



**Australian Government**

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

# **SISXCAI102A Assist in preparing and conducting sport and recreation sessions**

**Release: 1**

## SISXCAI102A Assist in preparing and conducting sport and recreation sessions

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to assist in the preparation and conduct of sessions within the sport and recreation industry. The unit also focuses on assisting the responsible person to monitor and evaluate the sessions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to those who work as assistants under direct supervision in a range of roles and settings in the sport, recreation or fitness industry. This may include those working as assistants in after-school or holiday-care programs, those assisting a responsible person in coaching activities, or those undertaking a supporting role in indoor recreation activities and outdoor recreation activities, such as camps and other guided activities.
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	

## Employability Skills Information

<b>Employability skills</b>	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. Contribute to <i>session</i> planning.	1.1. Offer <i>suggestions</i> that support the <i>aims of the session</i> and <i>participants</i> according to organisational policies and procedures. 1.2. Discuss suggestions with <i>responsible person</i> to determine suitability.
2. Confirm arrangements for a session.	2.1. Confirm <i>session plan</i> and <i>assigned duties</i> with responsible person. 2.2. Identify and confirm allocated <i>arrangements</i> . 2.3. Notify responsible person of any difficulties and make required alterations as directed. 2.4. Confirm final arrangements with the person responsible for the session.
3. Assist in preparing participants.	3.1. Follow instructions to check equipment according to <i>organisational policies and procedures</i> . 3.2. <i>Communicate information</i> required to safely participate in the session to participants according to organisational policies and procedures. 3.3. Assist participants to warm up for the activity according to organisational policies and procedures and instructions of responsible person. 3.4. Refer <i>situations and occurrences</i> outside area of responsibility to responsible person according to organisational policies and procedures.
4. Assist in the delivery and supervision of the session.	4.1. Carry out assigned duties as directed. 4.2. Respond to participant queries according to own level of responsibility. 4.3. Explain and demonstrate techniques required for the session to participants in consultation with responsible person. 4.4. Monitor participant performance in consultation with responsible person. 4.5. Report <i>problems</i> in participant performance and response to responsible person.
5. Assist in preparing participants to end the session.	5.1. Assist participants to cool down according to organisational policies and procedures. 5.2. Check equipment for wear and tear and report problems to responsible person according to organisational policies and procedures. 5.3. Seek participant feedback and identify further needs. 5.4. Explain plan for follow-up sessions to participants as directed.
6. Assist in the	6.1. Provide personal <i>feedback</i> on the outcomes of the

ELEMENT	PERFORMANCE CRITERIA
evaluation of the session.	<p>session to appropriate staff.</p> <p>6.2. Convey participant feedback on the session to appropriate staff.</p> <p>6.3. Review own work performance and identify potential improvements.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to:
  - offer suggestions during the planning process for the sessions
  - confirm arrangements with responsible staff
  - interact with participants and colleagues
  - convey information about the session
- problem-solving skills to:
  - identify and report problems related to sessions, such as unavailable equipment
  - implement contingencies for situations
- planning and organising skills to confirm arrangements, such as access to facilities and equipment
- self-management skills to:
  - recognise and act within level of own role and responsibilities
  - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy skills to interpret and seek clarification on session plans.

#### Required knowledge

- organisational policies and procedures to enable the safe and non-discriminatory conduct of sessions
- organisational policies and procedures to ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the session to ensure safe conduct of the session
- techniques and skills appropriate to the session, including warm-up and cool-down techniques to ensure participant needs are met according to their abilities
- manufacturer's safety standards for equipment to ensure safe use of equipment used in the session

**REQUIRED SKILLS AND KNOWLEDGE**

- techniques to motivate participants to encourage interaction and participation.

## Evidence Guide

### 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:

- identifies, confirms and carries out assigned duties, according to own level of responsibility; referring to appropriate personnel when outside level of responsibility
- carries out allocated tasks responsibly and in a non-discriminatory manner, according to instructions of responsible person and reporting difficulties to appropriate personnel
- clearly conveys necessary information about essential aspects of the session to assist and encourage participants to participate fully
- contributes to the evaluation of the session, suggesting how it could be improved and reflecting on own work performance.

#### Context of and specific resources for assessment

Assessment must ensure assisting in planning and conducting multiple sport and recreation sessions that are of sufficient duration to allow the candidate to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- sport and recreation environments and facilities that reflect local requirements and activities
- equipment and resources required for the sessions, including participants with varying needs, venues, support staff, equipment and materials
- documentation, such as session plans and checklists for equipment checks
- organisational policies and procedures.

#### 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 interaction with a range of participants, including conveying information for safe participation in sessions; and assisting in

**EVIDENCE GUIDE**

	<p>delivery, supervision and evaluation of sessions according to own level of responsibility</p> <ul style="list-style-type: none"><li>• oral and or written questioning to assess knowledge of techniques and activity skills for the specific session</li><li>• third-party reports from a supervisor detailing work performed by the candidate.</li></ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• SISXOHS101A Follow occupational health and safety policies</li><li>• SISXIND101A Work effectively in sport and recreation environments.</li></ul>
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**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.

***Suggestions*** may include:

- content of activity
- methods of working with participants
- timing and sequencing of components of session.

***Session*** may include:

- task, game, activity or exercise
- component of a sequenced program of individual sessions
- individual or group sessions.

***Aims of the session*** may include:

- enable participation
- inspire confidence
- provide motivation
- assist with self-improvement
- improve fitness targets
- make lifestyle adjustments
- entertain.

***Participants*** may include:

- adults and children
- school or youth groups
- tourists
- club members and general public
- variety of ethnic groups
- clients with special needs.

***Responsible person*** may include:

- coordinator
- supervisor
- manager.

<b>RANGE STATEMENT</b>	
<b><i>Session plan</i></b> may include:	<ul style="list-style-type: none"> <li>• objectives</li> <li>• equipment</li> <li>• time</li> <li>• location</li> <li>• content.</li> </ul>
<b><i>Assigned duties</i></b> may include:	<ul style="list-style-type: none"> <li>• preparing equipment</li> <li>• monitoring participants.</li> </ul>
<b><i>Arrangements</i></b> may include:	<ul style="list-style-type: none"> <li>• equipment</li> <li>• materials</li> <li>• access to facilities</li> <li>• refreshments.</li> </ul>
<b><i>Organisational policies and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• duty of care</li> <li>• equal opportunity</li> <li>• frequency and scope of equipment checks</li> <li>• incident and fault reporting</li> <li>• job descriptions and responsibilities</li> <li>• occupational health and safety</li> <li>• staff behaviour</li> <li>• working with children.</li> </ul>
<b><i>Communication</i></b> may include:	<ul style="list-style-type: none"> <li>• verbal</li> <li>• demonstration.</li> </ul>
<b><i>Information</i></b> may include:	<ul style="list-style-type: none"> <li>• appropriate apparel and footwear</li> <li>• safe use of equipment</li> <li>• instructions to complete an activity</li> <li>• potential hazards.</li> </ul>
<b><i>Situations and occurrences</i></b> may include:	<ul style="list-style-type: none"> <li>• sudden illness</li> <li>• aggressive behaviour</li> <li>• bullying</li> <li>• harassment.</li> </ul>
<b><i>Problems</i></b> may include:	<ul style="list-style-type: none"> <li>• participant behaviour</li> <li>• suitability of activity type or duration</li> <li>• equipment failure.</li> </ul>
<b><i>Feedback</i></b> may include suggestions about:	<ul style="list-style-type: none"> <li>• suitability and safety of facilities and equipment</li> <li>• content of session</li> <li>• structure and processes of the activity or session</li> <li>• participant progress.</li> </ul>

**Unit Sector(s)**

<b>Unit sector</b>	Cross Sector
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**Co-requisite units**

<b>Co-requisite units</b>		

**Competency field**

<b>Competency field</b>	
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