



**Australian Government**

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

# **SRXCAI006B Organise a sport and recreation program**

**Release: 1**

## **SRXCAI006B Organise a sport and recreation program**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills to plan non-instructional recreation programs in a variety of contexts. Emphasis is on the depth and breadth of planning skills and knowledge to cater for a diversity of needs and situations.**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the knowledge and skills to plan non-instructional recreation programs in a variety of contexts. Emphasis is on the depth and breadth of planning skills and knowledge to cater for a diversity of needs and situations.**

### **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 <b>Collect information to plan activities</b>	<ul style="list-style-type: none"><li>1.1 Gather relevant <b>information</b> from a range of sources to plan a program of activities</li><li>1.2 Ensure <b>information</b> is as up to date, accurate and comprehensive as available sources allow</li><li>1.3 Seek <b>information</b> politely and sensitively and respect participants' and organisations' rights to confidentiality</li><li>1.4 Treat views of <b>participants</b> with respect and give consideration to individual <b>participant needs</b> as well as the group as a whole</li><li>1.5 Discuss and agree on identified needs with participants</li><li>1.6 Consider where relevant the level of interaction between <b>participants</b> and/or the stage of group development</li><li>1.7 Advise individual <b>participants</b> of any obvious reasons why they should not participate in a given activity or program of activities</li><li>1.8 Inform <b>participants</b> when their <b>needs</b> cannot be met, and give them <b>information</b> about other possible providers</li></ul>
2 <b>Produce a plan for a program of recreation sessions</b>	<ul style="list-style-type: none"><li>2.1 Ensure the <b>program plan</b> contains clear aims and objectives which can meet identified needs and makes the best use of available time and resources</li><li>2.2 Ensure the <b>program plan</b> provides a framework which is sufficiently flexible to allow alterations and to cope with unforeseen changes in circumstance</li><li>2.3 Encourage <b>participants</b> or their representatives to contribute to program design</li><li>2.4 Ensure the <b>program plan</b> conforms to legislation, health and safety requirements and accepted good</li></ul>

practice

- 2.5 Ensure the **program plan** is consistent with strategies to overcome discrimination and stereotyping
  - 2.6 Ensure the sequence of sessions within the program is designed to enhance participation and participants motivation
  - 2.7 Ensure where relevant, the plan is agreed with staff, **participants** and organisations
  - 2.8 Complete all documentation correctly
- 3 **Coordinate and allocate program resources**
- 3.1 Arrange a **venue** appropriate for the program, the **participants** and their abilities
  - 3.2 Arrange **equipment** and **resources** appropriate for the program and **participants**
  - 3.3 Take steps to ensure that selected staff have the necessary skills/qualifications and the ability to work sympathetically with the participants to achieve positive interaction and a supportive atmosphere
  - 3.4 Select staff with adequate skills to engender confidence in the **participants** and enhance motivation throughout the program
  - 3.5 Safely modify and/or condition **equipment** for use by different participant groups in a **variety of contexts**
  - 3.6 Check **resources** for availability and safety
  - 3.7 Arrange where relevant, financial **resources** necessary for the program
  - 3.8 Ensure arrangements support the planned sequencing and coordination of sessions
  - 3.9 Confirm arrangements and **resources** with the appropriate staff, organisations and participants
- 3.1 Provide clear, accurate and concise **information** and advice to participants on **physical resource** requirements for the activity
- 0

- 3.1 Brief, **assisting personnel** as to the extent and
- 1 limitations of responsibilities, **special requirements** of participants and expectations regarding attitudes to participants

## **Required Skills and Knowledge**

Not applicable.

## Evidence Guide

### 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 sufficient knowledge of the factors influencing the planning of a recreation program for participants using a particular facility or location

Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment

In particular, assessment must confirm the ability to plan a program of individual sessions to suit

Different participant needs

different program aims

a minimum of three different types of participant groups

different program contexts from the range of variables statements

#### Interdependent assessment of units

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

SRXCAI003B Provide equipment for activities

SRXCAI004B Plan a session or program for participants

SRXCAI005B Conduct a sport and recreation session for participants

BSBCMN402A Develop work priorities

SRXRIK001A Undertake risk analysis of activities

This unit must be assessed in conjunction

with the following unit(s)

activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

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

SRXCAI007B Conduct a sport and recreation program

### **Required knowledge and skills**

#### **Required knowledge**

Sources of information necessary to effectively organise an identified sport and recreation program

Legislation relevant to ensure compliance with confidentiality requirements of participants participating in a sport and recreation program

Knowledge of group dynamics and factors affecting group and individual needs in order to effectively organise a sport and recreation program

Reasons for client participation in a recreation program in order to ensure appropriate sport and recreation programs are organised

Health and other reasons affecting ability to participate in a session or a recreation program

Organisation's policies and procedures in regard to organising sport and recreation programs

Policies, procedures and requirements specific to the venue/facility in order to ensure appropriate sport and recreation programs are organised

Risk analysis processes in order to ensure all possible risks associated with an organised sport and recreation program have been identified and appropriate action taken to ensure safety of participants and staff

Activity-specific knowledge of the sport and

recreation program organised

### Required skills

Activity-specific skills of the sport and recreation program organised

Organisational skills in order to effectively plan a sport and recreation program, including all relevant details necessary to ensure smooth and efficient operation

Research skills to determine participant needs and organise a sport and recreation program that will suit these needs

### Resource implications

Physical resources - assessment of this competency requires access to

participants, equipment and a facility/venue for the conduct of recreation programs

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 organisation of programs within a recreation sector

### Context for assessment

This unit of competency must be assessed in the context of a sport or recreation activity



with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency 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, participants or other appropriate persons

## KEY COMPETENCIES

Collect, Analyse&O rganise Information	Communic ate Ideas&Info rmation	Plan&Orga nise Activities	Work with Others&in Teams	Use Mathematic al Ideas&Tec hniques	Solve Problems	Use Technology
2	1	2	2	1	2	-

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  
performanc  
e (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  
informatio  
n -**

Collecting  
a range of  
information  
, arranging  
resources  
for the  
program,  
arranging  
financial  
resources  
where  
relevant

**Communic  
ating ideas  
and  
informatio  
n -**

Confirming  
arrangemen

ts and  
resources,  
seeking  
contribution  
from  
others to  
the plan

**Planning  
and  
organising  
activities -**  
Producing a  
plan,  
co-ordinating  
resources

**Working  
with teams  
and others**  
- Liaising  
with  
assisting  
personnel

**Using  
mathematical ideas  
and  
techniques**  
- Checking  
and  
modifying  
equipment

**Solving  
problems -**  
Resolving  
conflict  
when it  
arises

**Using  
technology**  
- Not  
applicable

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

##### Assisting personnel

[all categories]

teachers

carers

assistant staff

parents

##### Equipment

[all categories]

safety requirements, eg, first aid kit and protective clothing

session - specific client requirements

session - specific group requirements

equipment required by the session organiser

##### Information

[all categories]

needs and expectations of organisation

needs and expectations of participants

numbers, ages and gender of participants

previous experience and developmental stage of participants

available time

special requirements

staff, physical and financial resources

cultural and political influences

##### Participants

[all categories]

experienced or inexperienced

adults or children

school or youth groups

variety of ethnic groups  
participants with special needs  
tourists  
club members  
general public

**Participant needs**

[all categories]  
physical  
emotional  
psychological  
individual  
group  
individuals within group

**Physical resources**

[all categories]  
food  
water  
clothing  
personal equipment  
safety equipment  
sun protection  
personal first aid requirements  
medication

**Program of recreation sessions**

[all categories]  
a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively  
a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups  
does not include drills, tasks and activities with the aim of physical skill enhancement in order to perform competitively or independently

**Program plan**

[all categories]

aim

date and time

physical, human and financial resources

sessions, stages or structure

logistics

information requirements

**Resources**

[all categories]

physical

human

financial

transport and related logistical requirements

**Special requirements**

[all categories]

age

medical condition

physical condition

ethnic origin

gender

**Variety of contexts**

[all categories]

different sites, locations or facilities used

working independently

different conditions in which the program  
sessions are conducted. That is, different

types of group

participant aims

session aims

sequences of individual sessions

**Venue**

[all categories]

outdoor activity site/location

indoor facility

## **Unit Sector(s)**

Not applicable.