SISXPLD003 Plan recreation programs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop recreation programs of a non-instructional nature for any type of recreation activity. Programs may be developed for general consumer groups, or customised to the needs of a particular client group, and can be tailored to meet the needs of specific populations, for example, older people. It requires the ability to plan whole of program logistics, and to evaluate, modify and continuously improve programs.

Programs can consist multiple and different sessions for the same group or a series of the same session for different groups.

Skills for planning instructional programs are covered in other units for fitness, aquatics, coaching and outdoor recreation.

This unit applies to any type of recreation organisation including commercial, not-for-profit, community and government organisations. It applies to senior personnel who operate with significant autonomy and who are responsible for making operational business decisions. This includes program managers and senior activity leaders who may also deliver the program.

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

Program Planning and Delivery

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.*
1. Identify needs and expectations of diverse participants.	1.1. Identify and analyse program preferences and expectations of different consumer markets.
	1.2. Discuss and determine program preferences and expectations of particular client groups.
	1.3. Identify characteristics, abilities and special needs of participants from specific population groups.
	1.4. Evaluate ways that programs can address different needs.
2. Plan programs for recreation activities.	2.1. Determine participant profile and program objectives to meet identified participant needs.
	2.2. Select recreation activities and environments suited to participant profile and that target identified objectives.
	2.3. Decide number, frequency and sequence of program sessions required to achieve objectives.
	2.4. Identify costs for required human and other resources and design program within budgetary constraints.
	2.5. Complete program risk assessment according to organisational procedures and design program according to determined risks and control measures.
	2.6. Document and present program for approval by relevant personnel.
3. Plan activity sessions.	3.1. Determine objectives of individual sessions within overall recreation program.
	3.2. Select, balance and sequence activities to meet objectives and enhance participant engagement and motivation.
	3.3. Incorporate volume of activities suited to participant profile and session duration.
	3.4. Determine ways that activities can be modified during delivery to meet differing participant abilities and needs.
	3.5. Document session plans in appropriate format.
4. Coordinate program resources.	4.1. Select and arrange access to activity venues or locations appropriate for program activities.
	4.2. Arrange and allocate any required equipment or other resources to meet activity and participant needs.
	4.3. Identify roles of activity delivery personnel, and select and roster those with appropriate skill set.
	4.4. Develop clear and accurate information and enrolment documents for participants.
	4.5. Produce operational documents required by delivery personnel.
5. Evaluate effectiveness of the program.	5.1. Collate and evaluate feedback received from delivery personnel and participants.

5.2. Identify program successes, problems and difficulties.

5.3. Modify and update program and sessions according to feedback and evaluation.

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 sometimes unfamiliar and potentially complex information about participant characteristics.
Writing skills to:	• develop diverse and comprehensive planning and operational documents using language and terms suited to different audiences, including both internal staff and participants.
Numeracy skills to:	• interpret organisational budgets and calculate program costs.
Self-management skills to:	• take responsibility for program development from initial research through to evaluation • critically evaluate successes and failures of programs to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISXCAI004 Plan and conduct programs and SISXCCS003 Address client needs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b