



Australian Government

Department of Education, Employment and Workplace Relations

SRCCRO001B Assist with recreation games not requiring equipment

Release: 1

SRCCRO001B Assist with recreation games not requiring equipment

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the knowledge and skills to assist in the planning and conduct of recreation games not requiring equipment in a community recreation setting.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine type and range of recreation games to be used	1.1 Plan appropriate recreation games to the abilities and needs of clients 1.2 Take into account the planning of recreation games health and safety requirements

- 1.3 Take into account the planning of **recreation games** available time and resources
- 1.4 Select **recreation games** to encourage maximum participation and enjoyment of **clients** for whom they are being planned
- 1.5 Check and confirm suggested **recreation games** with a responsible person before being conducted
- 2 **Assist in making arrangements for recreation games**
 - 2.1 Carry out **allocated tasks** promptly, efficiently and as directed
 - 2.2 Communications with others are clear, accurate and contain relevant **information**
 - 2.3 Carry out **allocated tasks** within the learner's role and promptly notify the responsible person of any difficulties
 - 2.4 Keep commitments made to others
 - 2.5 Carry out **allocated tasks** in a way which maintains the goodwill of all involved
 - 2.6 Confirm final arrangements with the person responsible for the **games**
- 3 **Assist with the conduct of recreation games**
 - 3.1 Carry out **allocated tasks** promptly, efficiently and as directed
 - 3.2 Carry out **allocated tasks** and instructions within the role and promptly notify the responsible person of any difficulties
- 4 **Collect information to organise recreation games**
 - 4.1 Identify **sources of information** on **recreation games**
 - 4.2 Gather as much **information** relevant to the task at hand
 - 4.3 Organise **information** to enable access for future reference

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to

- source relevant information from appropriate persons
- clarify game requirements
- carry out tasks promptly and efficiently
- understand personal roles and responsibilities
- offer suggestions to improve games
- maintain client confidentiality

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRCCRD001B Access information and resources for community recreation

Required knowledge and skills

Required knowledge

Range of information sources in order to access information on recreation games

Organisation's hierarchy and individual's responsibilities within the hierarchy

Basic health and safety requirements appropriate to the session

The time and resources available for recreation games

Organisation's policies and procedures with

respect to the conduct of recreation games

Required skills

Questioning skills in order to clarify client requirements from recreation games in order for this information to be included in the planning process

Communication skills in order offer suggestions during the planning process for recreation games

Numeracy and literacy skills, as required, to make games arrangements

Resource implications

Physical resources - assessment of this competency requires access to

a real or simulated work environment

appropriate documentation and resources normally used in the workplace

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment

the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

**KEY
COMPETENCIES**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace

practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and information -

Planning and organising activities -

Working with teams and others -

Using mathematical ideas and techniques -

**Solving
problems -**

**Using
technology**

-

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Allocated tasks

[all categories]
 access to facilities or recreation areas/spaces
 providing advance information to clients
 refreshments

Clients

[all categories]
 experienced
 inexperienced
 adults
 children
 school or youth groups, tourists, club members and general public
 variety of cultural groups
 people from specific communities

Information

[all categories]
 needs and interests of clients
 numbers
 age and gender of clients
 previous experience of clients
 special requirements
 basic rules or codes covering the games including health and safety issues

Recreation games

[all categories]
 competitive
 non-competitive
 traditional

Sources of information

cultural activities
for individuals or groups
[all categories]
clients
colleagues
reference books
libraries
internet
people in the community

Unit Sector(s)

Not applicable.