



**Australian Government**

# **SISXRES301A Provide public education on the use of resources**

**Release: 3**

## SISXRES301A Provide public education on the use of resources

### Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
3	Reduction of repetition. No changes to competency outcome.

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and address problems in relation to use of activity resources, and to contribute to developing and conveying information to the public on the use of the resources.

### Application of the Unit

This unit applies to those working autonomously in a sport, fitness and recreation environment. This may include program staff with supervisory responsibilities working in a range of locations or with a range of participants in aquatic programs, sport programs, outdoor recreation activities or recreation and leisure centres and fitness venues.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### 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. Contribute to the development of educational and information strategies.</p> | <p>1.1. Identify specific problems relating to the use of activity resources by <b><i>user groups</i></b>.</p> <p>1.2. Provide suggestions for the development of educational programs to address problems.</p> <p>1.3. Make contributions to the production of educational and information material.</p> <p>1.4. Assess and select strategies for presenting educational programs.</p>                                  |
| <p>2. Plan and conduct educational programs.</p>                                   | <p>2.1. Plan educational programs.</p> <p>2.2. Identify and organise required <b><i>equipment</i></b> and other <b><i>resources</i></b>.</p> <p>2.3. Liaise with user groups to <b><i>promote</i></b> educational programs.</p> <p>2.4. Deliver educational programs to user groups.</p>   |
| <p>3. Evaluate educational programs.</p>   | <p>3.1. Seek and acknowledge feedback from user groups on effectiveness of educational programs.</p> <p>3.2. Analyse feedback from user groups.</p> <p>3.3. Evaluate all relevant components of the program according to evaluation criteria, and record outcomes.</p> <p>3.4. Make recommendations for improvement to educational programs.</p> <p>3.5. Review own performance and identify potential improvements.</p> |
| <p>4. Maintain records of public educational programs.</p>                         | <p>4.1. File and store educational program documentation.</p> <p>4.2. Ensure records of program schedules and costings are up-to-date and accurate.</p>  |

## Required Skills and Knowledge

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

### Required skills

- communication and interpersonal skills to:
  - present educational programs to diverse audiences
  - interact with clients from a range of backgrounds
- problem-solving skills to:
  - plan educational programs and strategies to meet a variety of user needs
  - work within budgetary constraints
- planning and organising skills to source and coordinate resources and equipment necessary to present educational programs
- self-management skills to review and reflect on own work performance in planning and conducting educational programs.

### Required knowledge

- organisation policies and procedures to enable the production and storage of documentation and educational material
- potential problem areas and issues in relation to resource use to enable educational programs to target these areas
- types of educational material and presentation techniques to enable information on resource use to be conveyed effectively
- use of relevant audiovisual and multimedia equipment to enable clear presentations
- formal and informal evaluation techniques to enable improvements to be made in educational programs
- budgeting for educational programs and resources.

## 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 ability to:

- deliver educational programs to target user groups that encourage audience participation and interaction
- evaluate educational programs to identify improvements and develop contingency plans
- maintain and update records of information and programs.

#### Context of and specific resources for assessment

Assessment must ensure:

- delivery of multiple educational programs relevant to the individual's current or intended work environment that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a range of real or simulated target user groups
- information relating to public safety issues
- presentation equipment.

#### 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 interacting with a range of participants, including conveying information that educates the public on the safe use of recreation resources
- observation of dealing with contingencies, such as inappropriate behaviour of participants or inappropriate use of equipment
- oral and or written questioning to assess knowledge and understanding of public safety issues regarding sport and recreation resources
- observation of the use of participant feedback to review programs
- third-party reports from supervisor detailing work performance.

**Guidance information for assessment**

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

**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.

*User groups* may include:

- regular or occasional users
- spectators
- different age groups
- different cultural and linguistic backgrounds.

*Equipment* may include:

- data projectors
- computer technology
- television, video or film
- mobile technology
- photographs
- multimedia applications
- signs and posters
- props
- interactive.

*Resources* may include:

- facilities
- venue
- grounds
- natural environment or resources.

*Promote* may include:

- handouts
- noticeboards
- bulletins
- email
- social media
- word of mouth.

**Unit Sector(s)**

Cross-Sector.

# Competency Field

Resource Management