



Australian Government

Department of Education, Employment and Workplace Relations

SISOODR405A Develop and coordinate programs incorporating outdoor activities

Release: 1

SISOODR405A Develop and coordinate programs incorporating outdoor activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge to plan and coordinate non-instructional programs incorporating outdoor adventure activities for a diversity of needs and situations. This unit focuses on the application of adventure programming skills to develop an outdoor program that takes into account participant needs, other relevant information and resourcing requirements. It also includes the evaluation of programs with a view to identifying improvements for future programs.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those working autonomously in an outdoor recreation environment. This may include those working as program developers in a program logistics role who may be responsible for coordinating activities in or out of the field with a focus on planning and directing rather than actively leading activities.</p> <p>This may include Outdoor Recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify participant needs and expectations.	1.1. Clarify the <i>preferences, needs and expectations</i> of <i>participants</i> . 1.2. Agree on identified needs with participants. 1.3. Identify any special requirements according to participants needs. 1.4. Advise participants of any reasons why they should not participate in a given program. 1.5. Recommend participants seek external assistance where appropriate.
2. Plan an adventure program of outdoor activity programs.	2.1. Identify a range of <i>information sources</i> and gather <i>relevant information</i> to plan a <i>program</i> of outdoor activity sessions according to <i>organisational policies and procedures</i> . 2.2. Identify <i>equipment</i> and <i>resources</i> appropriate for the program and participants needs and abilities. 2.3. Identify and select staff required for the program according to workplace policies and procedures. 2.4. Identify program objectives, timelines and resources to meet identified participant needs and enhance client participation and motivation. 2.5. Encourage participants or their representatives to contribute to program design. 2.6. Design a <i>program plan</i> to meet the identified needs and abilities of participants according to <i>relevant legislation</i> and organisational policies and procedures. 2.7. Seek agreement on the program plan with staff, participants and organisations, and complete <i>documentation</i> .
3. Organise and allocate program resources.	3.1. Obtain budget allocation from responsible person or persons. 3.2. Identify discrepancies or problems within budget allocation and refer to the <i>responsible person</i> . 3.3. Identify and organise a <i>venue or venues</i> appropriate for the program, participant's needs and their abilities. 3.4. Confirm availability of appropriate resources and equipment with appropriate staff, <i>support personnel</i> , organisations and participants. 3.5. Confirm arrangements to support the planned sequencing and safety of the program. 3.6. <i>Brief</i> support personnel according to relevant legislation and workplace policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
	3.7. Monitor participant numbers to ensure they remain within limits that are safe and maximise program benefit for all participants.

ELEMENT	PERFORMANCE CRITERIA
4. Coordinate the program.	4.1. Advise participants on <i>physical resource requirements</i> for the program. 4.2. Explain hire and deposit charges and conditions to participants, where appropriate. 4.3. Arrange for equipment to be safely modified and or conditioned for use by different participant groups. 4.4. Liaise with staff conducting the programs to identify any <i>problems or difficulties</i> .
5. Evaluate the effectiveness of the program.	5.1. Determine <i>criteria</i> upon which the evaluation will be conducted. 5.2. Seek and acknowledge feedback from <i>relevant stakeholders</i> involved in the program. 5.3. Evaluate all relevant components of the program according to criteria and record outcomes. 5.4. Discuss evaluation outcomes with relevant staff and note ideas for the improvement of future programs. 5.5. Use the evaluation outcomes to identify personal development objectives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - consult with participants and elicit information required to determine activities to meet participant needs,
 - source, interpret and confirm information to inform program planning
 - seek feedback from stakeholders
- problem-solving skills to:
 - plan a program, according to participant's needs, abilities and risk factors, that is sufficiently flexible to allow alterations to cope with unforeseen changes
 - analyse feedback to identify improvements to programs
- planning and organising skills to source, allocate and coordinate resources and equipment necessary for a planned outdoor activities
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and resource the program
- language and literacy skills to produce and document a program plan

REQUIRED SKILLS AND KNOWLEDGE

- numeracy skills to work within a budget and hire equipment
- self-management skills to review and reflect on own work performance to facilitate personal development.

Required knowledge

- legislation and organisational policy and procedures to enable the physical and emotional safety of participants
- participant needs and expectations to plan an outdoor recreation program
- reasons for individual participation in a sport and or recreation program and reasons for discontinuation
- reasons affecting ability to participate in an activity to enable safe and appropriate program development
- risk analysis processes in order to ensure possible risks associated with an organised outdoor recreation program have been identified and appropriate action taken
- principles and theories of adventure programming and its use in education such as the role of sequencing in adventure programming and the key considerations in relation to identifying and sequencing a range of suitable activities to achieve program outcomes and enhance participation and client motivation
- activity-specific knowledge relevant to the activity sessions within the outdoor recreation program
- survey techniques for use with a diversity of stakeholders
- evaluation processes to enable program and self evaluation.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • carries out tasks responsibly, using a client-centred approach to maximise participation and interaction • allocates and coordinates program resources efficiently within budgetary constraints to optimise their use by participants • applies effective contingency management techniques to deal with a range of problems and issues that may arise during the program such as participation levels and staff behaviour • evaluates and reflects on own work performance to identify ways in which program outcomes and benefits to participants can be improved.
Context of and specific resources for assessment	<p>Assessment must ensure planning and coordination of outdoor programs on multiple occasions which reflect the needs and views of a range of participants to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> • a venue, facility or location appropriate to the activity • relevant support staff, equipment and resources • documentation such as program plans and organisational risk management plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of planning and resourcing a program, including developing a program plan • observation of interacting with a range of participants and staff, including collecting and conveying information relevant to the program • observation of dealing with contingencies such as the changes in the availability of equipment or venues • oral or written questioning to assess knowledge of techniques and activity skills in relation to program

EVIDENCE GUIDE

aims and community development principles

- portfolio containing evidence of outdoor activity program planning and evaluation
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

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

- SISOODR404A Manage risk in an outdoor activity.

EVIDENCE GUIDE**Guidance information for assessment****Range Statement****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.

Preferences, needs and expectations may include:

- physical
- emotional
- motivational
- psychological
- individual
- group.

Participants may include:

- experienced
- inexperienced
- adults
- children.

Information sources may include:

- individuals
- organisations
- participants
- recorded information
- parents.

Relevant information may include:

- needs and expectations of organisation and participants
- numbers, ages and gender of participants
- previous experience and developmental stage of participants
- available time
- staff, physical and financial resources
- cultural and political influences
- emergency procedures
- safe and responsible behaviour.

RANGE STATEMENT	
<i>Program</i> may include:	<ul style="list-style-type: none"> • a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal • a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • privacy • reporting of hazards and risks • risk management • staff briefing procedures.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • first aid kit • program-specific equipment.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • physical • human • financial • transport and related logistical requirements.
<i>Program plan</i> may include:	<ul style="list-style-type: none"> • aims and objectives • date and time • physical, human and financial resources • adventure programming principles • logistics • risk management • level of supervision required • staff responsibilities.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • program plan • notes about participants.
<i>Responsible person</i> may include:	<ul style="list-style-type: none"> • supervisor • manager • finance manager • chief executive officer.
<i>Venue or venues</i> may include:	<ul style="list-style-type: none"> • outdoor activity site or location.
<i>Support personnel</i> may include:	<ul style="list-style-type: none"> • teachers • carers • assistant staff

RANGE STATEMENT	
	<ul style="list-style-type: none"> • parents.
<i>Brief may include:</i>	<ul style="list-style-type: none"> • extent and limitations of responsibilities • special requirements of participants • expectations regarding attitudes to participants.
<i>Physical resource requirements may include:</i>	<ul style="list-style-type: none"> • food and water • clothing • personal equipment • safety equipment • sun protection • personal first aid requirements • medication.
<i>Problems or difficulties may include:</i>	<ul style="list-style-type: none"> • equipment failure • participant behaviour • participant numbers.
<i>Criteria may include:</i>	<ul style="list-style-type: none"> • number of participants • participant satisfaction • suitability and safety of facilities and equipment • program content and structure • personal and group objectives • personal performance.
<i>Relevant stakeholders may include:</i>	<ul style="list-style-type: none"> • participants • staff • colleagues • organisations.

Unit Sector(s)

Unit sector	Outdoor Recreation
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Co-requisite units

Co-requisite units	

Co-requisite units		

Competency field

Competency field	
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