



Australian Government

Department of Education, Employment and Workplace Relations

SISXFAC405A Plan and provide sport and recreational services

Release: 2

SISXFAC405A Plan and provide sport and recreational services

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine the sport and recreation services required by clients and to plan, implement and evaluate the services from a facility management perspective.

Application of the Unit

This unit applies to those who work autonomously in an administrative or organisational capacity in a sport, recreation or fitness environment. This may include facility and administration coordinators supporting the management of ancillary functions required to ensure the effective provision of specific services and programs in locations such as fitness centres, outdoor sporting grounds or complexes, aquatic centres or sporting organisations and associations.

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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| 1. Establish need for the sport and recreation service. | <p>1.1. Undertake research to identify <i>target groups</i> for the <i>service</i> and establish <i>needs</i>.</p> <p>1.2. Determine the type and nature of services that will address the identified needs.</p> <p>1.3. Gain necessary approvals according to <i>organisational policies and procedures</i> and <i>relevant legislation</i>.</p> <p>1.4. Make recommendations for relevant services to the appropriate facility personnel according to organisational policies and procedures.</p> |
| 2. Plan the service. | <p>2.1. Establish objectives and evaluation procedures for the service according to organisational policies and procedures.</p> <p>2.2. Establish and document <i>work plans</i> for the service according to organisational policies and procedures.</p> <p>2.3. Identify <i>resources</i> for the service and establish a <i>budget</i> according to organisational policies and procedures.</p> <p>2.4. Determine service content and design according to organisational policies and procedures.</p> <p>2.5. Determine a promotional plan for the service according to organisational policies and procedures.</p> |
| 3. Implement the service. | <p>3.1. Obtain and allocate resources according to work plan.</p> <p>3.2. Implement work plan according to organisational policies and procedures.</p> <p>3.3. Monitor, review and modify or cancel the service in response to <i>new or changing circumstances</i> as required.</p> <p>3.4. Conduct service safely according to stated outcomes and objectives.</p> |

ELEMENT**PERFORMANCE CRITERIA**

4. Evaluate the service.
- 4.1. Seek *feedback* on the service from service users and staff.
 - 4.2. Assess service outcomes against objectives according to organisational policies and procedures.
 - 4.3. Develop and document recommendations for improvements to future services.
 - 4.4. Submit recommendations for improvements to appropriate personnel.
 - 4.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - consult and interact with target groups in the community to elicit information required to determine needs for the service
 - source, interpret and confirm information to inform service planning
 - liaise with appropriate personnel to make suggestions and plan the service
 - seek feedback from service users and staff
- problem-solving skills to:
 - plan a service according to target group needs
 - assess risk factors
 - modify the service as required
 - assess service outcomes against initial objectives to suggest potential improvements
- planning and organising skills to:
 - source and allocate resources for the service
 - develop and implement a work plan for the service within appropriate timelines
- language and literacy skills to:
 - complete research into user needs
 - produce and document service plans
 - complete documentation in relation to recommendations for improvement
- numeracy skills to develop budgets for service provision
- self-management skills to review and reflect on own work performance in planning and implementing the service according to participant expectations.

Required knowledge

- legislation to enable:
 - safe and equitable delivery of the service to target groups
 - safe use of equipment and materials
- organisational policies and procedures to enable safe, satisfactory and beneficial outcomes for all participants
- principles of inclusive practices
- reasons for individual participation in sport and recreation services to ensure this information is included in planning for service
- risk-analysis processes to evaluate the risk and possible impact of planned sport and recreation services
- activity-specific knowledge of planned sport and recreation services to ensure services match participants' needs
- insurance arrangements to suit the service.

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:

- plans and provides services within budgetary constraints that reflect the needs of a range of participants
- monitors the provision of services and applies effective contingency-management techniques to deal with a range of new or changing situations that may arise, and makes adjustments in response to these changing situations
- evaluates and makes recommendations on services and reflects on own work performance to identify ways in which service outcomes and benefits to participants can be improved.

Context of and specific resources for assessment

Assessment must ensure planning, implementation and evaluation of multiple sport and recreation services to allow the candidate to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the planning and provision of recreation services
- target groups with specific needs
- appropriate persons to provide approvals
- resources for the service
- organisational documentation relevant to service provision.

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 planning and implementing a sport and recreation service
- observation of interacting with a range of target groups to establish service needs
- observation of dealing with contingencies, such as changing circumstances in service provision
- oral and or written questioning to assess knowledge of principles of community development practices

- portfolio containing evidence of work plans for sport and recreation services
- 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:

- SISXCCS404A Address client needs.

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.

Target groups may include:

- culturally and linguistically diverse
- age-specific
- disability-specific
- gender-specific.

Services may include:

- major events
- educational programs
- group or individual programs.

Needs may include:

- cultural
- linguistic
- special needs.

Organisational policies and procedures may include:

- organisational objectives
- occupational health and safety
- resource allocation
- emergency procedures.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- working with children
- state and territory statutory requirements
- local laws and by-laws
- ordinances and policy.

Work plan may include:

- objectives
- timeframes
- administration procedures
- risk factors, including:
 - ground and facility risks
 - equipment risks.

Resources may include:

- staff
- equipment
- venues
- documentation.

Budget may include:

- setting fees
- allocating funds.

New or changing circumstances may include:

- participant numbers
- weather
- facility booking falling through
- equipment failure
- emergencies.

Feedback may include:

- qualitative
- quantitative
- evaluation forms and surveys
- financial information.

Unit Sector(s)

Cross-Sector

Competency Field

Facility Management