

UNIT CODE	SISXPLD005
UNIT TITLE	Facilitate inclusion for people with disability
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to identify the needs of participants with disability and to facilitate their inclusion in an organisation's sport, fitness, aquatic or recreational activities.</p> <p>This unit applies to any type of sport, fitness, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.</p> <p>It applies to individuals working in a range of roles at different levels of responsibility, including program managers, swim teachers, activity leaders and coaches.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Program Planning and Delivery
UNIT SECTOR	Cross-Sector
ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Consult to identify participant needs.	1.1 Build trust and rapport with participant by using client-centred communication, showing respect for their needs and preferences. 1.2 Consult with participant to determine their capabilities, recreational preferences and level of assistance required for participation. 1.3 Advise on currently available organisational disability support services and resources to determine relevance and barriers.

2. Facilitate inclusion in sport, fitness or recreation activities .	<p>2.1 Consult with relevant personnel to identify how participant preferences and assistive needs can be met.</p> <p>2.2 Investigate organisational and external disability support services and resources that can be provided to enable participation in activities.</p> <p>2.3 Provide information to participant to encourage participation in preferred and other identified activities that meet their needs.</p> <p>2.4 Collaborate with organisational personnel to ensure assistive equipment and services are available to enable and enhance participant inclusion in chosen activities.</p>
3. Evaluate support.	<p>3.1 Seek participant feedback and evaluate satisfaction with participation and assistance provided.</p> <p>3.2 Discuss areas for improvement in organisational disability services, and report to relevant personnel.</p>
FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed probe questions and actively listen to elicit information from participants and to determine understanding of information provided.
Learning skills to:	<ul style="list-style-type: none"> investigate and identify equipment, internal and external services that can be provided to people with disability to enable and enhance inclusion in activities.
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to SISXDIS001 Facilitate inclusion for people with a disability.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for SISXPLD005 Facilitate inclusion for people with disability
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none">■ provide support to three participants each with a different disability■ for each participant:<ul style="list-style-type: none">○ seek information on their sport, fitness, aquatic or recreation preferences and assistance needs using positive communication techniques○ identify currently available organisational disability support services and resources, and any barriers to participation in preferred activities○ investigate additional equipment, internal and external services that can be provided to enable and enhance their inclusion in activities○ discuss their participation feedback and determine how future assistance can be improved.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ an overview of the provisions of commonwealth, and local state or territory anti-discrimination legislation that relate to disability: <ul style="list-style-type: none"> ○ the overarching objectives ○ rights of people with disability that relate to inclusion in sport, fitness and recreation activities ○ responsibilities of sport, fitness and recreation organisations ■ principles and practices of: <ul style="list-style-type: none"> ○ access and equity ○ inclusion ○ social justice ○ empowerment and disempowerment of people with disability ○ focusing on the capabilities of people with disability ■ positive and respectful communication techniques: <ul style="list-style-type: none"> ○ focusing on capabilities ○ focusing on preferences rather than assuming needs ○ never using negative, derogatory or slang words that relate to disability ○ referring to a person with disability, not a person who has a particular type of disability or condition ■ specific to the sport, fitness, aquatic or recreation environment: <ul style="list-style-type: none"> ○ how the following types of disability may impact participation in different types of activities: <ul style="list-style-type: none"> ● physical, upper and lower body ● sensory, including hearing and vision impairment ● acquired brain injury ● cognitive ● intellectual ○ barriers to participation of people with disability and how these can be addressed: <ul style="list-style-type: none"> ● low income levels and cost of participation ● lack of specialist transport ● lack of specialist programs, activity leaders, and coaches ● lack of access to facilities and adapted and assistive equipment ● myths and stereotypes about capability and safety ○ types of support services and assistive equipment that can be provided to enable and enhance the participation of people with disability ○ ways of modifying equipment and activities to meet the needs of people with disability ○ credible sources of information that can assist inclusion of people with disability in sport, fitness or recreation activities: <ul style="list-style-type: none"> ● disability support providers ● organisations that assist those with particular types of disabilities ● advocacy organisations ● suppliers of activity equipment and assistive equipment.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a sport, fitness, aquatic or recreation environment. This can be:</p> <ul style="list-style-type: none"> ■ a workplace, or ■ a simulated industry environment set up for the purposes of skills assessment. <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> ■ interaction with people with disability and with internal personnel; these can be: <ul style="list-style-type: none"> ○ individuals in an industry workplace ○ individuals who participate in simulated activities used for the purpose of skills assessment ■ credible information about disability support services and assistive equipment <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide