



Australian Government

Department of Education, Employment and Workplace Relations

SRCCR006B Implement community inclusion processes for people with a disability

Release: 1

SRCCRD006B Implement community inclusion processes for people with a disability

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge required to assist people with a disability to maximise their participation in recreation activities.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan community support in conjunction with people with a disability	1.1 Identify individual preferences 1.2 Determine individual's current skills and identify opportunities which provide maximum chance of

- success
- 1.3 Provide information on options and services available to **people with a disability**
 - 1.4 Identify support requirements of **people with a disability**
 - 1.5 Utilise appropriate **communication styles**
- 2 **Empower people with a disability to communicate their needs and choices**
 - 2.1 Use positive images of **people with a disability** to ensure positive interactions
 - 2.2 Assist **people with a disability** to develop their personal networks
 - 2.3 Provide information and resources to facilitate participation in recreation activities for **people with a disability**, including assistive technology
 - 2.4 Utilise strategies which respect difference in communications
 - 2.5 Identify and establish effective environments for empowering **people with a disability**
- 3 **Assist people with a disability to establish relationships with key people**
 - 3.1 Identify key people and organisations that can assist **people with a disability**
 - 3.2 Clearly communicate roles and responsibilities of these people and their organisations to **people with a disability**, including reasonable community expectation
 - 3.3 Provide strategies to develop and maintain relationships with key people on an individual basis
- 4 **Apply strategies for linking people with a disability to recreation opportunities**
 - 4.1 Create opportunities to develop supportive connections
 - 4.2 Identify potential and real **barriers to participation** and implement effective strategies to address them
 - 4.3 Monitor and review the strategies utilised to link **people with a disability** to recreation opportunities
 - 4.4 Develop further strategies to maximise independence and inclusion

4.5 Identify and communicate opportunities beyond the program/activity to **people with a disability**

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to identify preferred communication styles of people with a disability identify barriers which affect the access and participation of people with a disability determine and implement strategies to overcome barriers which affect the access and participation of people with a disability assist people with a disability to establish relationships with key people

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)
Nil
This unit must be assessed in conjunction with the following unit(s)
Nil
For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
SRCCRO010B Conduct a recreation program for people with a disability

Required knowledge and skills

Required knowledge
Anti-discrimination and Equal Opportunity legislation
Relevant modified equipment and activities
Community organisations, services and activities that provide recreation opportunities
Social, political, cultural, historical issues that affect or are relevant to people with a disability
Barriers which affect the access and participation of people with a disability
Strategies to overcome barriers which affect the access and participation of people with a disability

Community inclusion principles

Required skills

Written and verbal communication skills in order to effectively communicate with people with a disability

Application of the Disability Discrimination Act

Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people with a disability

Interpersonal skills in order to build rapport with people with a disability

Resource implications

Physical resources - assessment of this competency requires access to a real or simulated work environment appropriate documentation and resources normally used in the workplace genuine clients with a disability, ie, not the peers of the learner, in a community recreation setting

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in

the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace. This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

**KEY
COMPET
ENCIES**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective

workplace
practices.

The three
levels of
performanc
e (1, 2 and
3) denote
the level of
competency
required to
perform the
task:

Use routine
approaches

Select from
routine

approaches
Establish

new

approaches

**Collecting,
analysing
and**

**organising
informatio
n -**

**Communic
ating ideas
and**

**informatio
n -**

**Planning
and**

**organising
activities -**

**Working
with teams
and others**

-

**Using
mathemati
cal ideas
and**

techniques

-

**Solving
problems -**

Using

technology

-

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Barriers to participation

[all categories]
 cultural values
 family structures
 extended family responsibilities
 family ideals
 religious beliefs
 place of recreation within
 culturally and linguistically diverse
 communities
 Australian community
 impact of disability on participation
 communication strategies
 level of literacy and numeracy
 transport
 income
 confidence
 support services available

Communication styles

should be appropriate to the person's
 age
 preferred method of communication
 physical or cultural factors
 sensory or intellectual impairment, eg, vision
 or hearing loss

People with a disability

needs and requirements will vary according
 to
 type of disability
 physical
 sensory
 intellectual
 psychiatric
 factors such as
 cultural and linguistic diversity
 rural/remote environment
 income
 gender

sexuality
age
family systems
religion

Unit Sector(s)

Not applicable.