



**Australian Government**

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

# **SISCCRO302A Apply legal and ethical instructional skills**

**Release: 2**

## **SISCCRO302A Apply legal and ethical instructional skills**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to develop and apply legal and ethical instructional skills that comply with activity-specific best practice principles.

### **Application of the Unit**

This unit applies to those instructing or coordinating sessions for a range of activities such as swimming, recreational dance and self-defence in a range of facilities such as leisure centres, swimming pools and community recreation facilities.

### **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.

1. Apply legal responsibilities.

- 1.1. Identify ***legal responsibilities*** according to ***activity-specific requirements, clients and organisational policies and procedures***.
- 1.2. Analyse how activity-specific legal responsibilities apply to own role.
- 1.3. Develop strategies to address possible or likely ***difficulties or issues*** that can arise during instruction.

2. Apply ethical responsibilities.

- 2.1. Identify ***ethical responsibilities*** according to activity-specific requirements, clients and organisational policies and procedures.
- 2.2. Analyse how activity-specific ethical responsibilities apply to own role.
- 2.3. Develop strategies to address possible or likely ethical difficulties or issues that can arise during instruction.

3. Develop instructional practices.

- 3.1. Identify the role of the instructor according to the required ***activity-specific skills*** and ***best practice principles*** of the activity or organisation.
- 3.2. Identify appropriate ***activity-specific instructional styles*** according to activity-specific skills and best practice principles of the activity or organisation.
- 3.3. Access ***relevant information*** according to organisational policies and procedures.
- 3.4. Prepare activity-specific session plans according to the requirements of specific skill development, client needs and ***learning styles***.

## Required Skills and Knowledge

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

### Required skills

- communication skills to enable effective non-judgemental instruction and cooperation with clients and colleagues
- research skills to identify activity-specific legal and ethical responsibilities
- literacy skills to interpret relevant information and to prepare session plans
- problem-solving skills to analyse responsibilities and develop instructional styles appropriate to the activity and the work role

### Required knowledge

- legal responsibilities and organisational policies and procedures that enable:
  - the safe conduct of all activities
  - ethical and legally compliant access, use and storage of information
- principles of session planning to develop activity-specific session plans
- activity-specific knowledge to identify and interpret legal, ethical and skills development requirements
- learning styles to enable the use of a variety of activities to cater for different client learning preferences
- principles of growth and development to select and sequence appropriate tasks and activities

## 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:

- accesses and interprets legal and ethical information relevant to the activity to anticipate possible legal and ethical issues and develop appropriate management strategies
- determines instructional styles appropriate to the needs of clients and the skills
- develops session plans for activity-specific skills according to the needs of clients, best practice principles of the activity and the organisation.

#### Context of and specific resources for assessment

Assessment must ensure the candidate applies legal and ethical responsibilities to own instructional role according to activity-specific requirements and the needs of clients on multiple occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- sources of legal and ethical information
- relevant information for real or simulated client groups relevant to the candidate's intended work role.

#### 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:

- oral or written questioning to assess knowledge of activity-specific legal and ethical information
- portfolio of session plans
- third-party reports from a supervisor detailing candidate's work performance.

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

- SISCAQU309A Instruct clients in water safety and survival skills

or

- SISCCRO304A Plan and conduct disability recreation programs

or

- SISCSDF301A Instruct the basic skills of unarmed self-defence.

## 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.

***Legal responsibilities*** may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- insurance
- anti-discrimination
- equal opportunity
- privacy.

***Activity-specific requirements*** may include:

- equipment
- ratio of staff to clients
- provision of first aid
- security.

***Clients*** may include:

- experienced
- inexperienced
- adults
- children
- groups.

***Organisational policies and procedures*** may include:

- occupational health and safety
- communication protocols
- access and storage of information.

***Difficulties or issues*** may include:

- unsafe equipment
- injuries and illnesses
- unlawful behaviour of clients or staff
- suspected abuse
- improper use of information
- inappropriate behaviour of clients or staff
- cheating
- bullying
- dealing with non-payment of fees.

***Ethical responsibilities*** may include:

- reporting ethical breaches
- maintaining professional standards of behaviour

***Activity-specific skills*** may include:

- responding to clients, colleagues and parents or guardians.
- motor skills
- physical skills
- sequencing of skills.

***Best practice principles*** may include:

- activity-specific codes of conduct
- Australian Coaching Council's Coaches Code of Conduct
- national activity organisation regulations and guidelines
- relevant national, state, territory or local government regulations and guidelines
- the culture of the activity
- preventative practices adopted by self or peers to minimise safety hazards and risks.

***Activity-specific instructional styles*** may include:

- friendly and approachable
- directive regarding not-negotiable issues
- casual
- critical friend
- motivational
- disciplinarian.

***Relevant information*** may include:

- expectations and aspirations of clients
- numbers of clients
- client background, experience and developmental stage
- staff and financial resources
- cultural and political influences
- involvement and interest of parents
- length and number of sessions
- equipment, materials and provisions
- precautions and other health and safety information.

***Learning styles*** may include:

- auditory
- kinaesthetic
- visual
- sensory.

## **Unit Sector(s)**

Community Recreation



## **Competency Field**

Community Recreation Operations