UNIT CODE	**SISPLD003**
UNIT TITLE	**Plan recreation programs**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to develop recreation programs of a non-instructional nature for any type of recreation activity. Programs may be developed for general consumer groups, or customised to the needs of a particular client group, and can be tailored to meet the needs of specific populations, e.g. older people. It requires the ability to plan whole of program logistics and to evaluate, modify and continuously improve programs.
	Programs could consist multiple and different sessions for the same group or a series of the same session for different groups.
	Skills for planning instructional programs are covered in other units for fitness, coaching and outdoor recreation.
	This unit applies to any type of recreation organisation including commercial, not-for-profit, community and government organisations.
	It applies to senior personnel who operate with significant autonomy and who are responsible for making operational business decisions. This includes program managers and senior activity leaders, teachers and instructors, who may also deliver the program.
	The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
	No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Program Planning and Delivery
UNIT SECTOR	Cross-Sector
ELEMENTS	**PERFORMANCE CRITERIA**

Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify needs and expectations of diverse participants.	1.1 Identify and analyse program preferences and expectations of different consumer markets. 1.2 Discuss and determine program preferences and expectations of particular client groups. 1.3 Identify characteristics, abilities and special needs of participants from specific population groups. 1.4 Evaluate ways that programs can address different needs.
2. Plan programs for recreation activities.	2.1 Determine participant profile and program objectives to meet identified participant needs. 2.2 Select recreation activities and environments suited to participant profile and that target identified objectives. 2.3 Decide number, frequency and sequence of program sessions required to achieve objectives. 2.4 Identify costs for required human and other resources and design program within budgetary constraints. 2.5 Complete program risk assessment according to organisational procedures and design program according to determined risks and control measures. 2.6 Document and present program for approval by relevant personnel.
3. Plan activity sessions.	3.1 Determine objectives of individual sessions within overall recreation program. 3.2 Select, balance and sequence activities to meet objectives and enhance participant engagement and motivation. 3.3 Incorporate volume of activities suited to participant profile and session duration. 3.4 Determine ways that activities can be modified during delivery to meet differing participant abilities and needs. 3.5 Document session plans in appropriate format.
4. Coordinate program resources.	4.1 Select and arrange access to activity venues or locations appropriate for program activities. 4.2 Arrange and allocate any required equipment or other resources to meet activity and participant needs. 4.3 Identify roles of activity delivery personnel, select and roster those with appropriate skill set. 4.4 Develop clear and accurate information and enrolment documents for participants. 4.5 Produce operational documents required by delivery personnel.
5. Evaluate effectiveness of the program.	5.1 Collate and evaluate feedback received from delivery personnel and participants. 5.2 Identify program successes, problems and difficulties. 5.3 Modify and update program and sessions according to feedback 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 unfamiliar and potentially complex information about participant characteristics.
Writing skills to:	■ develop diverse and comprehensive planning and operational documents using language and terms suited to different audiences, both internal staff and participants.
Numeracy skills to:	■ interpret organisational budgets and calculate program costs.
Self-management skills to:	■ take responsibility for program development from initial research through to evaluation ■ critically evaluate successes and failures of programs to initiate improvements.
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to SISXCAI004 Plan and conduct programs.
LINKS	Companion Volume Implementation Guide

TITLE	**Assessment Requirements for SISXPLD003 Plan recreation programs**

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 document three different recreational programs tailored to the particular needs of three different participant groups
	■ design at least one of the three programs for one of the following participant groups:
	  ○ children, or
	  ○ older people, or
	  ○ people with disability
	
	■ for each of the three programs:
	  ○ develop and document two activity session plans
	  ○ coordinate whole of program resources
	
	■ for one of the programs, and according to actual feedback or case studies:
	  ○ evaluate feedback provided by participants and delivery personnel
	  ○ modify future program and session content, and document details of the evaluation and changes.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: ■ organisational procedures for completing program risk assessments ■ different types of recreational programs typically offered by the recreation

sector and how these relate to general consumer market preferences and expectations:

- non-instructional, non-competitive physical activity programs for leisure
- games based activities
- after-school and holiday care programs
- creative programs
- social interaction programs

- common reasons and objectives for people participating in recreational programs
- general factors that affect program design:
  - organisational budget and cost expectations of market
  - availability of funding to support operation
  - season of operation for outdoor programs, weather and environmental conditions
  - types of equipment and resources required for activities and availability
  - types of venues and transport required for activities and availability
  - ratios of activity leaders to participants to ensure safety

- participant factors that affect program design:
  - age
  - physical capabilities, injuries and medical conditions
  - level of experience in the recreation activity

- program considerations for particular participant groups:
  - young children:
    - the key stages of physical, social and emotional development up to twelve years
    - how programs can be designed to account for these stages

  - older people:
    - common barriers to participation in recreational programs
    - how programs can be designed to meet the physical, emotional and motivational needs of older people

  - people with disability:
    - common barriers to participation in recreational programs
    - principles and practices of inclusion, focussing on capabilities and consultation to identify needs and preferences for assistance
    - types of support services and assistive equipment that can be provided to enable and enhance the participation of people with disability

- roles of delivery personnel and level of skill required:
  - activity leaders
  - activity assistants
  - organisational support personnel
  - support personnel provided by client organisations

- principles of recreational programming, and sequencing sessions and activities within sessions to:
  - achieve program, session and participant objectives
  - enhance engagement and motivation

- established phases of activity sessions, their underpinning rationale and timing for each within designated time of session:
  - introduction and safety briefing
  - activity
  - wrap-up

- format and inclusions of program documents:
  - overarching program plan
  - program risk assessment

	- activity session plans - participant profiles - participant information, and enrolment and informed consent forms - evaluation questionnaires - methods that can be used to evaluate effectiveness of programs: - participant and delivery personnel evaluation questionnaires and reports - debriefs and discussions with delivery personnel - evaluation of complaints, problems, or difficulties.
ASSESSMENT CONDITIONS	Skills must be demonstrated in a recreation environment. This can be: - a workplace, or - a simulated industry environment set up for the purposes of skills assessment. Assessment must ensure use of: - template program documents: - program plans - program risk assessment - activity session plans - evaluation questionnaires - organisational procedures for completing program risk assessments. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	Companion Volume Implementation Guide