



Australian Government

Department of Education, Employment and Workplace Relations

SISCCR303A Facilitate inclusion for people with a disability

Release: 2

SISCCRD303A Facilitate inclusion for people with a disability

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist people with a disability to maximise their participation in recreation activities. It focuses on implementing strategies to facilitate participation in community recreation activities.

Application of the Unit

This unit applies to recreation officers in a community recreation environment with responsibility for facilitating programs for clients with a disability. Work would be undertaken in locations such as community recreation centres and indoor or outdoor recreation facilities with a focus on community development.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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| <p>1. Identify needs of clients with a disability.</p> | <p>1.1. Identify individual preferences in consultation with client according to <i>organisational policies and procedures</i> and <i>relevant legislation</i>.</p> <p>1.2. Identify <i>support requirements</i> of people with a disability in consultation with appropriate personnel.</p> <p>1.3. Identify potential and real <i>barriers to participation</i> and identify strategies to address them.</p> <p>1.4. Access and provide information on options and services available to people with a disability.</p> <p>1.5. Assist in developing community awareness of the needs of people with a disability.</p> |
| <p>2. Assist people with a disability to participate in networks.</p> | <p>2.1. Identify <i>key people and organisations</i> that can help people with a disability maximise their independence and inclusion.</p> <p>2.2. Communicate roles and responsibilities of key people and their organisations to people with a disability using appropriate <i>communication strategies</i>.</p> <p>2.3. Assist people with a disability to participate in their own personal networks.</p> <p>2.4. Identify opportunities to develop and maintain supportive connections with key people on an individual basis according to organisational policies and procedures.</p> |
| <p>3. Identify recreation opportunities for people with a disability.</p> | <p>3.1. Identify individual's current skills and interests and identify recreation opportunities which provide maximum chance of participation.</p> <p>3.2. Identify strategies to link people with a disability to recreation opportunities.</p> <p>3.3. Provide information and resources, including assistive technology, to facilitate participation in recreation activities.</p> |

ELEMENT**PERFORMANCE CRITERIA**

- 3.4. Identify and establish effective environments for participation of people with a disability.
- 3.5. Monitor, review and adjust the strategies that link people with a disability to recreation opportunities.
- 3.6. Identify opportunities beyond the program or activity and communicate them to people with a disability.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interact and build rapport with people with a disability to identify their needs
 - consult key stakeholders to identify networks and opportunities for participation
 - convey information about available services and options
- problem-solving skills to:
 - identify recreation opportunities to enhance participation of people with a disability
 - apply and review strategies to link them to appropriate activities and networks
- research skills to identify sources of information and resources available to people with a disability
- teamwork skills to liaise with members of the community and other stakeholders to identify and source opportunities for participation

Required knowledge

- legislation and organisational policies and procedures that:
 - enable non-discriminatory treatment of people with a disability
 - identify and meet individual preferences according to the principles and practices of social justice
- social, political, cultural and historical issues that affect, or are relevant to, access and participation issues for people with a disability
- resources required for the effective participation of people with a disability
- specific recreation opportunities and activities appropriate to people with a disability
- relevant modified equipment and activities appropriate to people with a disability
- community organisations, services and activities that provide recreation opportunities for people with a disability
- barriers that affect the access and participation of people with a disability to enable the development of strategies to overcome these
- community inclusion principles to enable effective participation of clients with a disability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies principles and practices of social justice, anti-discrimination and equal access to identify the needs and opportunities for participation in recreation activities and networks for people with a disability
- identifies strategies to align recreational opportunities with the specific requirements and needs of people with a disability and organisational objectives
- monitors strategies to facilitate recreational opportunities for people with a disability and adjusts accordingly.

Context of and specific resources for assessment

Assessment must ensure:

- identifying and addressing support requirements, within the bounds of legislative and organisational constraints, for those with the sort of disability or needs that are commonly encountered in the candidate's current or intended work environment
- access to people with disabilities to enable the identification of individual needs
- access to key people and organisations that support people with a disability
- access to relevant sources of information about recreational services and options for people with a disability
- access to relevant legislation and organisational policies and procedures concerning inclusion processes.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with people with disabilities and community organisations and networks to identify recreational opportunities
- oral or written questioning to assess candidate's knowledge of factors that affect access and participation of people with disabilities
- third-party reports from a supervisor detailing

candidate's work performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRD301A Facilitate community development through recreational activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organisational policies and procedures may include:

- occupational health and safety
- community inclusion principles
- communication protocols
- ethical practices
- principles of social justice
- advocacy
- practices to address cross cultural issues
- roles of volunteer staff.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- anti-discrimination
- privacy.

Support requirements may include:

- physical
- sensory
- intellectual
- psychiatric
- cultural and linguistic
- logistical
- income
- family systems.

Barriers to participation may include:

- cultural
- family
- religious
- community perceptions
- impact of disability on participation
- communication difficulties
- transport
- time and resource constraints
- confidence
- support services available.

Key people and organisations may include:

- community groups
- support groups.

Communication strategies may

- verbal
- non verbal

include:

- visual
- sensory
- tactile.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Development