



**Australian Government**

# **SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions**

**Release: 1**

# SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct non-instructional sport, fitness or recreation sessions. It requires the ability to develop session plans, resource sessions, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction.

This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.

These individuals undertake work according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Coaching and Instruction

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Identify participant needs and expectations.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Clarify participant preferences, needs and expectations.
- 1.2 Conduct assessments to determine condition of participants, in consultation with relevant support personnel, as required.

- 1.3 Assess likely session demands on participants.
  - 1.4 Advise participants of any reasons why they should not participate in the session.
  - 1.5 Recommend participants seek external assistance as required.
  - 1.6 Identify group cohesion strategies as required.
2. Plan the session.
  - 2.1 Identify and access relevant information required to plan a session.
  - 2.2 Identify staff, equipment and resources appropriate for the session.
  - 2.3 Design and document a session plan within available resources.
  - 2.4 Identify external factors which may disrupt or influence session delivery, value and outcome.
  - 2.5 Confirm session plan meets requirements for acceptable levels of supervision.
  - 2.6 Seek agreement for session plan from staff, participants and organisations as required.
3. Prepare for the session.
  - 3.1 Identify and organise appropriate venue to meet session requirements.
  - 3.2 Select and confirm availability of appropriate equipment.
  - 3.3 Confirm availability of resources with appropriate staff, support personnel, organisations and participants.
  - 3.4 Organise and brief support personnel according.
  - 3.5 Check equipment for damage or deterioration and report to responsible person, as required.
  - 3.6 Issue or set up equipment as required, and provide assistance with fitting where necessary.
  - 3.7 Modify or condition equipment for use by different participant groups.
4. Conduct the session.
  - 4.1 Communicate instructions and relevant information to participants in a suitable manner.
  - 4.2 Explain and demonstrate techniques, activities and safe use of equipment.
  - 4.3 Provide positive feedback and motivational strategies to enhance participation and performance.
  - 4.4 Observe and assess participant progress against objectives and modify session as required.
  - 4.5 Monitor participation and safety and implement appropriate strategies.
  - 4.6 Demonstrate warm-up and cool-down techniques and assist participants.
  - 4.7 Check condition of equipment, complete minor repair

- and report as required.
- 4.8 Leave venue in a condition suitable for future use.
5. Evaluate the session.
- 5.1 Seek and acknowledge feedback from participants and other staff.
- 5.2 Evaluate session components and identify potential areas of improvement.
- 5.3 Review own performance and identify potential improvements.
- 5.4 Document and update records of session and evaluation.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                     | DESCRIPTION                                                                                                                                           |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:         | <ul style="list-style-type: none"><li>interpret manufacturer instructions related to equipment set up, dismantling, maintenance and repair.</li></ul> |
| Problem-solving skills to: | <ul style="list-style-type: none"><li>determine maintenance requirements of damaged equipment</li><li>resolve conflict through negotiation.</li></ul> |

## Unit Mapping Information

SISXCAI303A Conduct sport and recreation sessions

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# Assessment Requirements for SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct at least ten different sport, fitness or recreation sessions involving:
  - planned tasks, games, activities and exercises of varying durations
  - communication, demonstration and explanation of:
    - content, timing and sequence of activities
    - appropriate apparel and footwear
    - techniques and safe use of equipment
    - warm-up and cool-down techniques
    - activities during sessions
    - potential hazards
- use the following communication skills:
  - clear verbal communication
  - modelling and demonstration
  - motivational techniques
- complete session evaluations:
  - own work performance
  - collection of participant feedback:
    - suitability and safety of facilities and equipment
    - content of session
    - structure and content of the activity or session
    - participant progress.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of legislation related to planning, conducting and evaluating sport, fitness or recreation sessions:
  - work health and safety/occupational health and safety requirements
  - equal opportunity and anti-discrimination
  - privacy and confidentiality

- working with children requirements
- organisational policies and procedures related to planning, conducting and evaluating sessions:
  - safety procedures
  - risk analysis processes
  - communication protocols
  - roles and responsibilities of different people, and types of tasks undertaken
  - reporting channels
  - reporting and record keeping
  - frequency and scope of equipment checks
- components of sport, fitness or recreation sessions:
  - objectives
  - equipment
  - time
  - location
  - content
  - order
  - phases: warm-up, conditioning, cool-down
- participant needs:
  - competition or performance targets
  - assist with self-improvement
  - fitness targets
  - lifestyle adjustments
  - social opportunities
- tests and assessments appropriate to preparing for sport, fitness or recreation sessions:
  - interviews
  - past performances
  - medical history
  - physical ability tests
- likely demands of participants and sessions:
  - physical
  - emotional
  - psychological
  - group
  - individuals within groups
  - disability requirements
- resource requirements for sessions:
  - physical
  - human
  - financial

- transport and related logistical
- external factors that may affect session outcomes:
  - weather
  - time of day
  - environmental variables
  - condition of site or location
  - participant abilities
- conflict resolution strategies to enable group cohesion and interaction
- equipment specifications, testing and checking techniques to ensure the selection and safe use of appropriate equipment
- evaluation processes to enable improvements to be made to the program.

## Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment.

Assessment must ensure use of:

- up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure:
  - safety, e.g. helmets, head gear, gloves
  - the participant can participate in activities to suit their goals, e.g. racquets, bats, balls
- workplace documents currently used in the sport, fitness or recreation industries:
  - session plans
  - session and equipment checklists
  - participant feedback or evaluation forms
- organisational policies and procedures related to:
  - preparing, conducting and evaluating activity sessions
- activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:
  - staff and participants in an industry workplace who are assisted by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct a range of non-instructional sessions for a range of participants over an industry realistic period of time.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

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