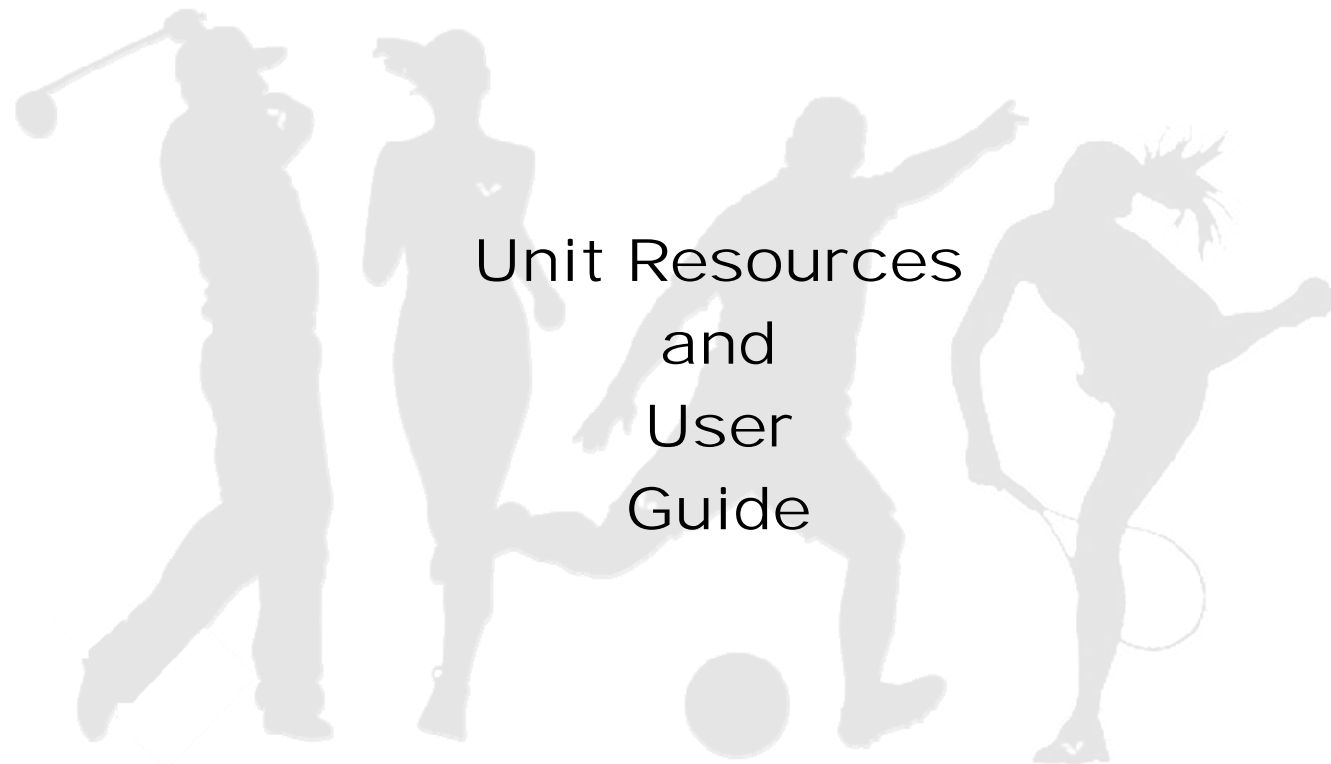


SIS - Sport, Fitness and Recreation Training Package

SIS20115—Certificate II in Sport and Recreation  
SIS30115—Certificate III in Sport and Recreation



Unit Resources  
and  
User  
Guide



LANE

**Passing Lane Pty Ltd**  
**PO Box 975**  
**COWES VICTORIA 3922**

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## INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIS20115—Certificate II in Sport and Recreation

SIS30115—Certificate III in Sport and Recreation

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd  
PO Box 975  
COWES VICTORIA 3922**

**Telephone 1 300 64 98 63  
Facsimile 1 300 64 98 64**

**Email [info@passinglane.com.au](mailto:info@passinglane.com.au)**

**Web [www.passinglane.com.au](http://www.passinglane.com.au)**

## INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

## INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

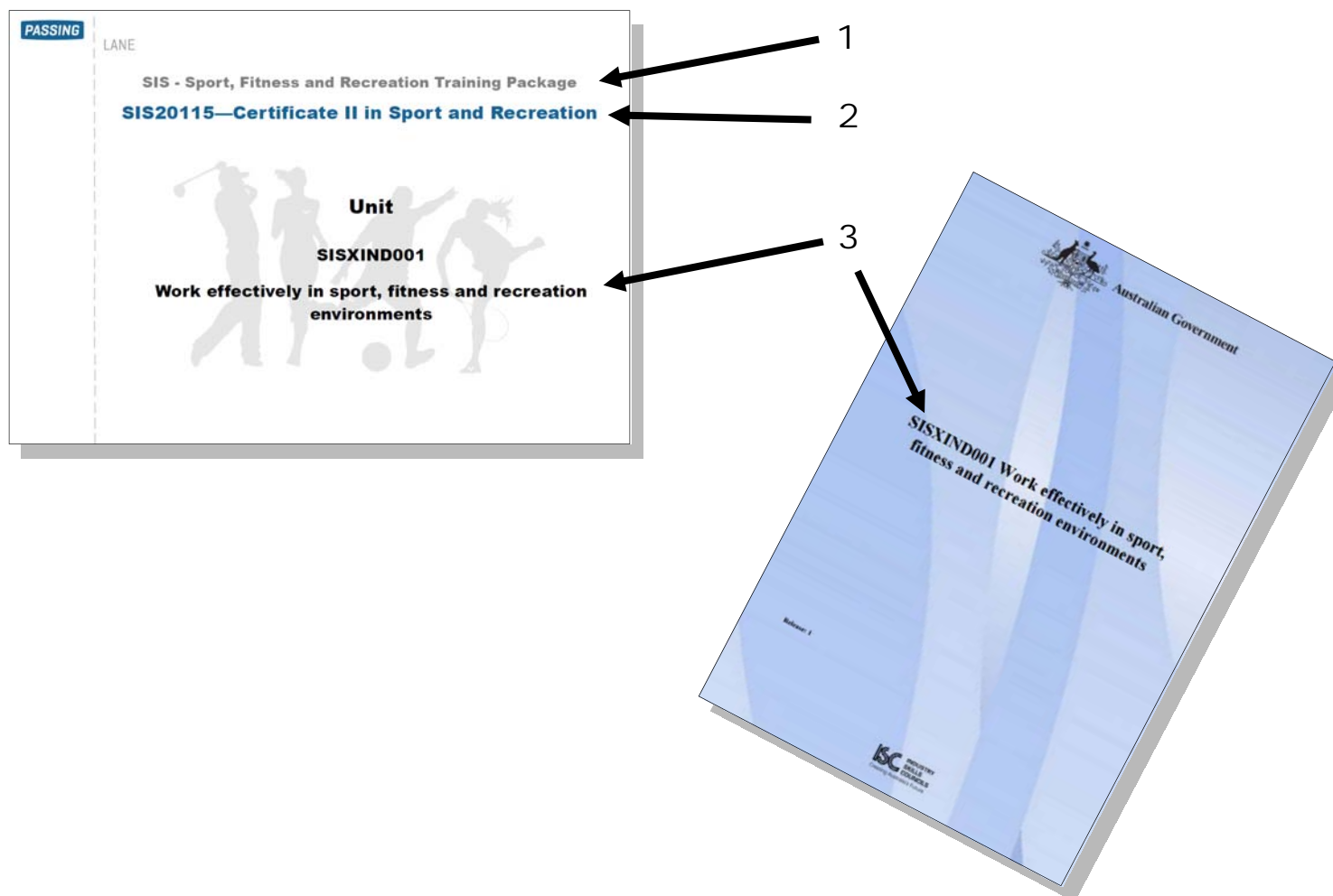
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

## MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



## MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

**PASSING** LANE SISXIND001 Work effectively in sport, fitness and recreation environments Page 8

**UNIT OF COMPETENCY OVERVIEW**

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

**SISXIND001 - WORK EFFECTIVELY IN SPORT, FITNESS AND RECREATION ENVIRONMENTS**

ELEMENT	PERFORMANCE CRITERIA
1. Develop industry knowledge.	1.1 Identify and access sources of information on the sport and recreation industry. 1.2 Apply industry information in day-to-day work activities. 1.3 Identify the economic and social significance of sport and recreation and their impact on individuals and the community. 1.4 Update knowledge and share with clients and colleagues as appropriate. 1.5 Identify the role of volunteers within the sport and recreation industry.
2. Identify client needs and organisational objectives.	2.1 Undertake daily work activities according to organisational policies and procedures. 2.2 Refer clients to services. 2.3 Apply knowledge of a client-focused approach according to community development philosophies and principles. 2.4 Carry out work tasks according to industry standards of ethical practice. 2.5 Adapt work processes to meet the specific needs of individual clients.
3. Implement customer-service practices.	3.1 Respond to client feedback according to organisational policies and procedures and in line with individual level of responsibility. 3.2 Follow up on feedback. 3.3 Record communication and outcome between client and organisation.
4. Minimise risks to personal and public safety	4.1 Identify situations that may endanger the personal safety of self, staff and other clients. 4.2 Implement action to minimise risk. 4.3 Report situation to appropriate staff.

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Student / Trainee Manual Copyright 2016

SISXIND001 Work effectively in sport, fitness and recreation environments Date this document was generated: 7 December 2015

**Elements and Performance Criteria**

**ELEMENTS**  
Elements describe the essential outcomes

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

1. Develop industry knowledge.	1.1 Identify and access sources of information on the industry sector. 1.2 Implement industry information in day-to-day work activities. 1.3 Identify the economic and social significance, and the impact, of the industry sector on individuals and the community. 1.4 Update knowledge and share with clients and colleagues as appropriate. 1.5 Identify the role of volunteers within the sport, fitness and recreation industry.
2. Identify client needs and organisational objectives.	2.1 Conduct and participate in daily work activities. 2.2 Refer clients to services. 2.3 Implement a client focused approach according to community development philosophies and principles. 2.4 Identify and apply industry standards of ethical practice. 2.5 Adapt work processes to meet the specific needs of individual clients.
3. Implement customer service practices.	3.1 Respond to client feedback in line with individual level of responsibility. 3.2 Follow up on client feedback in a timely manner. 3.3 Record communication and outcome between client and organisation.
4. Minimise risks to personal and public safety.	4.1 Identify situations that may endanger the personal safety of self, staff and other clients. 4.2 Implement actions to minimise risk, as required. 4.3 Report situations to appropriate staff, as required.

Approved  
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Page 3 of 4  
Service Skills Australia

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## MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

The diagram illustrates the relationship between three documents:

- Table of Contents (Left):** A document titled "TABLE OF CONTENTS" with a "PASSING" status. It lists sections and their page numbers:
  - Introduction Page 5
  - Unit of Competency Overview Page 8
  - Section One: Develop industry knowledge Page 9
  - Section Two: Identify client needs and organisational objectives Page 34
  - Section Three: Implement customer service practices Page 53
  - Section Four: Minimise risks to personal and public safety Page 67
  - Self Assessment Page 76
 An arrow labeled "1" points to the "TABLE OF CONTENTS" title.
- Unit of Competency Manual (Middle):** A document titled "Section One" with the subtitle "Develop Industry Knowledge". An arrow labeled "2" points to the "Section One" title.
- Elements and Performance Criteria Manual (Right):** A document titled "Elements and Performance Criteria" for "SISIND001 Work effectively in sport, fitness and recreation environments". It contains two columns:
  - ELEMENTS:**
    - 1. Develop industry knowledge.
    - 2. Identify client needs and organisational objectives.
    - 3. Implement customer service practices.
    - 4. Minimise risks to personal and public safety.
  - PERFORMANCE CRITERIA:**
    - 1.1 Identify and access sources of information on the industry sector.
    - 1.2 Implement industry information in day-to-day work activities.
    - 1.3 Identify the economic and social significance, and the impact, of the industry sector on individuals and the community.
    - 1.4 Update knowledge and share with clients and colleagues as appropriate.
    - 1.5 Identify the role of volunteers within the sport, fitness and recreation industry.
    - 2.1 Conduct and participate in daily work activities.
    - 2.2 Refer clients to services.
    - 2.3 Implement a client focused approach according to community development philosophies and principles.
    - 2.4 Identify and apply industry standards of ethical practice.
    - 2.5 Adapt work processes to meet the specific needs of individual clients.
    - 3.1 Respond to client feedback in line with individual level of responsibility.
    - 3.2 Follow up on client feedback in a timely manner.
    - 3.3 Record communication and outcome between client and organisation.
    - 4.1 Identify situations that may endanger the personal safety of self, staff and other clients.
    - 4.2 Implement actions to minimise risk, as required.
    - 4.3 Report situations to appropriate staff, as required.
 An arrow points from the "Section One" title in the middle document to the "1. Develop industry knowledge" element in the right document.

## MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.

**Section One**

**Develop Industry Knowledge**

SISXIND001 Work effectively in sport, fitness and recreation environments Page 11

**IDENTIFY AND ACCESS SOURCES OF INFORMATION ON THE INDUSTRY SECTOR**

The Fitness industry encompasses a large range of both private and public organisations. These range from small community based fitness centres to large fitness focussed organisations, both commercial types and those as support organisations to the industry. It can be daunting when starting out to find relevant information on these organisations.

The best place to start looking for anything related to the fitness industry would be the peak industry bodies, or also known as industry associations.

Peak bodies are major organisations that represent the interests of groups, organisations and individuals that are drawn together by their common participation or involvement in a particular activity or field of endeavour, in this case the fitness industry and those working in the industry or operating within the industry.

Peak bodies carry out a variety of roles. They develop policies and protocols, advise governments, provide a reference point for their members, maintain quality and standards of operation by organisations and individuals and represent their members in many different ways.

The fitness associations in Australia also are instrumental in advising and managing the ongoing professional development of fitness professionals.

Logos: Fitness Australia, Physical Activity Australia, Australian Fitness Network, ESSA, Australian Leisure Facilities Association.

**Elements and Performance Criteria**

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop industry knowledge.	1.1 Identify and access sources of information on the industry sector. 1.2 Implement industry information in day-to-day work activities. 1.3 Identify the economic and social significance, and the impact, of the industry sector on individuals and the community. 1.4 Update knowledge and share with clients and colleagues as appropriate. 1.5 Identify the role and responsibilities of the industry sector.

The manual's information is supported with graphics, charts, tables, photos and drawings.

## MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

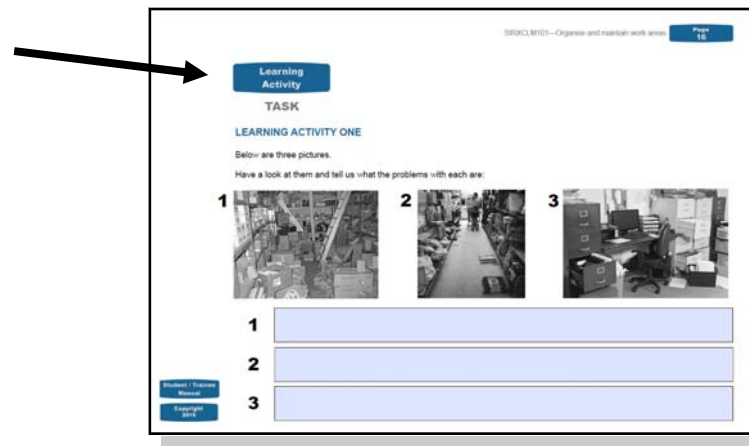
### STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning  
Activity**

## MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

### ***Questions***

Questions would relate to the information presented on previous pages.

### ***Research***

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning  
Activity**

**Research**

### ***Tasks***

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

### ***Interviews***

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

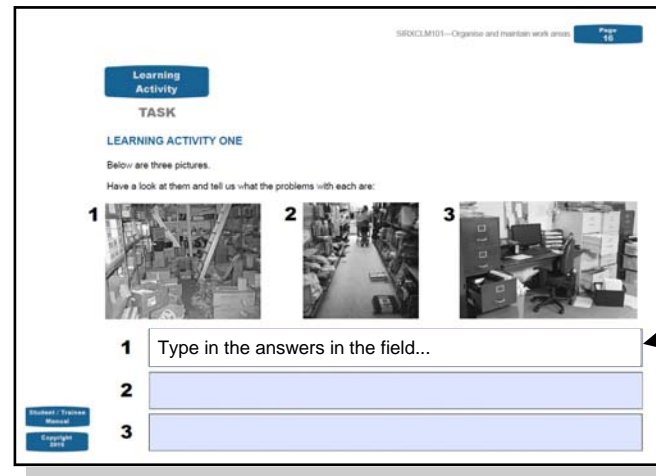
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is labeled '1' and contains the placeholder text 'Type in the answers in the field...'. The second and third fields are labeled '2' and '3' respectively and are currently empty. An arrow points to the first input field. In the bottom left corner, there are two buttons: 'Student - Trainee Manual' and 'Copyright 2016'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

### **IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.**

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

*After* the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

## MATERIALS CONTENT—CONT'D

### Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

### TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

The screenshot displays a page from a Teacher/Trainer Manual. At the top right, it identifies the unit as 'SRXCLM101—Organise and maintain work areas' and the page number as 'Page 23'. The main heading is 'Learning Activity', followed by 'Question'. The activity is titled 'LEARNING ACTIVITY THREE' and describes a task about 'routines' in a store environment. It asks for six areas affected by these routines, with a grid of six empty boxes for the answer. Below this, the 'TEACHER/TRAINER GUIDANCE NOTES' section provides a numbered list of the correct answers: 1) Storeroom, 2) Retail office, 3) Selling area and displays, 4) Staffrooms, 5) Toilets, and 6) Change rooms. A black arrow points from the 'Question' section to the 'Guidance Notes' section. At the bottom left, there are labels for 'Teacher/Trainer Manual' and 'Copyright 2016'.

SRXCLM101—Organise and maintain work areas Page 23

**Learning Activity**

**Question**

**LEARNING ACTIVITY THREE**

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?


**TEACHER/TRAINER GUIDANCE NOTES**

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual  
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**Passing Lane Pty Ltd  
PO Box 975  
COWES VICTORIA 3922**

**Telephone 1 300 64 98 63  
Facsimile 1 300 64 98 64**

**Email [info@passinglane.com.ai](mailto:info@passinglane.com.ai)**



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The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



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If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.