



Australian Government

Department of Education, Employment and Workplace Relations

SISCCR301A Facilitate community development through recreational activities

Release: 2

SISCCRD301A Facilitate community development through recreational activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply community development principles in a recreation context. This unit focuses on liaising with specific community groups to plan and implement community recreation initiatives to meet their needs. It covers the application of the principles of access and equity to identify and address issues affecting participation of specific communities.

Application of the Unit

This unit applies to those working autonomously in a sport and recreation environment. This includes middle managers and coordinators of volunteers working in a range of locations or with a range of participants in aquatic programs, sport programs or recreation leisure centres including gyms.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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| <p>1. Develop the recreation initiative in consultation with a specific community.</p> | <p>1.1. Identify <i>characteristics</i> of the <i>specific community</i>.</p> <p>1.2. Consult with <i>key stakeholders</i> to identify and confirm needs and expected outcomes.</p> <p>1.3. Identify any <i>barriers to participation</i> in recreational activities.</p> <p>1.4. Develop the <i>recreation initiative</i> according to <i>relevant legislation, organisational policies and procedures</i> and principles of community development.</p> <p>1.5. Identify and organise appropriate <i>resources</i> to implement the recreation initiative.</p> <p>1.6. Prepare and disseminate marketing materials to target audience according to relevant legislation and organisational policies and procedures.</p> |
| <p>2. Deliver the recreation initiative.</p> | <p>2.1. Implement strategies for delivering the recreation initiative according to relevant legislation and organisational policies and procedures.</p> <p>2.2. Monitor access and participation and adjust recreation initiative according to responses of specific community.</p> <p>2.3. Monitor safety of the group during the recreation initiative.</p> <p>2.4. Seek feedback from the specific community on the <i>outcomes</i> of the recreation initiative.</p> |
| <p>3. Review the recreation initiative.</p> | <p>3.1. Assess and evaluate the recreation initiative against planned goals and objectives according to organisational policies and procedures.</p> <p>3.2. Assess evaluation outcomes and consult with key stakeholders to determine future directions.</p> |

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult with the specific community and key stakeholders to identify community characteristics and needs and develop an appropriate recreation initiative
 - liaise with the specific community to obtain feedback on the effectiveness of the initiative
- problem-solving skills to:
 - design a recreation initiative to meet the specific community's needs
 - identify and apply strategies to deliver the initiative
 - make adjustments according to feedback and evaluation outcomes
- planning and organisational skills to:
 - coordinate resources necessary for the recreation initiative
 - monitor progress of the initiative
- teamwork skills to liaise with members of the specific community and other stakeholders in the development of the recreation initiative
- language and literacy skills to research, collect, analyse and interpret information about specific communities to effectively plan a recreation initiative.

Required knowledge

- legislation and organisational policies and procedures that inform planning and delivery of safe recreation initiatives for specific communities
- social, political, cultural and historical issues that affect or are relevant to specific communities and groups to a level required to develop appropriate initiatives
- recreation activities and resources required for the initiative within an organisation or specific community
- factors that may affect participation in community recreation activities for specific communities.

Evidence Guide

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

Overview of assessment

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

Evidence of the following is essential:

- applies the principles and practices of social justice, anti-discrimination, and equal access to community initiatives using communication and delivery strategies appropriate to the specific community
- matches recreation initiative with specific community characteristics and needs and with organisational objectives and applies contingency management techniques to address any issues that arise
- monitors community participation and adjusts initiative according to community feedback
- evaluates effectiveness of initiative and liaises with specific community to identify future directions.

Context of and specific resources for assessment

Assessment must ensure:

- planning and implementation of community recreation initiatives of sufficient breadth to enable the candidate to demonstrate the use of strategies that support access and participation for specific communities.
- access to information on a specific community relevant to the candidate's current or intended work role to enable accurate identification of characteristics and needs
- access to resources for the conduct of the specific community recreation initiative
- access to key stakeholders
- access to relevant documentation such as sources of information about specific communities.

Method of assessment

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

- observation of consultation with a range of specific communities and collection of information to develop strategies to plan, implement and resource a community development initiative
- oral or written questioning to assess candidate's knowledge of factors that affect access and

participation of people from specific communities

- third-party reports from a supervisor detailing candidate's performance.

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

- SISXOHS101A Follow occupational health and safety policies.

Range Statement

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

Characteristics may include:

- age
- physical or intellectual characteristics
- cultural and situational factors
- family structures
- level of literacy and numeracy
- psychological status.

Specific community may include:

- cultural and linguistic diversity
- urban rural or remote location
- family systems
- schools.

Key stakeholders may include:

- local government authorities
- funding agencies
- community organisations, clubs and groups
- health and welfare agencies.

Barriers to participation may include:

- cultural
- religious
- social
- physical
- intellectual
- psychological
- time and resource constraints.

Recreation initiative may include:

- recreation, sport and cultural participation activities
- events
- promotional activities
- educational activities
- goals and objectives to meet community needs.

Relevant legislation may include:

- occupational health and safety
- anti-discrimination
- equal opportunity
- privacy
- working with children
- duty of care.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- principles of social justice
- advocacy.

Resources may include:

- facilities
- equipment
- finance
- personnel
- marketing materials
- transport and related logistical requirements.

Outcomes may include:

- increased participation
- retention levels
- feelings of inclusiveness.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development