



Australian Government

Department of Education, Employment and Workplace Relations

SRCCRO010B Conduct a recreation program for people with a disability

Release: 1

SRCCRO010B Conduct a recreation program 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 necessary to conduct a recreation program for people with a disability.

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 Prepare for program/activity	1.1 Prior to commencement, people with a disability agree to participate and view the program/activity as suitable for their needs
	1.2 Assess the impact on participation for the person

- with a disability on an individual basis
- 1.3 Determine the **range of activities** to be utilised in the **program**
 - 1.4 Identify and source **resources** required for the **program** prior to **program** commencement
 - 1.5 Identify support requirements of **people with a disability** and **barriers to participation**
- 2 **Establish effective communication**
- 2.1 Provide instructions in a **communication style** suitable to the individual person with a disability with choices of communication made available
 - 2.2 Encourage **people with a disability** to seek clarification of information when and where necessary
 - 2.3 Communicate **feedback** on session technique and correct usage of equipment to **people with a disability** at an appropriate time and with appropriate communication choices
 - 2.4 Understand and support individual ways of communication
- 3 **Assist the person with a disability to meet lifestyle and relationship needs through participation in a program/activity**
- 3.1 Foster self esteem and confidence of **people with a disability**
 - 3.2 Modify **program**, where necessary, based on an assessment of the conditions, **status of person with a disability**, facilities and equipment
 - 3.3 Conduct activities within the **program** at a level and pace to suit the abilities of individuals and/or the group
 - 3.4 Select activities within the **program** to take into account the individual structural and functional variations to the human body and enhance **emotional well-being of people with a disability**
 - 3.5 Provide assistance with the provision and use of aids, including modification, as appropriate
 - 3.6 Brief **people with a disability** on safe and responsible behaviour and make aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise

damage to equipment and the **environment**

- 3.7 Encourage **people with a disability** are encouraged to warm up and warm down through safe and appropriate exercises relevant to the proposed **session**
- 3.8 Utilise appropriate techniques to motivate clients to maintain an appropriate participation rate
- 3.9 Provide advice on general physical activity issues concerning **people with a disability** within range of expertise
- 3.1 Allocate sufficient time for discussions with **people with a disability** after the program/activity
- 3.1 Collect and check issued equipment for damage and wear
- 3.1 Give **people with a disability** the opportunity to provide **feedback** and identify further needs
- 3.1 Place acknowledgments and value upon individual participation levels

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

- determine the range of safe and suitable activities and/or exercises for people with a disability, both frail and moderately active
- instruct people with a disability in the correct technique/guidelines for undertaking activities
- confirm prior screening of people with a disability prior to participation in a program/activity to establish support needs
- provide people with a disability with appropriate advice on activity issues within the confines of the program/activit

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities

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)

SRCCRD006B Implement community inclusion processes for people with a disability

Required knowledge and skills

Required knowledge

Occupational health and safety and disability discrimination legislation relevant to the provision of recreation services

Relevant modified equipment and activities

Impact of disability on participation in recreation and the variations and abilities of people with a disability

Social, political, cultural, historical issues that affect or are relevant to people with a disability

Awareness of screening of people with a disability for entry into programs/activities

Precautions for people with a disability in programs/activities

Stretching and mobility exercises and activities for people with a disability

Chair based, floor work and balance exercises and activities for people with a disability

Strengthening and conditioning exercises and activities for people with a disability

Specific needs, conditions and considerations of people with a disability

Required skills

Monitoring of activity within the confines of the program

Organisational skills to coordinate resources necessary to conduct a recreation program

Communication skills to provide instructions to facilitate the participation of people with a disability in recreation programs

Selection of appropriate range of activities and exercises for people with a disability

Modifying activities for risk minimisation to people with a disability participating in recreation programs

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 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

COMPETENCIES

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	2

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 performance (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
Competenci
es.

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 style

should be clear, accurate, contain all relevant information and appropriate to the person's
 age
 preferred method of communication
 physical or cultural factors
 sensory or intellectual impairment, eg, vision or hearing loss
 may include
 verbal

	modelling/demonstration of activities/movements
	hand/arm signals
	assisted communication devices
	Braille
	audio tape
	others as identified
Emotional well-being	may include
	feelings
	state of mind
	perception of risk
	self-esteem
	self confidence
Environment	varies with respect to
	size of the organisation
	location
	organisational structure
	nature of the program/s provided
	availability of resources and technolog
Feedback	may be qualitative and quantitative
	evaluation forms
	asking people
	numbers
	surveys
	complaints
	reaction
	feedback from staff
	financial information
Impact on participation	may be affected by
	negative personal attitudes and values of staff
	organisational procedures and practices

client service strategies
social, cultural and religious factors
physical and economic factors
rate of skill development
taking risks in the context of self
determination and dignity of risk
communication supports required/available
choices of the client in relation to the
provision of service
flexibility about timing and priorities to
allow for client's independence and choice
socialisation/community involvements

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

Program

[all categories]
a sequence of individual sessions running
sequentially or simultaneously, for
individuals or groups in which the extent of
instruction covers that which is required to
allow the individual to participate safely and
effectively to maintain health and emotional

	well being
	does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitivel
Range of activities	should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of people with a disability in the following areas
	stretching and mobility
	strengthening or conditioning
	confidence building
	development of valued relationships
	back care
	balance
Resources	[all categories]
	staff
	equipment
	venues/facilities
	paperwork
	transport and logistical arrangements
	funds
	music
Session	[all categories]
	a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the person with a disability to participate safely and effectively
	may be a component of a sequenced program of individual activities
	does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively
	of up to a day's duration, ie, no overnight component

Status of person with a disability

may vary according to
impact of medication/pharmaceuticals
chronological age
physiological age
disability
specific needs and considerations such as
arthritis
osteoporosis
communication system used
socialisation/community involvements
dementia
diabetes
orthopaedic
continence issues
cardiorespiratory
medications
neurological conditions
musculoskeletal condition

Unit Sector(s)

Not applicable.