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UNESCO Chair "Transforming the Lives
of People with Disabilities, their Families
and Communities, Through Physical Education,
Sport, Recreation and Fitness"

Occupational Standards for use by NGOs Pertaining to the Inclusion of People with Disabilities in Sports based Programmes in Developing Countries.

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6.2 Definitions underpinning the Occupational Standards

6.2.1 Occupational Standards

The Occupational Standards are defined as “the level of performance required for the successful achievement of work expectations” (Mansfield and Mitchell, 1996: p. 307). They describe what a person is expected to achieve and the level of performance in order to effectively carry out the functions of a particular job in the context of the work environment (Mansfield and Mitchell, 1996).

6.2.2 Competency framework

“Competencies, in the most general terms, are “things” that an individual must demonstrate to be effective in a job, role, function, task, or duty” (Harvard University, 201? p. 4). These occupational standards include a set of competencies that are essential for mainstreaming disability in NGOs sporting programmes. These competencies are linked to the corresponding knowledge and skills.

6.2.3 Knowledge

There are various definitions of knowledge, which emanate from the context at which they are used. For the purpose of this standards knowledge is described as “understanding of or information about a subject that you get by experience or study, either known by one person or by people generally” (Cambridge Dictionaries Online, 2001). Therefore, in these standards, the information under knowledge section is all about what individuals must know in order to be able to encourage and mainstream disability in sports programme operations

6.2.4 Skills

Skill is “an ability acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or jobs functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)” (Business Dictionary, 201?). Therefore, the information under skills section in these standards is a mixture of cognitive, technical and interpersonal skills required by NGOs for the effective mainstreaming of disability in sports programmes.

6.2.5 Disability inclusion sports programme

They are sporting programmes that include people with and without disabilities alongside each other in the same programmes. It is expected that NGOs will make conditions possible for everyone to be engaged in

all aspects of the activities regardless of their abilities. For example, in a case of lawn tennis in doubles, there could be a mixture of people with and without disabilities in both competing sides.

6.2.6 Segregated disability sports programme

It is a programme designed specifically for people with disabilities. In this programme, people with disabilities participate in a sporting programme alongside their peers with a similar type of disability. In the case of Wheelchair basketball, only wheelchair users are expected to participate. Refer to the Inclusion spectrum figure 7 below.

6.2.7 Inclusion

It is described as the “process of accepting responsibility and taking necessary steps to ensure that every disabled person is given an equality opportunity” (Legacy Maker, 2017). The inclusion in sport means that organisations should afford equal opportunities for all people to participate in sports programme regardless of their disability. People with disabilities should participate alongside people without disabilities in an inclusive setting (where possible) without any discrimination. The same respect accorded to players without disabilities should be applied to people with disabilities. The standards promote the inclusion spectrum that ensures people with disabilities are given an opportunity to take part in sport and any other related physical activities as outlined below.



Figure 1 Inclusion spectrum (Fox Sport Pulse, 2011)

6.2.8 Inclusivise

The occupational standards promote and encourage organisations to be inclusive of all their operations. Inclusivise is a concept coined by UNESCO Chair IT Tralee (2015) and is underpinned by “willingness, intent and resources needed to increase accessibility for people with disabilities and other marginalised groups” (UNESCO Chair IT Tralee, 2015, p. 1). Organisations need to make sure that all their operations are inclusive to all people regardless of abilities, gender, race or sexuality; be it facilities, programmes and

any other services. Those are still exclusive in nature need to be adapted to increase their level of inclusiveness.

6.2.9 Universability

The occupational standards uphold the notion that all organisational operations and associated infrastructure, services such as training and coaching should be designed in a manner that is universally accessible. ‘Universability’ is a concept coined by the UNESCO Chair IT Tralee which simply means “ability to take action towards universal access or inclusion” (UNESCO Chair IT Tralee, 2015, p. 1). The universability concept should be applied right from the onset so that there will be no need for adaptations in the future; all operations will be accessible across the board. All services, facilities and equipment will be available for use by anybody without any accessibility problem. Therefore, these occupational standards are one instrument that compiles a set of best practices to assist NGOs in making sure that their operations are universally accessible.

6.3 Prerequisites for use of the occupational standards

Some of the important aspects that the occupational standards do not include are knowledge and skills that relate to different sporting codes. It is, therefore, the prerequisites for using these standards that practitioners should have technical knowledge of different sporting codes and associated rules. The occupational standards are much more concentrated on competencies around inclusion of people with disabilities in sports programmes; moving from the perception that organisation already have some technical knowledge of specialised areas within different sporting codes

6.4 How to use the occupational standards

The occupational standards have been organised in a flexible manner for ease of use by NGOs and other sectors. The occupational standards have not been organised in any sequential manner. NGOs may start with any functions or competencies they may find easy and immediately implementable. They may be implemented in whole or in part depending on the discretion of the NGOs informed by the various circumstantial situations they operate in; though it is acknowledged that some may take longer to be implemented than others.

6.5 Aspects that constitute functional map

The functional map as the name denotes contains perceived functions that are deemed necessary for NGOs to effectively undertake the process of “inclusivising” their operations in disability sports programmes. The functions have been organised in a way to ensure the realisation of the key purpose of the organisation. The functions are presented starting with the ones that are more generalised down to the ones that are specific and can be performed by individuals or group of people. The following is a glimpse of categories under which the functions have been organised as adapted from (Mansfield and Mitchell, 1996)

6.5.1 Functional Map structure

Key Purpose: It is a statement which describes the unique nature and characteristics of the sector which differentiate it from all other sectors. This could literally be described as the broader mandate of the

organisation that signifies the reason why the organisation exists. The key purpose signifies the unique nature of the overall work of the organisation.

Key Areas; They are more generalised functions which enable the key purpose to be achieved and they are coded alphabetically from A-D

Key roles: They are statements (sub-function) which unpack the key areas to a greater level of details and they are coded with a letter A1-D1

Functional Units: They are levels of details that unpack the key roles statements to a level which an individual or group of people could perform and they are coded with a letter A1.I – D4.5

6.6 Aspects that constitute Competency framework

The competency framework is composed of seven competency domains from which units of competencies knowledge and skills are distilled (see figure 3 below). The corresponding competencies are then arranged and numbered C1 – C 10. Corresponding to each competency is a set of knowledge numbered from 1.1 – 10.3 and skills that are numbered 1.1.1 – 10.3.1.

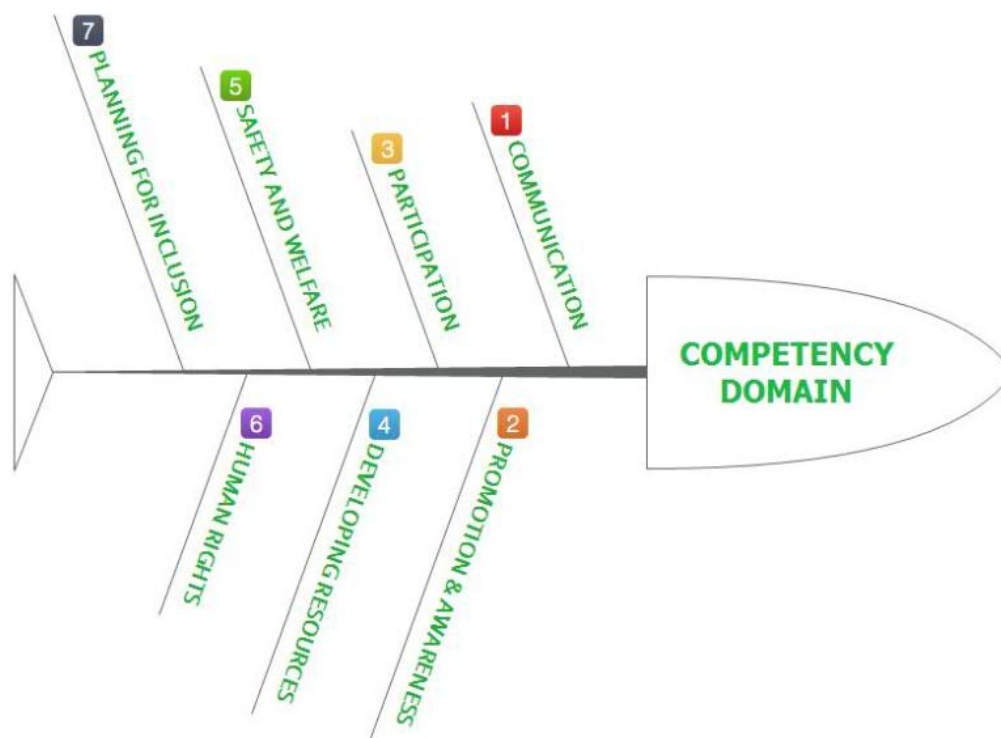


Figure 2 Competency Domain

Therefore, the following table that follows immediately gives details of the functional map starting from the key purpose to functional units as well as how they link to the UNESCO Charter and UTMF. The functional map table is then followed immediately by a table which comprises of competency framework (Knowledge and Skill

Key Purpose

To promote, support and improve the lives of people with disabilities through inclusion in sports and related physical activities

Table 1 Functional map

Key Areas	Key roles	Functional units	UTMF	UNESCO Charter
A. Manage disability inclusion sports programme operations to maximise participation of people with disabilities	A1. Plan inclusion sports programme operations for attainment of organisational goals	A1.1 Research and analyse legislation and best practices that apply to the disability inclusion sports programme	Verification	Article 5 (5.1)
			Value proposition	Article 6
		A1.2 Formulate goals and objectives for disability inclusion sport programme operations	Vision, Philosophy	Article 3 (3.3)
		A1.3 Develop your organisation's vision and strategy for disability inclusion sports programme operations	Vision, Philosophy	Article 3 (3.1; 3.4)
		A1.4 Create policies and procedures to safeguard participants in disability sports programme operations	Policies, Processes	Article 3 (3.1)
		A1.5 Seek to influence policies and decisions relating to sport for inclusion of people with disabilities	Policies	Article 3 (3.4)
		A1.6 Develop, implement and review operational plans in disability inclusion sports programmes	Processes, impact, implementation	Article 3 (3.3)
		A1.7 Initiate and manage change to improve disability inclusion sports programme operations	processes	Article 3 (3.3)
		A1.8 Develop and maintain ethics, regulations and requirements for disability inclusion sports programmes	Philosophy	Article 10 (10.1); Article 6 (6.3)
	A1.9 Develop and maintain opportunities for participation and progression in disability inclusion sport programmes	programmes	Article 1 (1.3)	
	A2. Organise inclusion sports programme operations for	A2.1 Establish and manage records keeping in a disability inclusion sports programme operations	Processes, impact	Article 1 (1.3)

	attainment of organisational goals			
		A2.2 Establish and manage inventory control for disability inclusion sports programme operations	Processes	Article 8 (8.1)
		A2.3 Group activities into departmental units for efficient administration in disability inclusion sports programme operations	Processes	Article 10 (10.4)
		A2.4 Develop a chain of command and power relationships within the organisation for proper service delivery in a disability inclusion sports programme	Processes , people	Article 10 (10.4)
		A2.5 Establish and manage account for proper financial administration in disability inclusion sports programme operations	Processes	Article 10 (10.4)
		A2.6 Develop a financial plan for disability inclusion sports programmes operations	Processes	Article 10 (10.4)
		A2.7 Determine allocation and utilisation of resources to aid disability inclusion sports programme operations	Processes	Article 8 (8.1)
		A2.8 Develop organisational structures to achieve organisational goals of disability inclusion sports programme operations	Vision, philosophy	Article 3 (3.3)
		A2.9 Establish infrastructural and equipment needs for disability inclusion sports programmes operations	Places	Article 8 (8.1)
		A2.9.1 Develop outside collaborations for maximum effect in disability inclusion sports programme	Processes, people	
		A2.10 Develop risks assessment analysis in disability inclusion sports programme	processes	Article 8 (8.1)
		A2.11 Establish safety protocols for staff in disability inclusion sports programme operations	Processes policies	Article 8 (8.1)
	A3. Lead inclusion sports programme operations for attainment of organisational goals	A3.1 Develop effective and appropriate communications to cater for various needs in a disability inclusion sports programme	Policies	Article 4 (4.1)

		A3.2 Develop motivational strategies to encourage participation in disability inclusion sports programme operations	promotion, perceptions	Article 4 (421)
		A3.3 Initiate the decision-making process for a disability inclusion programme operations	Processes	
		A3.4 Provide leadership in your area of responsibility to inspire service delivery in a disability inclusion sports programme	People	Article 12 (12.3)
		A3.5 Develop positive organisational culture in a disability inclusion sports programme operations	Philosophy	Article 10(10.4)
		A3.6 Develop productive working relationships with colleagues in a disability inclusion sports programme operations	People, Perceptions	Article 12(12.3)
		A3.7 Develop productive external collaboration with other NGOs in a disability inclusion sports programme operations	Processes, People	Article 3 (3.2); Article 12(12.3) Article 10(10.8)
	A4. Control inclusion sports programme operations for attainment of organisational goals	A4.1 Determine how roles relate to each other in a disability inclusion sports programme operations	processes	Article 10 (10.4)
		A4.2 Develop monitoring and evaluation mechanism in disability inclusion sports programme operations	Impact	Article 4 (4.4)
		A4.3 Implement, monitor and evaluate the inclusion sports programme operations	Implimentation, Impact Perception	Article 4 (4.4); Article 11 (11.3)
		A4.4 Plan an effective workforce for disability inclusion programme	People	Article 7 (7.1)
		A4.5 Develop a recruitment and retention plan for staff and volunteers for disability inclusion sports programme operations	People	Article 7 (7.2)

		A4.6 Provide learning opportunities for colleagues in a disability inclusion sports programme operations	People	Article 7 (7.1)
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Key areas	Key Roles	Functional Units	UTMF	UNESCO Charter
B. Promote health, safety, security and welfare in inclusion sports programme operations for all participants	B1 Provide and manage health, safety and security of all participants	B1.1 Deal with accidents and emergencies in disability inclusion sports programme	Implementation	Article 9 (9.1; 9.2)
		B1.2 Deal with substances hazardous to health in disability inclusion sports programme	Implementation	Article 10 (10.2)
		B1.3 Organise participants' movement and transport to and from the training, as well as competition in a safe manner	People, Places	Article 8 (8.4)
		B1.4 Contribute to environmental conservation in disability inclusion sports programme	Places	Article 5 (5.3)
		B1.5 Encourage fair play in disability inclusion sports programme	Policies	Article 6 (6.3)
		B1.6 Promote welfare for all in disability inclusion sports programme operations	Policies, programmes	Article 9 (9.2)
		B1.7 Engage stakeholders for health, safety and security in disability inclusion sports programme operations	People	Article 9 (9.4)
		B1.8 Manage conflict in disability inclusion sports programme operations	Implementation, Programmes, Perception	Article 9 (9.2; 9.3) ; 10 (10.8)
		B1.9 Manage own emotions in disability inclusion sports programme operations	Implementation, Programmes, Perception	Article 9 (9.4)

		B1.10 Provide first aid where there are injuries in disability inclusion sports programme operations	Implementation, Programmes	Article 9 (901)
	B2. Provide and manage safety and security of facilities in a disability inclusion operations	B2.1 Clean and tidy facility areas prior to session in disability inclusion sports programme operations	Places	Article 8 (8.1)
		B2.2 Carry out basic glazing and carpentry repairs in disability inclusion sports programme operations	Implementation, Places	Article 8 (8.1)
		B2.3 Conduct a safety check for of the environment in disability inclusion sports programme operations	Implementation, Places	Article 9 (9.1)
		B2.4 Promote safety standards during sessions in disability inclusion sports programme operations	Policies	Article 9 (9.1)
		B2.5 Conduct regular equipment checks for safety in disability inclusion sports programme operations	Implementation, Places	Article 8 (8.1)
		B2.6 Identify and evaluate hazards and assess risk in disability inclusion sports programme operations	Impact, Programmes	Article 9 (9.1)
		B2.7 Follow emergency procedures to minimise risks in disability inclusion sports programme operations	Processes, Implementation	Article 9 (9.4)
		B2.8 Practice emergency procedure drills in disability inclusion sports programme operations	Processes, Implementation	Article 9 (9.2)
		B2.9 Ensure appropriate use of facilities and resources in disability inclusion sports programme operations	Places, Implementation	Article 8 (8.2)

Key Areas	Key roles	Functional Units	UTMF	UNESCO Charter
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C. Support professional development of self and other in disability inclusion sports programme operations	C1 Develop own professional skills and knowledge in a disability inclusion Sports programme operations	C1.1 Identify own training needs in disability inclusion sports programme operations	People, Perception	Article 7
		C1.2 Support and develop a training budget for oneself in disability inclusion sports programme operations	People	Article 7
		C1.3 Monitor and evaluate own performance, skills and knowledge in disability inclusion sports programme operations	Impact, Perception	Article 4 (4.4)
		C1.4 Liaise with other stakeholders for training oneself in disability inclusion sports programme operations	Processes, People	Article 7
		C1.5 Support and implement a training plan for oneself in disability inclusion sports programme operations	Implementation, People	Article 7
		C1.6 Support and develop training for oneself in disability inclusion sports programme operations	Implementation, People	Article 7
	C2 Support and develop professional skills and knowledge of others in a disability inclusion sports programme operations	C2.1 Support and conduct a training needs analysis of others in disability inclusion sports programme operations	Processes, People , Perceptions	Article 7
		C2.2 Develop and support a training plan for others in disability inclusion sports programme operations	Programmes, People, Perception	Article 7
		C2.3 Support and develop a training budget for others in disability inclusion sports programme operations	Implementation	Article 7
		C2.4 Implement a training plan for others in disability inclusion sports programme operations	Implementation	Article 7
		C2.5 Monitor and evaluate a training plan for others in disability inclusion sports programme operations	Impact, Perception	Article 7
		C2.6 Identify and develop training for vulnerable groups (women and girls) with disabilities in disability inclusion sports programme operations	People, Perception	Article 7

		C2.7 Monitor and evaluate performance, skills and knowledge of others in disability inclusion sports programme	Impact	Article 4
		C2.8 Provide mentoring for others in disability inclusion sports programme operations	Implementation, People	Article 4 (4.4)
		C2.9 Liaison with other stakeholders for training of colleague in disability inclusion sports programme operations	Processes, People, Perception	Article 7

Key Areas	Key Roles	Functional Units	UTMF	UNESCO Charter
D. Develop and promote disability inclusion and segregated sports programme to meet individual needs	D1 Develop disability inclusion sports programme for maximum participation and progression	D1.1 Conduct a research about best practices in planning disability inclusion and segregated sports programme	Verification, Value proposition	Article 6 (6.4)
		D1.2 Design disability inclusion and segregated sports programmes for participants	Programmes	Article 7 (7.4)
		D1.3 Plan and prepare a disability inclusion and segregated sports training session for participants	Programmes, People	Article 7 (7.4)
		D1.4 Monitor and evaluate a disability inclusion and segregated sports training session for participants	Impact	Article 4 (4.4)
		D1.5 Carry out a disability inclusion and segregated sports training session for participants	People, Implementation	Article 7 (7.4)
	D2 Promote disability inclusion sports programme for maximum participation and performance	D2.1 Identify facilitators to the participation of people with disabilities in inclusion sports programme	Verification, Perception	Article 6 (6.4; 6.1)
		D2.2 Develop promotional strategies to participation of people with disabilities in sports programme	Processes, Promotion	Article 7 (7.4)
		D2.3 Develop strategies to facilitate participation in sports	Policies, Promotion	Article 6 (6.4; 6.1)

		by people with disabilities		
		D2.4 Implement strategies to facilitate participation in sports by people with disabilities	Processes, Implementation	Article 6 (6.4; 6.1)
		D2.5 Mobilise and partner with stakeholders in promoting participation of people with disabilities in sports	People, Promotion	Article 3 (3.2)
		D2.6 Develop and implement strategies for promoting participation of vulnerable groups with disabilities in sports	Policies, Promotion Implementation	Article 4 (4.4)
		D2.7 Plan and conduct community mobilisation to maximise participation in sports by people with disabilities	Process, People, Implementation	Article 2 (2.4)
		D2.8 Evaluate promotional activities in disability inclusion sports programme	Impact, Perception	Article 4 (4.4)
		D2.9 Promote people with disability rights in a disability inclusion sports programme	Implementation, Promotion, Philosophy	Article 1 (1.1)
	D3 Plan, organise and deliver disability sports programme event	D3.1 Develop and agree on the concept and scope of a disability inclusion sports programme event	Process, Perception	Article 10 (10.6)
		D3.2 Plan for disability inclusion sports programme event	Processes	Article 10 (10.6)
		D3.3 Manage the running of a disability inclusion sports programme event	Programmes, Implementation	Article 10 (10.6)
		D3.4 Manage the format of a disability inclusion sports event	Programmes, Implementation	Article 10 (10.6)
		D3.5 Interpret and apply the rules of the game at a disability inclusion sports event	Programmes, Implementation	Article 10 (10.1)
	D4 Develop and Mobilise resources and facilities for disability sports programme	D4.1 Identify and source suitable facilities and equipment for disability inclusion sports programme	Places	Article 8 (8.1)
		D4.2 Develop resources using locally available materials for disability inclusion sports programme	Places	Article 8 (8.1)

		D4.3 Develop partnership with community and stakeholders to mobilise facilities and resources in disability inclusion sports programme	Processes, People, Places	Article 8 (8.2)
		D4.4 Perform basic facilities and other resource maintenance in a disability sports programme operation	Places	Article 8 (8.1)
		D4.5 Perform safety risk assessment on the facilities prior the execution programme	Places	Article 8 (8.1)

Table 2 Competency Framework

Competency	Knowledge	Skills
COMMUNICATION		
C1. Communicate effectively in a disability inclusion sports programme operations	1.1 Types and techniques of communicating with others in a disability inclusion sports programme operations	1.1.1 Ability to communicate verbally and non-verbally in a disability inclusion sports programme operations 1.1.2 Have the ability to listen to others
	1.2 Types and use of communicating assistive technology for effective operation of disability inclusion Sports programme	1.2.1 Ability to use assistive technology effectively for operation of disability inclusion sports programme
	1.3 Appropriate language terminologies and for addressing people with disabilities	1.3.1 Ability to use appropriate language when addressing people with disabilities
	1.4 Types of print materials for easy of communication	1.4.1 Ability to develop and use pictorials for easy of communication to cater for individual needs
	1.5 Public speaking techniques to address people of different abilities	1.5.1 Possess effective public speaking skills to address people of different abilities
	1.6 Organising information for proper dissemination to others	1.6.1 Ability to give plain, clear and concise instructions for ease of communication
	1.7 Written and oral communication in a disability inclusion sports programme operations	1.7.1 Possess effective written and oral communication skills in a disability inclusion sports programme operations
PROMOTION AND AWARENESS		
C2. Promote and raise awareness of disability inclusion sports programme	2.1 Types of research and ethical issues in conducting a research about vulnerable groups	2.1.1 Identify facilitators to community engagement into disability inclusion sports programme
	2.2 Various common negative perceptions regarding participation of people with disabilities in sports	2.2.1 Identify common negative Disability regarding participation of people with disabilities in sports
	2.3 Strategies for engaging community and recruiting participants for inclusion sports programme	2.3.1 Formulate action plan to foster ideal community engagement
	2.4 Disability sports participation pathways in disability sports programme	2.4.1 Developing strategies for promoting vulnerable groups with disabilities in sport
	2.5 Promotional strategies for including people with disabilities in sports	2.5.1 Developing strategies for promoting people with disability in sports programmes 2.5.2 Organising community mobilisation activities

Competency	Knowledge	Skills
PARTICIPATION		
C3. Enable access to participation in disability inclusion sports programme	2.2 Facilitators to participation of people with disabilities in sports programmes	2.2.1 Identify facilitators to participation of people with disabilities in sports programmes 2.2.2 Consult with cultural leaders to identify barriers to participation of people with disabilities in sports programmes
	2.3 Inclusion strategies for people with disabilities in sports programmes as well as local cultural norms and standards	2.3.1 Implement facilitators to participation of people with disabilities in sports programmes 2.3.2 Incorporate cultural norms and practices to

		maximise participation of people with disabilities in sports programmes
	2.4 Participation pathways for people with disabilities in sports from local to international	2.4.1 Identify participation pathways for people with disabilities in sports from local to international
	2.5 Stakeholders in disability inclusion sport and other disabilities service providers	2.5.1 Engage stakeholders to maximise participation for people with disabilities in sports programmes 2.5.2 Engage cultural leaders for maximum participation of people with disabilities in sports programmes
	2.6 Types of research and ethical issues when dealing with vulnerable groups	2.6.1 Identify various ways to maximise participation of vulnerable groups with disabilities in sports programmes 2.6.2 Develop culturally acceptable strategies for maximising participation of women with/without disabilities in sports programmes
C4. Develop and support professional development of self and others in a disability inclusion sport programme operations	4.1 Planning process in the organisation for a training programme	4.1.1 Design a training plan for oneself and others in a disability inclusion sports programme
	4.2 Monitoring and evaluation of employees performance in a disability inclusion sports programme	4.2.1 Identify training needs for oneself and others in a disability inclusion sports programme
	4.3 Phases of a training programme and inclusion spectrum to enhance necessary skills and knowledge for disability inclusion sports programmes	4.3.1 Design a training programme to enhance necessary skills and knowledge for disability inclusion sports programmes
	4.4 Liaising with stakeholders for maximising acquisition of training opportunities	4.4.1 Consult with stakeholders for continuous skills development of oneself and others
	4.5 Mentorship programme and roles of a mentor for easy accommodation of new employees/members	4.5.1 Demonstrate ability to mentor others in a disability inclusion sports programme operation
DEVELOPING RESOURCES		
C5. Develop and mobilise resources for disability inclusion sports programmes operations	5.1 Techniques for designing basic sports equipment to aid disability inclusion sports programme	5.1.1 Design resources for disability inclusion sports programme
	5.2 Various ways to adapt equipment to cater for individual needs	5.2.1 Adapt resources for disability inclusion sports programmes
	5.3 Facility and equipment risk assessment in a disability sports programme operation	5.3.1 Audit accessibility of facilities for disability inclusion sports programmes
	5.4 Minor maintenance of equipment for sustainable use in a disability inclusion sports programme	5.4.1 Apply minor maintenance of resources for sustainable use in a disability inclusion sports programme
	5.5 Mobilisation strategies for attainment of resources for a disability inclusion sports programme	5.5.1 Mobilise resources through community and other stakeholders for a disability inclusion sports programme
	5.5 Resources management for various activities during a disability inclusion sports programme	5.5.1 Utilise resources appropriately during a disability inclusion sports programme

Competency	Knowledge	Skills
SAFETY AND WELFARE		
C6.Promote safety and welfare of participants in a disability inclusion sports programme	6.1 Rules of the games for proper administration of games in a disability inclusion sports programme	6.1.1 Application of rules of the game in a disability inclusion sports programme
	6.2 Ethics of the sporting profession and dealing with minors during a disability inclusion sports programme	6.2.1 Encourage fair play to minimise injuries in during a disability inclusion sports programme 6.2.2 Demonstrate ability to uphold ethical behaviour when conducting a sporting activity
	6.3 Conflict resolution for positive interpersonal relationship amongst participants	6.3.1 Demonstrate ability to deal with conflicts
	6.4 Risk assessment at the place of work during a disability inclusion sports programme	6.4.1 Identify areas of possible risks at the place of work 6.4.2 Classify likelihood and severity of risk at the place of work
	6.5 Equipment and facility risk assessment to minimise injuries during a disability inclusion sports programme	6.5.1 Inspect equipment for safety prior the commencement of any training programme 6.5.2 Conduct a safety check of the environment prior the commencement of any training programme
	6.6 Stress and anxiety management in a disability inclusion sports programme	6.6.1 Interpret signs if anxiety and stress specific to each person in a disability inclusion sports programme 6.6.2 Ability to manage own in a disability inclusion sports programme
	6.7 Risk assessment and safety standard at the place of work	6.7.1 Develop and uphold safety standards at the place of work
	6.8 Principles of first aid and its application where there are injuries	6.8.1 Demonstrate ability to apply first aid where there are injuries
HUMAN RIGHTS		
C7.Promote and advocate for human right of participants in a disability inclusion sports programme	7.1 United Nation Convention on the Rights of People with Disabilities (UNCRPD) and its implication for sports practitioners	7.1.1 Ability to interpret United Nation Convention on the Rights of People with Disabilities (UNCRPD) with regard to participation in sports
	7.2 Local regional legislation as it relates to people with disabilities	7.2.1 Demonstrate advocacy for inclusion of people with disabilities in sports programmes
	7.3 Event management to showcase the abilities of people with disabilities in sports	7.3.1 Organise disability inclusion sports event to showcase abilities of people with disabilities

Competency	Knowledge	Skills
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PLANNING AND EVALUATION FOR INCLUSION		
C8. Plan for disability inclusion sports programme	8.1 Principles of planning and inclusion spectrum	8.1.1 Design disability inclusion sports programme 8.1.2 Demonstrate ability to develop a budget for inclusion sports programme
	8.2 Strategic planning process	8.2.1 Set SMART goals for disability inclusion sports programme
	8.3 Processes and inclusion spectrum for developing training session	8.3.1 Design disability inclusion sports programme training session
	8.4 Types of research and ethical issues when researching vulnerable groups	8.4.1 Research best practices for disability inclusion sports programme
	8.5 Strategies of engagement of stakeholder for collective planning of a disability inclusion sports programme	8.5.1 Ability to engage stakeholders in planning disability inclusion sports programme
C9. Implement disability inclusion sports programme	9.1 Phases of a training session for disability inclusion sports	9.1.1 Demonstrate ability to conduct a disability inclusion sports programme
	9.2 Adaptation of a disability inclusion sports programme training session	9.2.1 Apply various modifications in disability inclusion sports programme
	9.3 Monitoring and evaluation of a disability inclusion sports programme	9.3.1 Monitor the implementation of disability inclusion sports programme
	9.4 Various instructional techniques for disability inclusion sports programme	9.4.1 Apply various instructional techniques to cater for different abilities
C10. Reflect on successes and failures of a disability inclusion sports programme	10.1 Evaluation techniques of a disability inclusion sports programme	10.1.1 Design an evaluation for the disability inclusion sports programme 10.1.2 Evaluation disability inclusion sports programme
	10.2 Self-appraisals' competence with regard to conducting disability inclusion sports programme	10.2.1 Evaluate oneself competence on conducting disability inclusion sports programmes
	10.3 Performance assessment techniques for athletes with disabilities	10.3.1 Monitor and assess individual athlete response and progression throughout the training