



Australian Government

Department of Education, Employment and Workplace Relations

SRXINU014A Research and document the history of specific leisure and recreation service(s)

Release: 1

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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 encompasses the process of undertaking and documenting the history and evolution of specific leisure and recreation service(s).

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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 Undertake secondary research on the history of specific leisure and recreation service(s)	1.1 Organisational records are analysed for shifts impacting on the evolution of delivery for specific leisure and recreation service(s) 1.2 External sources are researched for supplementary information 1.3 Eras of leisure and influences are evaluated to determine their historical affect on the delivery of the service 1.4 A timeline is developed and documented plotting service delivery establishment and historical events of significance impacting the evolution of the service
2 Plan and prepare for primary research on the history of specific leisure and recreation service(s)	2.1 Secondary research is evaluated to identify key groups or individuals who could provide first hand accounts of the service during events of significance 2.2 Internal customers are consulted for advice on individuals or groups who could provide first hand accounts of the service during events of significance 2.3 A primary research plan is developed outlining the process for individual and/or group interviews of selected key groups and individuals 2.4 A framework of questions is developed to target areas of interest or areas where gaps exist in the researched history 2.5 Suitable equipment, interview locations and other resources are determined in accordance with the primary research plan

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| 3 Conduct primary research on the history of specific leisure and recreation service(s) | <ul style="list-style-type: none">3.1 Selected key groups and individuals are approached for willingness to participate in process and interview dates secured in accordance with the primary research plan3.2 Recording equipment is set up and tested for operation prior to commencement of the interview3.3 The history research process is explained to the group or individual and their consent to record and use the information provided is obtained in accordance with the organisation's privacy policy and principles3.4 The framework of questions is posed to initiate the interview3.5 Notes are taken to identify additional questions and support the recording3.6 The interview process is managed to obtain anticipated and unanticipated information |
| 4 Transcribe and validate information | <ul style="list-style-type: none">4.1 Interviews are transcribed from recording equipment and provided to participatory groups and individuals for validation to affirm accuracy4.2 Editing is undertaken in areas identified during validation process |
| 5 Document and store history | <ul style="list-style-type: none">5.1 Recordings and transcripts are stored to maintain recording quality and satisfy organisational security and privacy requirements5.2 The history of the leisure and recreation service(s) is documented in accordance with organisational policies and procedures5.3 Information on the leisure and recreation service(s) history is utilised by the organisation in accordance with organisation's privacy policy |

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

- develop a historical timeline of significant events internal and external to the organisation impacting on the evolution of a specific leisure and recreation service
- identify key groups or individuals who could contribute supplementary information to address gaps
- interview and validate information from key groups or individuals
- document and store the history of the leisure and recreation service(s) to maintain recording quality and in accordance with organisational privacy policies

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)
Nil

Required knowledge and skills

Required knowledge

- A basic understanding of the characteristics of different eras of leisure including Agrarian, industrial, informational, technological, fashion, baroque, hippy, renaissance, pre- and post-colonisation
- A basic understanding of historical events and their resulting impact on leisure and recreation including religious, industrial,

technological, political, and economic

Required skills

Strong research skills to develop a historical timeline for delivery of a specific leisure and recreation service

Analytical skills to identify and address information gaps

Strong communication skills to solicit and disseminate information

Ability to select and use appropriate technology

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 literature and texts including current journals and articles

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 but preferably be competent in the unit at the level above 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 sport or recreation in Australia. For valid and reliable assessment the sport or 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 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, 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
3	2	2	2	-	3	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 -**

Determinin
g and
documentin
g the
history of a
leisure and
recreation
service

**Communic
ating ideas
and
informatio
n -**

Communic
ating the
history of
service
delivery
within the
organisatio
n

**Planning
and
organising
activities -**

To source
and
disseminate
information

**Working
with teams
and others**

- To
identify key
groups or
individuals

**Using
mathemati
cal ideas
and
techniques**

- Not
applicable

**Solving
problems -**

To address
gaps in
historical
information

**Using
technology**

- Using
research
databases,
the Internet
and other
sources to
collate
historical
information

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 Range Statements may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Eras of leisure

[all categories]
Agrarian
Baroque
fashion
hippy
industrial
informational, technological
pre- and post-colonisation
Renaissance

Equipment

[all categories]
dictaphone
stationary
video camera
voice recognition software

Events of significance

[all categories]
culture
economic
industrial
political
religious
sociological
technological

External sources

[all categories]
community sources, eg, local government
government agencies, eg, Australian Bureau of Statistics, Australian Sports Commission
government departments at all levels, eg, Department of Industry, Science and Resources, Department of Communications, Information Technology and the Arts, State Department's of Sport and Recreation
Internet
libraries, eg, newspapers, industry magazines and newsletters, academic journals

Influences

[all categories]
changes in legislation relating to leisure
communications media
emergence of recreation profession
government policy relating to leisure and recreation
health and welfare issues
patronage
sponsorship

Shifts

[all categories]
financial costs of participation
locations of service delivery
participation patterns, eg, total numbers, gender, age brackets

Unit Sector(s)

Not applicable.