appropriate times during the athletes development
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 CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 SRS COA 007A Provide fundamental information about the principles of eating for peak performance
3.	**Required knowledge and skills**	a. Underpinning knowledge a.1 Understanding of safe and appropriate drills, exercises and practice sessions for the athlete a.2 Understanding of introductory human anatomy and physiology a.3 Understanding of basic biomechanics

		a.4 Understanding of the component parts of the core lifts and exercises that form the basic skills of strength and conditioning a.5 Understanding of the adaptations to include pre-adolescent athletes a.6 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the basic skills of strength and conditioning b. Underpinning skills b.1 Ability to manage a group in a sports setting b.2 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete b.3 Ability to plan weight, plyometric and conditioning programs b.4 Ability to correct of technique of basic weight, plyometric and conditioning exercises
4.	**Resource implications**	a. Assessment of this competency requires access to an appropriate sports training setting 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 an actual sports training setting b. In cases where the learner does not have the opportunity to cover all 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	2	2	2	2	2	1

SRS SAC 002A   TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

SAC   Strength and conditioning

DESCRIPTION: This unit covers the knowledge and skills to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare the athlete for involvement in a strength and conditioning program**	a. The ***intermediate skills of strength and conditioning*** are explained to the ***athlete*** and relevant ***support personnel*** b. The ***principles of the physiological adaptations to training*** are explained to the ***athlete*** and relevant ***support personnel*** c. ***A range of approaches for programming for specific outcomes*** are explained to the ***athlete*** and relevant ***support personnel***
2. **Assess the athlete's readiness for involvement in a strength and conditioning program**	a. Background and previous experience in ***strength and conditioning programs*** are discussed with the ***athlete*** and relevant ***support personnel*** b. Athlete/s readiness to acquire and perform the ***core lifts and exercises that form the basis of the intermediate skill/s of strength and conditioning*** are assessed c. Appropriate ***testing protocols*** are selected and implemented to assess the athlete's readiness to develop/acquire the ***intermediate skills of strength and conditioning*** d. The ***core lifts and exercises that form the basis of the intermediate skills of strength and conditioning*** to be included in the program are selected based on testing e. Factors which may affect the acquisition of the ***intermediate skills of strength and conditioning*** are recognized and addressed as result of testing
3. **Design a strength and conditioning program**	a. A strength and conditioning program is design for the athlete based on the ***performance parameters*** of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. **Implement a strength and conditioning program**	a. ***Teaching methods*** and ***coaching styles*** are selected and implemented that match the athletes readiness, the environment, the intermediate skill/s to be developed and the available equipment b. ***Feedback*** is provided to the ***athlete*** and other ***support personnel*** in accord with the ***best practice principles of strength and conditioning*** c. Relevant information, explanations and demonstrations to teach or develop the ***core lifts and exercises that form the basis of intermediate strength and conditioning*** are delivered concisely and precisely in accord with the ***best practice principles of strength and conditioning*** d. Questioning and communication skills are demonstrated in accord with the ***best practice principles of strength and conditioning*** e. Where appropriate, observable body movements are explained for each stage of the ***core lifts and exercises that form the basis of the***

intermediate skills of strength and conditioning in priority of importance

f. The component parts of the *core lifts and exercises that form the intermediate skills of strength and conditioning* are taught or introduced at appropriate times during the athletes development

g. Sufficient space and resources are allocated for *core lifts and exercises that form the intermediate skills of strength and conditioning* being performed

h. Where appropriate, technological aids and new training trends are used to supplement presentations

i. Where appropriate, *adaptations to include pre-adolescent athletes* into strength & conditioning programs are explained and implemented

j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience

k. Athletes are given the opportunity to comment and/or ask questions

l. Adjustments are made in response to changes in *conditions and/or external influences*

5.	Monitor and adjust a strength and conditioning program	a. Athletes are observed to see that the *core lifts and exercises that form the intermediate skills of strength and conditioning* are conducted in accord with the *best practice principles of strength and conditioning* b. Performance of *core lifts and exercises that form the intermediate skills of strength and conditioning* are assessed and, where necessary, corrected in accord with the *best practice principle of strength and conditioning* c. Correction techniques applied to improve skill execution on an individualized and/or group basis d. Observation is undertaken with minimal disruption to the flow of the training session e. Modifications to the *teaching method* and *coaching style* are implemented in response to results of the monitoring
6.	Evaluate the athlete's performance and modify the program	a. Appropriate *testing protocols* are implemented to evaluate the *athlete's* progress b. Sport specific *performance parameters* are utilized to evaluate the athlete's progress c. strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. **A range of approaches for programming for specific outcomes**	a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric

2. **Adaptations to include pre-adolescent athletes**	a. refers to recommended programming guidelines in relation to
	  a.1 appropriate sets and reps
	  a.2 preferences for the use body weight support and resistance exercises
	  a.3 benefits of appropriate training
	b. should follow the best practice principles of strength and conditioning

3. **Anatomical/ physiological considerations**	a. energy systems b. major muscle groups and their actions (including ligaments) c. physiological responses / adaptations to training d. microscopic structure of the muscles e. neural system

4. **Athlete/s**	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
	  e.1 female or male
	  e.2 with or without a disability or special needs
	  e.3 with or without social disadvantage
	  e.4 from minority ethnic and cultural groups

5. **Basic human anatomy and physiology**	a. identification of
	  a.1 major bones
	  a.2 major bony structures
	  a.3 major joints
	  a.4 major muscles, their location and primary functions
	  a.5 nerves
	  a.6 blood vessels
	b. fundamental understanding of the structure and function of the following anatomical systems
	  b.1 bone composition and repair
	  b.2 tissue type
	  b.3 respiratory
	  b.4 cardiovascular
	  b.5 nervous

6. **Basic principles of biomechanics**	a. centre of gravity b. base of support

	c.	levers
	d.	fulcrums
	e.	major muscle actions
7. Intermediate skills of strength and conditioning	a.	includes
		a.1 core lifts and exercises
		a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport
		a.3 a range of approaches for programming for specific outcomes
	b.	aim to
		b.1 improve athletic performance
		b.2 improve athlete's ability to safely perform core lifts and exercises
		b.3 maximise the application of the principles of physiological adaptation to training
		b.4 maximise the impact of programming for specific outcomes
	c.	involves
		c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs
		c.2 including specific groups
		c.3 assessing and correcting technique
8. Best practice principles of strength and conditioning		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.	Australian Sports Commission's *harassment free sport* policy
	d.	Australian Sports Commission's drugs in sport policy
	e.	National Activity Organisation's regulations and guidelines
	f.	relevant National, State/Territory or Local government regulations and guidelines
	g.	employer organisations policies and procedures
	h.	the culture of the sport/activity
	i.	accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
	j.	current and past good practice demonstrated by self or peers in the same or similar situation
	k.	practices and approaches such as those outlined in the *Strength and Conditioning Level 2 Coaching Guide*
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. Conditions and/or external influences	a.	environmental/weather conditions
	b.	other facility users
	c.	injury / illness of athletes
	d.	volume / intensity of other training commitments
	e.	competition program
	f.	sport specific coach influence

11. Core lifts and exercises that form the basis of the intermediate skills of strength and conditioning	in relation to the intermediate skills of strength and conditioning include
	a. bench press
	b. squat
	c. chin ups
	d. lat pull-downs
	e. power clean
	f. push press
	g. various single joint movements
	h. abdominal and lower back exercises
	i. running technique
	j. variations of the
	   j.1 power clean
	   j.2 squat
	k. power snatch
	l. sprint/agility technique analysis and correction
	m. other drills, exercises and activities such as those detailed in the *Strength and Conditioning Level 2 Coaching Guide*

12. Organisational health and safety requirements, safe and appropriate dress and equipment	refers to a. appropriate footwear and clothing and personal equipment (activity specific) b. technical equipment - safe working order c. assess, prescribe and monitor athlete loading d. the Australian Coaching Council's *coaches code of conduct* policy e. Australian Sports Commission doping policy f. state policies on Occupational Health and Safety issues pertaining to safe work practises g. gymnasiums, Local Council facilities and private facilities h. appropriate safety equipment is made available to the athlete such as those outlined in the *Strength and Conditioning Level 2 Coaching Guide*
13. Performance parameters	a. biomechanical of an activity to which the client wishes to return (ie, sport specific movements) b. physiological components of an activity to which the client wishes to return c. psychological components of an activity to which the client wishes to return (eg, sport specific movements) d. fitness, training, competition, general health and/or lifestyle targets e. identification of predominant muscle groups required for participation in the sport or activity in which the client is involved f. beneficial asymmetries g. joint ranges for each sport
14. Principles of the physiological adaptation to training	a. hypertrophy adaptations b. neural adaptations c. cellular adaptations
15. Resources	a. human/physical b. gymnasium equipment c. training equipment d. health and safety provisions e. indoor / outdoor facilities
16. Strength and conditioning programs	a. programs designed to develop the intermediate skills of strength and conditioning
17. 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
18. 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
19. Testing protocols	a.	incorporates
		a.1 organization of equipment
		a.2 setting-up of equipment
		a.3 analysis and interpretation of results
	b.	to conduct appropriate test to measure the following physiological parameters
		b.1 aerobic performance
		b.2 anaerobic performance
		b.3 strength/power
		b.4 speed/agility

Evidence Guide

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge and ability to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning
		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 athlete for involvement in a strength and conditioning program
			c.2 Assess the athlete's readiness for involvement in a strength and conditioning program
			c.3 Design a strength and conditioning program
			c.4 Implement a strength and conditioning program
			c.5 Monitor and adjust a strength and conditioning program
			c.6 Evaluate the athlete's performance and modify the program
			c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the intermediate skills of strength and conditioning
			c.8 Interpretation and analysis of athletic performance with the view of modifying current plans
			c.9 Teach or introduce the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning at appropriate times during the athletes development
2.	Interdependent assessment of units	a.	This unit must be assessed after attainment of competency in the following unit(s):
			a.1 SRS SAC 001A Teach or develop the basic skills of strength and conditioning
		b.	This unit must be assessed after attainment of competency in or, in conjunction with, the following unit(s):
			b.1 SRX CAI 004A Plan a sport and recreation session for clients
			b.2 SRX CAI 005A Conduct a sport and recreation session for clients
		c.	For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
			c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
			c.2 SRS COA 002A Plan individualised training programs to improve skills
			c.3 SRS COA 003A Conduct monitor and adjust an individualized program of training sessions to improve skills
			c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills
			c.5 SRS COA 005A Include special interest groups or people with special needs
			c.6 SRS COA 006A Implement the fundamental principles of sports psychology
			c.7 SRS COA 007A Provide fundamental information about the principles of eating for peak performance
3.	Required knowledge and skills	a.	Underpinning knowledge
			a.1 Understanding of the performance parameters in which the athlete is involved

	a.2 Understanding of safe and appropriate drills, exercises and practice sessions for the athlete
	a.3 Understanding of basic anatomy and physiology
	a.4 Understanding of basic biomechanics
	a.5 Understanding of the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning
	a.6 Understanding of the adaptations to include pre-adolescent athletes
	a.7 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the intermediate skills of strength and conditioning
	b. Underpinning skills
	b.1 Ability to assess and/or research the specific performance parameters of the sport in which the athlete is involved
	b.2 Ability to manage a group in a sports setting
	b.3 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete
	b.4 Ability to plan weight, plyometric and conditioning programs based on the specific performance parameters of the sport in which the athlete is involved
	b.5 Ability to correct of technique of intermediate weight, plyometric and conditioning exercises
4. Resource implications	a. Assessment of this competency requires access to an appropriate sports training setting
	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 an actual sports training setting
	b. In cases where the learner does not have the opportunity to cover all 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	2	3	2	3	1

YOUTH WORK

CHCYTH

Contents

CHCYTH4A   ASSIST YOUNG PEOPLE IN RESPONDING TO CRISIS

YTH   Youth

DESCRIPTION: This unit covers the knowledge and skills required to minimise the risk which arises from crisis situations.

ELEMENT	PERFORMANCE CRITERIA
1. **Implement risk minimisation strategies**	a. A framework is established for dealing with potential crisis situations b. Timely risk assessment of potential crisis situations is undertaken, with due consideration for the safety of young people and others c. A variety of possible strategies to minimise risk are identified, assessed and implemented in accordance with organisational procedures d. Appropriate sources and strategies for accessing support are identified and acted on as required e. Where further assistance is required, it is called without delay
2. **Maintain a physically and emotionally safe environment for workers and young people**	a. Organisation policies, procedures and practices designed to maximise the physical and emotional safety of all within the work environment are identified and implemented routinely b. Established protocols in response to violent situations are followed to minimise impact and harm c. Appropriate post critical activities to assist young people are initiated and provided routinely d. Standards of behaviour and conduct as defined by the organisation are adhered to

Range of Variables

ASSIST YOUNG PEOPLE IN RESPONDING TO CRISIS

VARIABLE STATEMENT	CATEGORIES
1. **Assistance**	will include a. from own organisation b. from another organisations c. government and non-government d. youth specific organisations e. generic community services organisation f. emergency services organisations
2. **Crisis situations**	may include a. threatened suicide b. drug overdose c. domestic violence d. abusive situations e. self harm f. serious indictable offences homelessness g. death h. verbal abuse
3. **Organisation's policies and procedures**	will include a. emergencies b. Occupational Health and Safety c. referrals d. reporting e. recording f. accountability g. code of conduct h. legislative, statutory obligations
4. **Possible strategies to minimise risk**	may include a. counselling b. restraining c. diversion d. segregation e. employing communication skills f. seeking assistance g. seeking emergency assistance
5. **Strategies for crisis/emergency action**	may include a. actions undertaken and managed by the young person b. actions taken by the worker on behalf of the young person c. joint action d. referral to other agencies or services e. referrals to group/peer support f. short and long term g. referral to supervisor/colleagues
6. **Young people**	will include a. individual young people who are users of the services of the organisation b. individual young people referred to the organisation

c. young people who are involuntary or voluntary users of the service of the organisation
d. young people who fall in the specific target group of the organisation

Evidence Guide

ASSIST YOUNG PEOPLE IN RESPONDING TO CRISIS

1.	Critical aspects of evidence to be considered	a.	Assessment must confirm sufficient knowledge of the roles and skills required to assist young people in responding to crisis 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 understanding of the role and responsibilities of self and other staff for responding to critical incidents
			c.2 Demonstrate understanding of how critical incidents and risks arise both generally and in particular situations
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 Issues affecting young people
			a.2 Basic counselling strategies
			a.3 Protocols of crisis intervention
		b.	Underpinning skills
			b.1 Conducting interviews
			b.2 Advanced communication
			b.3 Predicting possible outcomes or consequences of particular actions
			b.4 Establishing and facilitating meetings
			b.5 Adequate literacy skills for record keeping and report writing to the standards defined by the organisation
4.	Resource implications	a.	Assessment of this competency requires access to a workplace or to an accurately simulated environment where assessment may take place
		b.	Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	Consistency in performance	a.	Competency is demonstrated in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisational policies and procedures designed to maximise safety
6.	Context for assessment	a.	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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

CHCYTH5A   MANAGE YOUTH PROGRAMS

YTH   Youth

DESCRIPTION: This unit covers the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups.

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the activity/program required**	a. The need for a particular program is assessed from relevant evidence collected b. A range of possible programs to meet the defined needs are identified and reviewed c. Selection of a program type is based on client needs, organisation's criteria, and availability of resources
2. **Prepare activity/program plan**	a. Appropriate strategic planning activities are undertaken, to ensure client needs are met b. Planning activities incorporate consultation with key clients and stakeholders c. Operational arrangements for conducting the program are determined and assessed for feasibility d. Appropriate implementation and evaluation strategies are included in the activity/program plan e. Planning activities reflect accepted good practice in working with young people
3. **Identify and obtain required resources**	a. Strategies are devised and implemented to obtain and utilise the necessary human, financial and physical resources b. Where required resources are not readily available, submissions are made to potential sources, in accordance with relevant guidelines c. Suitable locations for program implementation are evaluated, selected and arranged
4. **Promote activity/program**	a. Potential program users are identified and appropriate information is designed and distributed to achieve maximum response b. The effectiveness of promotional activities is evaluated, and changes made as indicated by response
5. **Deliver activity/program**	a. The program is implemented in accordance with the program plan, organisation guidelines and legal/statutory requirements b. Participants are provided with access to a range of activities suited to their needs and interests c. Flexible implementation plans are developed to suit a variety of contexts and to cope with contingencies d. The program is adapted to the changing needs of participants as required e. Problems in program delivery are addressed promptly
6. **Evaluate activity/program**	a. Criteria to judge the effectiveness of the program are defined in consultation with clients and stakeholders b. Appropriate evaluation strategies are used routinely during and after the program and used for revision and development c. Evaluation information is collected, organised and reported in a format which is accessible and meaningful to the clients and stakeholders

d.   Reports are prepared and presented as required

Range of Variables

MANAGE YOUTH PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Programs	a. may include a.1 activities designed to address needs of target groups a.2 activities designed to meet needs identified in research a.3 strategies to implement government/funding agency policy a.4 activities to extend the participation numbers in existing programs a.5 strategies to address exclusion, discrimination and alienation a.6 those directed at individual young people and their needs a.7 those directed at the general community which affect young people a.8 those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision makers a.9 those designed to respond to social, economic and demographic changes b. may have the following focus b.1 education/learning/training, eg, homework support and study b.2 personal development and support, eg, life skills education b.3 music and performing arts, eg, youth theatres, band, video production team b.4 research, planning and management, eg, Aboriginal cultural camp, scouts meeting b.5 community action, eg, anti violence group b.6 special interest causes, eg, young people against nuclear disarmament b.7 enterprise development activities b.8 employment, funding raising, small business c. activities may include c.1 discussion groups, eg, about safe sex, religious beliefs c.2 sporting and recreation activities, eg, basketball at the drop in centre, pool game, disco, bush excursion c.3 structured and unstructured social activities, eg, party, shopping, visit to the cinema d. are planned and implemented for the purpose of d.1 providing immediate support d.2 promoting young people's participation and personal development d.3 enabling young people to use their time constructively, have fun and develop qualities of self reliance d.4 enabling young people to learn life skills, knowledge and attitudes

Evidence Guide

MANAGE YOUTH PROGRAMS

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of the skills required to manage the development and conduct of youth programs 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 Target groups relevant to the worker and the activity or program
		  c.2 Consult with relevant stakeholders
		  c.3 Work with individuals and groups
		  c.4 Work autonomously and in a team

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 A range of youth activities and programs
		  a.2 Legal and safety requirements as they relate to activities and programs
		  a.3 Relevant funding sources
		
		b. Underpinning skills
		  b.1 Research and consultation
		  b.2 Coordination and management of programs
		  b.3 Analysis of data, information and relationships
		  b.4 Advocacy
		  b.5 Provision of support to a diverse range of people/organisations
		  b.6 Conflict resolution/negotiation and mediation
		  b.7 Cross cultural communication and negotiation
		  b.8 Literacy adequate to prepare a range of appropriate resource material
		  b.9 Working with and through community leaders

4.	**Resource implications**	a. Assessment of this competency requires access to a workplace or to an accurately simulated environment where assessment may take place b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5.	**Consistency in performance**	a. For at least two of the types of activities and programs identified in the range of variables b. For at least two of the purposes identified in the range of variables
6.	**Context for assessment**	a. This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	2

CHCYTH6A   PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE

YTH   Youth

DESCRIPTION: This unit covers the knowledge and skills required to ensure the appropriate provision of support to enable young people to choose and implement options to address their particular circumstances.

ELEMENT	PERFORMANCE CRITERIA

1. Develop and implement strategies which promote effective rapport with young people	a. A framework including protocols and processes is developed and its implementation monitored to ensure
	  a.1 clear boundaries between the worker and the young person are negotiated and defined
	  a.2 adequate opportunity is offered to the young person to explore and clarify issues
	  a.3 due attention is paid the young person's issues, needs, views and feelings
	  a.4 clarity of expectations and rapport is established and maintained
	  a.5 the involvement of other relevant parties can be gained as required
	  a.6 a safe and confidential environment is maintained
	  a.7 any communication difficulties are addressed
	  a.8 all work with the client is ethical, reflects cultural, statutory and organisational considerations and respects the power differential between the worker and the client
	  a.9 communication with young people is non threatening, and designed to encourage their participation in decision making
	b. Strategies are implemented to ensure that the rights of the client are upheld, and options for upholding them reflect
	  b.1 client value and needs
	  b.2 professional responsibility and accountability
	  b.3 organisational and legislative framework
	c. Strategies are implemented to ensure the ongoing effectiveness of the working relationship with the client

2. Clarify the services sought by young people	a. Strategies and mechanisms are developed and implemented to ensure a clear and accurate understanding of clients' needs and issues b. The capacity of the worker and the organisation to provide appropriate support is communicated to young people to ensure they understand the role and capacity of the organisation to meet their needs c. Protocols of confidentiality and privacy are established and followed when eliciting information from clients

3. Facilitate goal setting and action planning	a. Strategies are developed and implemented to ensure young people
	  a.1 are supported to identify goals and priorities
	  a.2 assess the feasibility of goals and priorities
	  a.3 are supported to develop strategies to act on goals and priorities
	  a.4 explore options for achieving goals/priorities
	b. Where there are judged to be risks to the young person from their possible choices, these are communicated appropriately

4. Provide targeted assistance and referral	a. The type and nature of services available to clients are identified and clearly communicated b. Appropriate work is undertaken to ensure assistance provided

c.   Is in an appropriate manner
d.   Meets client needs
e.   Is consistent with legal and statutory provisions
f.   Meets resource and time constraints
g.   Complies with organisational policy
h.   Encourages young people to access alternative services and resources and to be as self managing as possible
i.   Systems are established to ensure information and referral sources within the organisation are up to date, comprehensive, accurate, accessible and relevant to clients
j.   Procedures are implemented to ensure workers have access to additional advice, expertise and support from others as required
k.   The effectiveness of service delivery is continually monitored and problems of access, services or resources are resolved as appropriate
l.   All reporting is in accordance with organisational procedures

Range of Variables

PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE

VARIABLE STATEMENT	CATEGORIES
1. **Information and referral advice**	will include a. specialist organisations b. special support groups c. government and non-government services d. individuals with specialist expertise e. financial assistance f. equipment, physical aids g. accommodation support
2. **Provision of services to young people**	may be undertaken a. in a group b. one to one situation
3. **Relevant legislation**	will include a. statutory care and protection guidelines b. juvenile justice regulations c. confidentiality d. age of consent e. anti discrimination f. duty of care g. organisational policies and procedures h. professional code of conduct or ethics i. contractual obligations
4. **The boundaries negotiated between the worker and the client**	will include consideration of a. rights of young people as defined in policy, legislation or professional code of practice b. young person's values, beliefs and cultural background c. legislative and statutory requirements d. rights and responsibilities of the family e. the rights, responsibilities, values and beliefs of the worker f. power dynamics characterising the worker – client relationship

5. **Types of support to be provided by worker to the young person/s**	may be
	a. advice
	b. provision of information
	c. a listening and affirmation role
	d. emergency/crisis support
	e. short term or crisis counselling
	f. mediation
	    f.1 family
	    f.2 other
	g. advocacy
	    g.1 legal
	    g.2 other
	h. practical assistance
	i. referral to other organisational/services
	j. linking with others, groups, networks

Evidence Guide

PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE

1.	**Critical aspects of evidence to be considered**	a. Assessment must confirm sufficient knowledge of appropriate services to provide support for young people 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 Provide appropriate services to young people according to scope of services offered by own organisation or those available elsewhere
		   c.2 Provide young people with options to meet their needs
		   c.3 Account for relevant legislation

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 Legal and organisational policies relating to advocacy, monitoring and dealing with abuse
		   a.2 Principles of empowerment in advocacy
		   a.3 Short term counselling
		   a.4 Different forms of abuse and their indicators
		   a.5 A broad range of specialist and generic services and organisations
		   a.6 Family support and mediation
		   a.7 Significant cultural practice and values
		
		b. Underpinning skills
		   b.1 Interpersonal communication with young people including those from a range of cultural backgrounds and developmental stages
		   b.2 Short term counselling, negotiation, mediation

4.	**Resource implications**	a. Assessment of this competency requires access to a workplace or to an accurately simulated environment where assessment may take 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. This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

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	2