

<b>UNIT CODE</b>	<b>SISXFAC012</b>
<b>UNIT TITLE</b>	<b>Promote safe and effective use of facilities</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to <a href="#">promote the safe and effective use of facilities, activities and equipment through the provision of information to patrons. It requires the ability to identify facility use issues, develop information that addresses these, and to use a variety of communication methods to disseminate information.</a></p> <p>Information may focus on safety, safety rules, correct use of equipment for existing or new activities and equipment, hygiene, environmental and venue hazards or may target any other identified need. Promoting participation in activities is covered in other units, and this is not the key focus of this unit.</p> <p>This unit applies to any type of sport, fitness, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations. It can be applied to any type of facility.</p> <p>It applies to senior operational staff and managers who work independently or with limited guidance from others, taking responsibility for their own work functions and outputs.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Facility Management
<b>UNIT SECTOR</b>	Cross-Sector
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify information requirements.	<p>1.1 Use feedback from staff, patrons and other users to identify issues relating to the use of facilities and activity resources.</p> <p>1.2 Evaluate incident reports to identify safety issues specific to the venue, activity and equipment.</p> <p>1.3 Evaluate information required to support the use of new programs, activities and equipment by patrons.</p> <p>1.4 Identify the diversity of facility users and their specific needs to ensure information is targeted and tailored.</p>
2. Develop information resources and information strategies.	<p>2.1 Source existing resources from credible sources that meet identified information needs.</p> <p>2.2 Source and select organisational and external information to create content relevant to purpose.</p> <p>2.3 Use language, style and tone suited to organisational image and target audience.</p> <p>2.4 Create resources using formats suited to different audiences, and for use in different media.</p> <p>2.5 Determine information delivery methods suited to the diversity of facility users and their communication needs and preferences.</p> <p>2.6 Choose a range of delivery methods suited to different target audiences.</p>
3. Communicate information.	<p>3.1 Promote the use of information resources to staff and external activity leaders to ensure maximum reach to patrons.</p> <p>3.2 Use methods to disseminate information that support different communication needs and preferences.</p> <p>3.3 Utilise information resources in key facility locations, and for key activities and equipment.</p> <p>3.4 Make tailored resources available to meet the needs of particular facility user groups.</p>
4. Evaluate effectiveness of information.	<p>4.1 Seek feedback from patrons, staff and external activity leaders on the utility of information.</p> <p>4.2 Evaluate adequacy of information against feedback and other business data, and identify areas for improvement.</p>

#### 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 diverse organisational documents of varying complexity including, data on types of users for different activities, safety rules, incident reports and patron feedback.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>create accurate and engaging content of a directive or educational nature using language suitable for purpose and audience.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>identify opportunities to engage patrons to promote their safety.</li> </ul>

Technology skills to:	<ul style="list-style-type: none"> <li>■ use a computer and features of general software packages to create information resources.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is not equivalent to SISXRES002 Educate user groups
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for SISXFAC012 Promote safe and effective use of facilities</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ develop three different information resources for a sport, fitness, aquatic or recreation facility that focus on three different identified safety needs</li> <li>■ for each information resource: <ul style="list-style-type: none"> <li>○ determine the purpose and key messages to be covered</li> <li>○ determine the audience, and create content that meets their needs</li> <li>○ determine the type of media and delivery methods suited to the audience.</li> </ul> </li> <li>■ for an actual information strategy implemented, or from case study documentation: <ul style="list-style-type: none"> <li>○ evaluate the effectiveness of one resource</li> <li>○ document areas for improvement.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ specific to the sport, fitness, aquatic or recreation environment: <ul style="list-style-type: none"> <li>○ common venue and environmental hazards</li> <li>○ typical venue safety rules applicable to different types of activities and equipment, and rationale for rules</li> <li>○ common types of unsafe patron behaviour</li> <li>○ types of patrons, particularly at-risk patrons with special needs: <ul style="list-style-type: none"> <li>● patrons with inadequate participation skills</li> <li>● individuals with disability</li> <li>● children</li> <li>● older persons</li> <li>● people from diverse cultural backgrounds</li> <li>● people with poor English literacy skills</li> </ul> </li> <li>○ key venue locations for distributing resources and presenting information</li> </ul> </li> <li>■ methods used to identify information requirements: <ul style="list-style-type: none"> <li>○ discussions with internal staff members and external activity leaders</li> <li>○ evaluation of incident report to identify key issues</li> <li>○ evaluation of customer complaints about dangerous and unsocial behaviour of others</li> <li>○ identifying key safety rules for existing and new activities and equipment</li> </ul> </li> <li>■ credible sources of information, how to obtain resources, and how to obtain permissions to use or adapt content: <ul style="list-style-type: none"> <li>○ sport, fitness, aquatic or recreation industry associations and safety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>bodies               <ul style="list-style-type: none"> <li>o government authorities</li> <li>o manufacturers of equipment</li> </ul> </li> <li>■ characteristics of:               <ul style="list-style-type: none"> <li>o positive and professional communications, particularly written, that enhance customer engagement</li> <li>o well formatted and designed resources</li> </ul> </li> <li>■ types of positive written language and approaches that can be used when dealing with negative issues, rules and compliance</li> <li>■ how to tailor information and resources to meet the communication needs of different audiences:               <ul style="list-style-type: none"> <li>o presenting information in languages other than English</li> <li>o using diagrams, photos and illustrations</li> <li>o using active, plain language expressions</li> <li>o using colours and characters that appeal to children</li> </ul> </li> <li>■ methods used to disseminate information, and key formatting requirements for media:               <ul style="list-style-type: none"> <li>o social media platforms, including the key audience for different brands</li> <li>o organisational websites</li> <li>o posters</li> <li>o flyers and brochures</li> <li>o key message “scripts” for use of venue staff during their day-to-day interaction with patrons</li> <li>o big screen presentations in the venue</li> <li>o scripted announcements via public address systems</li> </ul> </li> <li>■ methods used to evaluate effectiveness of information and strategies:               <ul style="list-style-type: none"> <li>o staff and patron questionnaires</li> <li>o informal discussions with staff, external activity leaders and patrons</li> <li>o analysis of data collected on incidents since implementation of information strategies.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a sport, fitness, aquatic or recreation environment. This can be:</p> <ul style="list-style-type: none"> <li>■ a workplace, or</li> <li>■ a simulated industry environment set up for the purposes of skills assessment.</li> </ul> <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> <li>■ computer and general software packages used to create information resources</li> <li>■ information about the facility, activities, equipment, types of patrons, and safety issues to develop tailored information resources and delivery strategies</li> <li>■ information resources from credible sources.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide

