



Australian Government

SISXCAI004 Plan and conduct programs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional programs in a variety of contexts for diverse needs and situations.

This unit applies to individuals who work autonomously in a range of roles and settings in the sport, fitness or recreation industries. This includes program staff working 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 Identify special requirements according to participant needs.
- 1.3 Advise participants of any reasons why they should not participate in the program.

- 1.4 Conduct a risk analysis for program.
 - 1.5 Establish criteria for referral for external assistance.
 - 1.6 Recommend participants seek external assistance as required.
 - 1.7 Document and update consultation records.
2. Plan the program.
 - 2.1 Identify and access sources of information required to plan a program of sessions.
 - 2.2 Establish size, scope and goals of program and included sessions.
 - 2.3 Identify staff, equipment and resources appropriate for the program.
 - 2.4 Design and document a program plan to meet identified participant needs and abilities.
 - 2.5 Seek agreement for program plan from staff, participants and organisations as required.
3. Prepare for the program.
 - 3.1 Obtain budget allocation from responsible person(s).
 - 3.2 Confirm adherence to budget constraints.
 - 3.3 Identify and confirm availability of appropriate resources and personnel.
 - 3.4 Prepare documentation and templates for conducting, reporting and evaluating sessions.
 - 3.5 Organise purchase or hire of equipment with responsible person, as required.
 - 3.6 Organise completion of enrolment and documentation processes by participants.
4. Conduct the program.
 - 4.1 Communicate instructions and relevant information to participants in a suitable manner.
 - 4.2 Observe and assess participant progress against program aims and modify program as required.
 - 4.3 Monitor program participation and safety and implement appropriate strategies.
 - 4.4 Seek feedback from participants regarding progress during program and modify as required.
 - 4.5 Monitor venue, resources and equipment to ensure continued availability.
5. Conclude and evaluate program.
 - 5.1 Finalise program completion as required.
 - 5.2 Inform participants of follow-up programs.
 - 5.3 Seek and acknowledge feedback from participants and relevant stakeholders.
 - 5.4 Evaluate program components and identify potential areas of improvement.
 - 5.5 Review own performance and identify potential

improvements.
5.6 Document and update records of program 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:	interpret sometimes complex budget information.

Unit Mapping Information

No equivalent unit.

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 SISXCAI004 Plan and conduct programs

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, conduct and adjust at least ten sport, fitness or recreation programs incorporating:
 - needs, preferences and expectations of different participants
 - budgetary constraints
 - logistics
 - appropriate response to problems or issues that arise
 - positive feedback in a timely manner to all participants
 - communication and explanation of:
 - aims and objectives
 - dates and times
 - sessions, stages and structure
- complete program evaluations:
 - own work performance
 - collection of participant feedback:
 - suitability and safety of facilities and equipment
 - content of program
 - structure and content of activities or sessions
 - 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 programs:
 - 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 programs:

- 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
- participant needs:
 - competition or performance targets
 - assist with self-improvement
 - fitness targets
 - lifestyle adjustments
 - social opportunities
- resource requirements for programs:
 - physical
 - human
 - financial
 - transport and related logistical
- principles of inclusive practice to enable participation by a range of participants
- activity-specific knowledge to ensure program activities match participant needs
- factors affecting group dynamics and conflict resolution strategies to enable group cohesion and interaction
- equipment specifications, testing and checking techniques to ensure the selection and safe use of 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 participation. 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:
 - program plans
 - program and equipment checklists
 - participant feedback or evaluation forms

- organisational policies and procedures related to:
 - preparing, conducting and evaluating programs
- 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 programs 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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