



Australian Government

SISXDIS002 Plan and conduct disability programs

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate programs for people with a disability including both frail and moderately active participants.

This unit applies to any worker responsible for developing programs for clients with disabilities. Work is undertaken according to relevant legislation and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Disability

Unit Sector

Cross-Sector

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. Establish needs and expectations.
 - 1.1 Interpret information about participant characteristics, needs and special requirements.
 - 1.2 Encourage participants to articulate their own needs and expectations.
 - 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility.
 - 1.4 Identify potential barriers to participation.
 - 1.5 Advise participants of factors preventing participation in a program.
2. Plan programs for people.
 - 2.1 Access and interpret relevant information to plan programs for people with a disability.
 - 2.2 Assess the likely demands of the program on the participants in consultation with appropriate staff.
 - 2.3 Select and access equipment and resources appropriate for the program.
 - 2.4 Design and document a program plan to meet the identified needs and abilities of participants.
 - 2.5 Determine range of activities and strategies for inclusion appropriate to the context, participant needs and capabilities.
 - 2.6 Recognise risks to participant safety and act to eliminate or minimise risks.
 - 2.7 Identify and incorporate injury prevention strategies and support requirements.
 - 2.8 Seek agreement on the program plan from relevant staff, participants and organisations where relevant.
3. Prepare for programs.
 - 3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible.
 - 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants.
 - 3.3 Confirm understanding and encourage participants to seek clarification as required.
 - 3.4 Issue required equipment and aids and provide assistance with fitting where necessary.
 - 3.5 Modify equipment for use by different participant groups.
 - 3.6 Identify emerging risks to participant safety and take action to minimise these.
4. Conduct programs.
 - 4.1 Encourage participants to warm up and cool down through safe and appropriate exercises.
 - 4.2 Monitor technique, correct use of equipment and aids and provide feedback and assistance to participants.
 - 4.3 Encourage participants to seek and provide feedback regarding their progress during the program and modify as

- required.
- 4.4 Use techniques that motivate participants to maintain an appropriate participation rate.
5. Conclude programs.
- 5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program.
- 5.2 Inform participants of follow-up programs, sources of information and further opportunities.
- 5.3 Collect and check issued equipment for damage and wear and report problems to appropriate staff.
6. Evaluate programs.
- 6.1 Request and respond to feedback from participants and identify further needs.
- 6.2 Evaluate program components and record outcomes.
- 6.3 Identify and document potential areas for improvement in future programs.
- 6.4 Review own performance and identify potential improvements.

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 accompanying health documentation as required, using risk stratification processes.
Oral communication skills to:	use active listening and open and closed probe questioning to identify participant needs and preferences.

Unit Mapping Information

SISCCRO304A Plan and conduct disability recreation programs

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISXDIS002 Plan and conduct disability programs

Modification History

Not applicable.

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, conduct and evaluate at least three different programs for people with varied disabilities
- use the following communication skills:
 - clear verbal communication
 - modelling and demonstration
 - motivational techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements that support and facilitate safe conduct of programs for participants with a disability:
 - work health and safety/occupational health and safety
 - privacy
 - equal opportunity
 - sexual harassment
- organisational policies and procedures for planning and conducting programs for participants with a disability:
 - appropriate use of equipment and venues
 - work health and safety/occupational health and safety
 - risk minimisation
 - privacy
 - duty of care
 - extent and limitations of responsibilities
 - time constraints and scheduling requirements
 - budget allocation
 - use of modified equipment
 - use of aids
- screening processes of people with a disability for entry into programs or activities:

- interviews with participants and carers
- medical history
- physical ability tests
- general contraindications for participation
- factors affecting participation in programs for people with a disability
- knowledge and understanding of participant needs:
 - physical
 - emotional
 - motivational
- program planning techniques and information to be included in plans
- risk analysis processes for assessing the potential impact of a planned program on participant safety:
 - level of challenge and difficulty
 - behaviour of other participants
 - equipment failure
- variations in status of participants:
 - impact of medication
 - chronological age
 - physiological age
 - medical conditions
- factors affecting group dynamics, conflict resolution and communication strategies:
 - verbal
 - modelling or demonstration
 - hand or arm signals
 - braille
- modified equipment and aids for participants with a disability and equipment testing and checking techniques
- evaluation processes.

Assessment Conditions

Skills must be demonstrated in:

- a sport, fitness or recreation environment. This can be a workplace or simulated environment.

Assessment must ensure use of:

- equipment and resources required for the delivery of the program:
 - modified equipment and aids
 - support staff

- industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage
- legislation and organisational policies and procedures in relation to the conduct of programs for people with a disability
- participants with a disability to undertake programs; these can be:
 - participants in a community setting, or
 - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment activities that allow the individual to:

- plan and conduct programs of a duration that reflects current industry practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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