



Australian Government

Department of Education, Employment and Workplace Relations

SISCCRO304A Plan and conduct disability recreation programs

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and conduct recreation programs for people with a disability including both frail and moderately active participants. It focuses on the needs of participants with a disability and the resources required to safely conduct and supervise a recreation program for participants with a disability.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those working as 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.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

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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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify participant needs and expectations.	1.1. Identify <i>participants' needs and aims</i> according to <i>organisational policies and procedures</i> . 1.2. Conduct relevant <i>assessments</i> to determine <i>variations in status of participants</i> in consultation with relevant support personnel and according to organisational policies and procedures as required. 1.3. Identify any special requirements according to participants' needs. 1.4. Advise participants of any reason why they should not participate in a given program. 1.5. Identify barriers to participation by people with a <i>disability</i> .
2. Plan a disability recreation program.	2.1. Identify <i>equipment and resources</i> appropriate for the program. 2.2. Design and document a <i>program plan</i> to meet the identified needs and abilities of participants, according to <i>relevant legislation</i> and organisational policies and procedures. 2.3. Seek agreement on the program plan from staff, participants and organisations where relevant. 2.4. Determine the range of <i>activities</i> for the program according to participant needs and capabilities. 2.5. Identify and access resources required for the program in advance. 2.6. Identify support requirements for people with a disability according to relevant legislation and organisational policies and procedures.
3. Prepare for the program.	3.1. Communicate instructions and relevant information about the program using appropriate <i>communication strategies</i> . 3.2. Encourage participants to seek clarification of information as required. 3.3. Remove required equipment from store and check for <i>damage or deterioration</i> and report, where appropriate, to the responsible person. 3.4. Issue suitable equipment and aids and provide assistance with fitting where necessary. 3.5. Set up equipment according to approved procedures and instructions. 3.6. Modify or condition equipment for use by different

ELEMENT	PERFORMANCE CRITERIA
	participant groups according to workplace policies and procedures.
4. Conduct the program.	<p>4.1. Encourage participants to warm up and cool down.</p> <p>4.2. Monitor technique and correct use of equipment, where relevant, and provide appropriate feedback to participants.</p> <p>4.3. Provide assistance with use of aids, including modification, as appropriate.</p> <p>4.4. Seek feedback from participants regarding their progress during the program and modify as required.</p> <p>4.5. Employ appropriate techniques to motivate clients to maintain a reasonable participation rate.</p> <p>4.6. Identify <i>risks</i> to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures.</p> <p>4.7. Modify the program, where necessary, based on an assessment of the conditions, status of persons with a disability, facilities and equipment.</p>
5. Conclude the program.	<p>5.1. Conclude the program at a pace appropriate to the participant, their level of involvement and the duration of the program.</p> <p>5.2. Inform participants of follow-up programs and recreational opportunities.</p> <p>5.3. Collect and check issued equipment for damage and wear according to organisational policies and procedures.</p>
6. Evaluate the program.	<p>6.1. Seek and acknowledge feedback from participants and identify further needs.</p> <p>6.2. Evaluate all relevant components of the program and record outcomes.</p> <p>6.3. Identify potential areas for improvement in future programs.</p> <p>6.4. Review own performance and identify potential improvements.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - consult with participants and personnel about recreation activities that will meet participant needs
 - convey information and instructions to participants about the programs and safe use of equipment
 - seek feedback on the program
 - report missing or damaged equipment
- problem-solving skills to:
 - plan programs according to participants' needs, abilities and risk factors
 - select a range of activities and exercises and modify programs and equipment as required
- planning and organisational skills to source, allocate and coordinate resources and equipment for planned recreation program
- teamwork skills to liaise with support personnel and other appropriate staff and organisations to plan and conduct programs
- language and literacy skills to produce and document program plans and complete documentation in relation to damaged or missing equipment or materials
- self-management skills to review and reflect on own performance in facilitating personal development for participants with a disability
- activity-specific skills to conduct disability recreation programs safely and effectively

Required knowledge

The following knowledge must be assessed as part of this unit:

- legislation and organisational policies and procedures relevant to:
 - designing a safe and non-discriminatory recreation program for people with a disability
 - identifying support requirements and specific needs of people with a disability
 - recording and maintaining records for equipment use and maintenance
- principles of community development regarding inclusive client-centred practices
- impact of disability on participation in recreation activities and the variation in abilities of people with a disability
- appropriate selection of activities for the program
- risk analysis processes for assessing the potential impact of planned recreation program on participant safety
- activity-specific knowledge to match activities with client needs and capabilities, including exercises suitable for people with a disability, such as stretching and

REQUIRED SKILLS AND KNOWLEDGE

mobility exercises

- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- modified equipment and aids for participants with a disability and equipment testing and checking techniques to enable safe use of all equipment
- social, political, cultural and historical issues that affect or are relevant to people with a disability
- individual structural and functional variations to the human body and barriers to participation for people with a disability
- screening processes for entry into programs or activities and general contraindications to participation
- evaluation processes to enable improvements to be made to the program

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • encourages participation and interaction of people with a disability using appropriate communication strategies that enhance emotional wellbeing • plans recreation programs that determine the range of activities or exercises for people with a disability and coordinates and allocates program resources to optimise their use by participants • applies contingency management techniques to deal with problems and issues that may arise during program implementation • delivers recreation programs safely and in a manner that reflects the needs and capabilities of participants with a disability • monitors the progress of participants and provides feedback to enhance client motivation and self-esteem.
Context of and specific resources for assessment	<p>Assessment must ensure the candidate delivers multiple recreation programs of a sufficient duration to demonstrate techniques that balance individual and group needs and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> • people with a range of disabilities to participate in the program • an environment or facility appropriate to the specific program content • equipment, resources and support staff required for the delivery of the program • key people and organisations that support people with a disability • relevant legislation and organisational policies and procedures in relation to inclusion processes.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples</p>

EVIDENCE GUIDE	
	<p>are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of candidate preparing for and resourcing a disability recreation program, including developing program plans • observation of candidate interacting with a range of participants with disabilities, conveying information for safe participation in programs, and delivering and evaluating programs • observation of candidate dealing with contingencies such as the changing availability of equipment or venues • oral or written questioning to assess candidate's knowledge of techniques and activity skills in relation to program aims and community development principles • portfolio containing evidence of candidate's program plans and modifications • third-party reports from a supervisor detailing appropriate work performed by the candidate. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • SISCCRD303A Facilitate inclusion for people with a disability.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>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.</p>	
<p><i>Participants' needs and aims</i> may include:</p>	<ul style="list-style-type: none"> • physical • emotional

RANGE STATEMENT	
	<ul style="list-style-type: none"> • motivational • psychological.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • risk minimisation • privacy • roles and responsibilities • staff behaviour • time constraints and scheduling requirements • budget allocation • use and maintenance of equipment.
<i>Assessments</i> may include:	<ul style="list-style-type: none"> • interviews with participants and carers • medical history • physical ability tests.
<i>Variations in status of participants</i> may include:	<ul style="list-style-type: none"> • impact of medication • chronological age • physiological age • medical conditions.
<i>Disability</i> may include:	<ul style="list-style-type: none"> • physical • sensory • intellectual • psychiatric.
<i>Equipment and resources</i> may include:	<ul style="list-style-type: none"> • staff • equipment and aids • venues and facilities • music.
<i>Program plan</i> may include:	<ul style="list-style-type: none"> • objectives • date and time • resources • sessions, stages or structure • movement of people and equipment into and out of venue • timelines • pre-program information.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • equal opportunity • privacy.
<i>Activities</i> may include:	<ul style="list-style-type: none"> • stretching and mobility • strengthening or conditioning • confidence building

RANGE STATEMENT	
	<ul style="list-style-type: none"> • back care • balance • chair based • floor work.
<i>Communication strategies</i> may include:	<ul style="list-style-type: none"> • verbal • modelling or demonstration • hand or arm signals • braille • audio tape.
<i>Damage or deterioration</i> may include:	<ul style="list-style-type: none"> • damage to fabric • missing parts.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • level of challenge and difficulty • behaviour of other participants.

Unit Sector(s)

Unit sector	Community Recreation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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