

Unit mapping

KQ: Knowledge questions

PA: Practical assessment – Task (T), Workplace Skills (WS)

KQ

PA

Elements and performance criteria

E 1 Consult to identify participant needs

PC 1.1 Build trust and rapport with participant by using client-centred communication, showing respect for their needs and preferences	Q 1.1	T 1a
	Q 1.2.a	T 1b
	Q 1.2.b	T 1g
	Q 1.3	T 1i-k
	Q 1.4	WS 1
	Q 1.5	
PC 1.2 Consult with participant to determine their capabilities, recreational preferences and level of assistance required for participation	Q 1.6	T 1c-f
	Q 1.7	
	Q 1.8	
PC 1.3 Advise on currently available organisational disability support services and resources to determine relevance and barriers	Q 1.9	T 3a
	Q 1.10	T 3c-e
	Q 1.11	

E 2 Facilitate inclusion in sport, fitness or recreation activities

PC 2.1 Consult with relevant personnel to identify how participant preferences and assistive needs can be met	Q 2.1	T 2a
	Q 2.2	T 3d-f
	Q 2.3	
PC 2.2 Investigate organisational and external disability support services and resources that can be provided to enable participation in activities	Q 2.4.a	T 2b-e
	Q 2.4.b	T 2g
	Q 2.5	
PC 2.3 Provide information to participant to encourage participation in preferred and other identified activities that meet their needs	Q 2.6	T 3a-c
PC 2.4 Collaborate with organisational personnel to ensure assistive equipment and services are available to enable and enhance participant inclusion in chosen activities	Q 2.7	T 4a
		T 4b

E 3 Evaluate support

PC 3.1 Seek participant feedback and evaluate satisfaction with participation and assistance provided	Q 3.1	T 5a-e
	Q 3.2	T 5g-i
PC 3.2 Discuss areas for improvement in organisational disability services, and report to relevant personnel	Q 3.3	T 5f-i
	Q 3.4.a	
	Q 3.4.b	

Knowledge evidence

KE 1	An overview of the provisions of commonwealth, and local state or territory anti-discrimination legislation that relates to disability:	
KE 1.1	The overarching objectives	Q 1.4
KE 1.2	Rights of people with disability that relate to inclusion in sport, fitness aquatic and recreation activities	Q 1.4
KE 1.3	Responsibilities of sport, fitness, aquatic and recreation organisations	Q 1.5
KE 2	Principles and practices of:	
KE 2.1	Access and equity	Q 1.3 Q 2.2 Q 3.3
KE 2.2	Inclusion	Q 1.3 Q 2.2 Q 3.3
KE 2.3	Social justice	Q 1.3 Q 2.2
KE 2.4	Empowerment and disempowerment of people with disability	Q 1.3 Q 2.2
KE 2.5	Focusing on the capabilities of people with disability	Q 1.2.b Q 1.8
KE 3	Positive and respectful communication techniques:	
KE 3.1	Focusing on capabilities	Q 1.2.b Q 1.6 Q 1.8
KE 3.2	Focusing on preferences rather than assuming needs	Q 1.2.a Q 1.2.b Q 1.3 Q 1.8 Q 2.2
KE 3.3	Never using negative, derogatory or slang words that relate to disability	Q 1.6
KE 3.4	Referring to a person with disability, not a person who has a particular type of disability or condition	Q 1.6
KE 4	Specific to the sport, fitness, aquatic or recreation environment:	
KE 4.1	How the following types of disability may impact participation in different types of activities:	
KE 4.1.1	Physical, upper and lower body	Q 1.7 Q 1.8
KE 4.1.2	Sensory, including hearing and vision impairment	Q 1.7
KE 4.1.3	Acquired brain injury	Q 1.7
KE 4.1.4	Cognitive	Q 1.7
KE 4.1.5	Intellectual	Q 1.7

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KE 4.2	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 	Q 1.11
KE 4.3	Types of support services and assistive equipment that can be provided to enable and enhance the participation of people with disability	Q 1.8 Q 1.9 Q 1.10 Q 2.3 Q 2.4.a Q 2.4.b
KE 4.4	Ways of modifying equipment and activities to meet the needs of people with disability	Q 1.8 Q 2.3
KE 4.5	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. 	Q 2.4.b

Performance evidence

PE 1	Provide support to three participants each with a different disability	T 1a–l T 2a–g T 3a–f T 4a T 4b T 5a–i WS 1
PE 2	For each of the three participants:	
PE 2.1	Seek information on their sport, fitness, aquatic or recreation preferences and assistance needs using positive and respectful communication techniques	T 1a–l
PE 2.2	Identify currently available organisational disability support services and resources, and any barriers to participation in preferred activities	T 1e T 2a–c T 2f
PE 2.3	Investigate additional equipment, and internal and external services that can be provided to enable and enhance their inclusion in activities	T 2c–e T 2g
PE 2.4	Discuss their participation feedback and determine how future assistance can be improved	T 5a–i

Foundation skills

FS 1	Oral communication skills to: <ul style="list-style-type: none"> ask open and closed probe questions, actively listen and use positive and respectful communication to elicit information from participants and to determine understanding of information provided. 	T 1a T 1b T 1g-k T 3c T 5a-c T 5g-i WS 1
FS 2	Learning skills to: <ul style="list-style-type: none"> investigate and identify equipment, and internal and external services that can be provided to people with disability to enable and enhance inclusion in activities 	T 2b-e T 2g