



Australian Government

SISXFAC012 Promote safe and effective use of facilities

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to promote the safe and effective use of facilities, activities and equipment through the provision of information to patrons. It requires the ability to identify facility use issues, develop information that addresses these, and to use a variety of communication methods to disseminate information.

Information may focus on safety, safety rules, correct use of equipment for existing or new activities and equipment, hygiene, environmental and venue hazards or may target any other identified need. Promoting participation in activities is covered in other units, and this is not the key focus of this unit.

This unit applies to any type of sport, fitness, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations. It can be applied to any type of facility.

It applies to senior operational staff and managers who work independently or with limited guidance from others, taking responsibility for their own work functions and outputs.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Facility Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to

*essential outcomes.**demonstrate achievement of the element.*

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| 1. Identify information requirements. | 1.1. Use feedback from staff, patrons and other users to identify issues relating to the use of facilities and activity resources. |
| | 1.2. Evaluate incident reports to identify safety issues specific to the venue, activity and equipment. |
| | 1.3. Evaluate information required to support the use of new programs, activities and equipment by patrons. |
| | 1.4. Identify the diversity of facility users and their specific needs to ensure information is targeted and tailored. |
| 2. Develop information resources and information strategies. | 2.1. Source existing resources from credible sources that meet identified information needs. |
| | 2.2. Source and select organisational and external information to create content relevant to purpose. |
| | 2.3. Use language, style and tone suited to organisational image and target audience. |
| | 2.4. Create resources using formats suited to different audiences, and for use in different media. |
| | 2.5. Determine information delivery methods suited to the diversity of facility users and their communication needs and preferences. |
| | 2.6. Choose a range of delivery methods suited to different target audiences. |
| 3. Communicate information. | 3.1. Promote the use of information resources to staff and external activity leaders to ensure maximum reach to patrons. |
| | 3.2. Use methods to disseminate information that support different communication needs and preferences. |
| | 3.3. Utilise information resources in key facility locations, and for key activities and equipment. |
| | 3.4. Make tailored resources available to meet the needs of particular facility user groups. |
| 4. Evaluate effectiveness of information. | 4.1. Seek feedback from patrons, staff and external activity leaders on the utility of information. |
| | 4.2. Evaluate adequacy of information against feedback and other business data, and identify areas for improvement. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS**DESCRIPTION**

Reading skills to:	interpret diverse organisational documents of varying complexity including, data on types of users for different activities, safety rules, incident reports and patron feedback.
Writing skills to:	create accurate and engaging content of a directive or educational nature using language suitable for purpose and audience.
Initiative and enterprise skills to:	identify opportunities to engage patrons to promote their safety.
Technology skills to:	use a computer and features of general software packages to create information resources.

Unit Mapping Information

Supersedes and is not equivalent to SISXRES002 Educate user groups.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>