CIMSPA

CIMSPA PROFESSIONAL STANDARD: POPULATION SPECIALISM

Working Inclusively - (Working with Disabled People)

(FULL STANDARD)

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Working inclusively - (working with disabled people)

Contents

ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Population Specialism (full version).

This full version of the standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners.

1. Overview

Professional Standard: Population Specialism
Working inclusively - (working with disabled people)

This Professional Standard: Population Specialism, working inclusively - (working with disabled people) outlines the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: "Professional Standard: Population Specialism" will be abbreviated throughout this document to "Population Specialism", the reader should understand this abbreviation as the full title.

This full version of this standard is available to CIMSPA employer and education partners. It provides guidance for the development of education products that will be endorsed by CIMSPA.

The working inclusively - (working with disabled people) population specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA population specialism allows you to demonstrate your expertise in working inclusively - (working with disabled people) in a sport and physical activity setting. This population specialism is intended to only exist as a separate standard for a time limited period. We would expect all professional standards for the appropriate occupation to outline and equip everyone working within the sport and physical activity sector with the essential knowledge and skills to work inclusively and engage disabled people in sport and physical activity.

The working inclusively – working with disabled people professional standard compliments the work of other professional standards such as, Working with People with Long Term Conditions and Working with Inactive People. In some but not all cases disabled people may also have a long-term condition and are more likely to be inactive than the general population. Where practitioners work with groups of people who have a long-term condition and/or are inactive they are encouraged to seek CIMSPA endorsed education products aligned to those professional standards.

When referencing disabled people within this document it is important to consider that one in five people consider themselves as a disabled person or having a health condition. It is also important to recognise that disabled people and people with health care conditions are the least active amongst our population and cover a wide diversity within their impairment, disability or health condition including gender, ethnicity and socio-economic background.

People with mental health conditions is considered as a disability if it has substantial and long-term adverse effect on your ability to carry out day-to-day activity (long term if it lasts (or is likely to last) for 12 months or longer).

For sport eligibility this will fall under three categories:

1. Physical impairment

2. Intellectual impairment

3. Sensory impairment

The focus of this population specialism is two-fold and will ensure that disabled people who are eligible for disability sport pathways are provided with opportunities for appropriate training and competition.

That anyone who is legally defined as, who defines themselves as, disabled are included within an appropriate sport and physical activity environment this Population Specialism can be used as follows:

1. Combined with an occupation standard to form an educational product: e.g. Occupation: Coach; Population Specialism: Working inclusively - (working with disabled people).
2. As a standalone product that can be completed as continuing professional development: e.g. Working inclusively - (working with disabled people).

Endorsed qualification logo

Qualifications and Awards that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.

2. Scope of the Working inclusively - (working with disabled people) Professional Standard: Population Specialism

This Population Specialism supports an individual who is working with the following people:

- Core population: disabled people

Individuals that meet this standard will:

UNDERSTAND:

- How to work inclusively reflecting the principles of the Activity Inclusion Model (AIM) and the Space Time Equipment People (STEP) model which focuses on the participant.

HAVE DEMONSTRATED:

- A confidence and ability to work with participants with impairment(s) which is participant-centred and challenges improvement/development through modification, adaptation and progression.

This standard outlines the population specialism's knowledge and skill requirements.

3. Summary of knowledge and skills

Working inclusively - (working with disabled people)

Topic	Knowledge and understanding	Skills
Understanding your Participant	• Understands the ability and potential of the participant to ensure they get the most out of the sport or physical activity session. • Understands how to recognise when activity needs to be adapted or changed to engage/motivate or develop a participant. • Understands factors that may affect the ability of participants to acquire relevant skills. • Understands how to address factors that may affect the ability of participants to acquire relevant skills. • Understands the benefits and challenges for disabled people to engage with sport and physical activity and the pathways/programmes available to promote and support inclusive sport and physical activity.	
Creating an inclusive environment and culture	• Understands how to create an inclusive environment to engage and enthuse disabled people to take part in sport and physical activity. • Understands how to recognise principles of inclusive learning and participation to enable all participants to access and make decisions regarding their participation.	• Can create an inclusive environment to engage disabled people in sport and physical activity.
Legislation and Guidance	• Understands legislation relating to inclusion and disabled people(s): Equality Act 2010 and subsequent amendments, UNESCO Rights of a Child. • Understands policies and procedures relating to inclusion and disabled people. (Equity, Equality, Diversity, Social Services, Adults at Risk.)	• Is aware of the appropriate elements of legislation and policy that applies to them in context. • Can recognise reasonable adjustments to programmes and sessions required based on legislation and policy and has the confidence to make them effectively.

Plan, deliver, evaluate inclusive sport and physical activity sessions including disabled people.	• Understands the AIM (Activity Inclusion Model) and STEP models for inclusive practice. (Space, Task, Equipment, People). • Understands how to recognise relevant activity or sport-specific knowledge to enable effective planning for the development of relevant skills. • Knows the types of assistive devices or equipment to support a participant's additional needs to enable activities to be adapted. • Understands how to recognise which organisations exist to support their engagement and delivery with all participants. • Understands how to access support from local delivery partners and clubs to develop your own physical activity and provide further opportunities for your participants.	• Can plan and deliver an inclusive, safe and effective programme including disabled people, using appropriate equipment and methods. • Can build relationships and rapport with all participants. • Can evaluate the effectiveness of the programme to ensure it is engaging, varied, progressive to participants' needs/goals and seeks to increase and enthuse further participant engagement. • Can plan for future participant development relevant to their goals, outlining their next steps for retention and/or progression. • Can plan and deliver inclusive, safe and effective sessions including disabled people, using appropriate equipment and methods. • Can adapt delivery methods and physical activity styles to include all participants. • Can evaluate sessions and make modifications to improve inclusion and outcomes for all participants. • Demonstrates self-management skills to review and reflect on own work.
Effective communication	• Understands how to demonstrate activities effectively to all participants. • Understands how to demonstrate different methods of communication to suit the individual participant's needs. • Understands how to check and challenge understanding among all participants. • Knows the appropriate and respectful language and terminology.	• Can build rapport with all participants. • Liaises effectively with participant support personnel, if relevant. • Can deliver physical activity sessions to participants with additional support needs. • Communicates sensitively to explore individual participant's wants and needs to be active.

4.   Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Population Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Population Specialism, working inclusively - (working with disabled people). Where evidence that all elements of the Population Specialism are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard: Population Specialism achieved on attainment?
Regulated vocational qualification	Fully mapped	YES/NO
Apprenticeship programme	Fully mapped	YES/NO
HE programme/modules	Fully mapped	YES/NO
CPD programme/modules	Partially mapped	YES/NO

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Population Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Population Specialism are asked to consider the following:

a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which this specialism resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Population Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Population Specialism are a 'best-fit' for the level assigned.

b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

When Working inclusively - (working with disabled people), sufficient time between the first session and final assessment needs to be allowed to show improvements in the participant's skill development, lifestyle, health, and fitness dependent on the goals identified. For example, to show behaviour change a plan to cover a 12-week period of delivery with a minimum of assessed evidence of six sessions of 30 minutes duration is advised.

c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment. For example, 'on the job' or at work. For someone Working inclusively - (working with disabled people) in a sport and physical activity environment this could include; sports halls, swimming pools, outdoors, or other appropriate spaces.

Where possible a practical end-point assessment is conducted with 'real participants' including disabled people.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements, and assessment generation and evidence.

e) All CIMSPA endorsed training must be accessible and inclusive and reasonable adjustments applied where appropriate.

5.   Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are five key areas of learning and development for the Population Specialism: Working inclusively - (working with disabled people), of which all areas are interconnected and mandatory. The key areas are:

1. Understanding your participant
2. Creating an inclusive environment and culture
3. Legislation and guidance
4. Plan, deliver, evaluate activity sessions including disabled people
5. Effective communication.

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to this population specialism. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Understanding your participant

Ref	Knowledge and understanding:	Those Working inclusively - (working with disabled people) must:
K1.1	Participants needs	- Know and understand the appropriate behaviours when working inclusively. - Know how to identify the needs and functional ability of the participants to get the most out of your session.
K1.2	Adaptations	- Know how you could adapt activity to meet the needs of the individual and ensure they are able to participate in the session and does not single them out or put others at a disadvantage. - Know the types of adaptation that can be applied to make activity inclusive. - Know how to recognise when activity needs to be adapted or changed to engage/motivate or develop a participant.
K1.3	Benefits and challenges	- Know the benefits of regular participation in a range of activities that promote inclusion and the potential challenges to participation. - Understand the pathways to participation for disabled people and programmes available to promote participation e.g. Get Out Get Active (GOGA).
K1.4	Factors affecting participation	Know the factors that may affect the ability of participants to acquire relevant skills to enable these to be addressed in the planning and delivery of the sessions e.g. functional ability, participant motivation, individual differences and needs.

2.   Creating an inclusive environment and culture

Ref	Knowledge and understanding:	Those Working inclusively - (working with disabled people) must:
K2.1	Inclusive environment	• Describe the importance of providing an inclusive environment and the key elements of creating an inclusive environment. • Understand how to create an inclusive environment to engage and enthuse disabled people to take part in sport and physical activity. • Understand the key factors that make a programme and environment inclusive. e.g. inclusive marketing, accessibility, providing tailored individual support, making reasonable adjustments when required.
K2.2	Inclusive learning	• Know the key principles of inclusive learning and participation to enable all participants to access and make decisions regarding their participation

Ref	Skills:	Those Working inclusively - (working with disabled people) must be able to:
S2.1	Inclusive environment and culture	• Create an inclusive and welcoming environment to engage disabled people in sport and physical activity. • Differentiate sport and physical activity provision where appropriate for the individual participants. • Develop confidence and competence to adapt skills, activities and games to make them more accessible and inclusive for disabled people.
S2.2	Inclusive physical activity environment and culture	• Understand the differences between the terms inclusive and equitable. • Demonstrate an inclusive physical activity environment. • Demonstrate an equitable physical activity environment. • Positively manages participant behaviour.

3.   Legislation and Guidance

Ref	Knowledge and understanding:	Those Working inclusively - (working with disabled people) must:
K3.1	Legislation	• Know the Legislation relating to inclusion and disabled people for their home country: Equality Act 2010 and subsequent amendments, Disability Discrimination Act, UNESCO Rights of a Child.
K3.2	Policy and procedures	• Know the Policies and Legislation relating to inclusion and disabled people(s) (Equity/Equality, Diversity, Social Services, Adults at Risk, etc)
K3.3	Best practice	• Know the importance of appropriate supervision to the activity and range of participants. • Know the professional ethics related to own role: e.g. duty of care, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, and professional code of conduct.
K3.4	Guidance	• Know your own level of competence in dealing with participants needs and alternative sources of advice and support to whom you can refer the individual. • Know how and when you can make referrals into the leisure industry and how this industry can support those with a disability or impairment.
K3.5	Legislation	• Know the principles of confidentiality and data protection are adhered to in interactions with participants.

Ref	Skills:	Those Working inclusively - (working with disabled people) must be able to:
S3.1	Legislation	• Applies appropriate elements of legislation and apply them when needed.
S3.2	Risk management	• Assesses, monitors and manages risk to the participants throughout the programme. • Evaluates risk and makes appropriate reasonable adjustments when required.

## 4.	Plan, deliver, evaluate inclusive sport and physical activity including disabled people

Ref	Knowledge and understanding:	Those Working inclusively - (working with disabled people) must:
K4.1	Planning, preparation and delivery	- Know the principles of AIM and STEP models and explain how to use them to adapt activity to meet the needs of individuals. - Explain how to plan inclusive, safe and fun sport and physical activity programmes. - Know relevant activity or sport-specific knowledge to enable effective planning for the development of relevant skills. - Describe the importance of regular attendance of sport and physical activity sessions for individual development. - Describe how to deliver inclusive, safe and effective sport and physical activity sessions. - Explain how important it is to have contingency plans and how to ensure activities are creative, fun and engaging and pitched at the appropriate level.
K4.2	Local initiatives	- Know what organisations exist to support engagement and delivery with all participants. - Know how to access support from local delivery partners and clubs to develop your own physical activity and provide further opportunities for participants. - Know which organisations are supporting engagement outwards to support the inclusivity of all individuals into facilities.
K4.3	Assistive devices	Know the different types of assistive devices or equipment to support a participant's additional needs to enable activities to be adapted.
K4.4	Evaluation and continual review	Describe how to evaluate safe and effective sport and physical activity sessions that will inform future sessions.
K4.5	Goal setting	Know the importance of goal setting and ensuring they are realistic and challenging for all participants.
K4.6	Positive experience	Know the importance of creating a positive experience and an environment to allow for opportunities to develop.

Ref	Skills:	Those Working inclusively - (working with disabled people) must be able to:
S4.1	Planning and preparation	• Plan and deliver an inclusive, safe and effective programme including disabled people, using appropriate equipment and methods. • Plan for future participant development relevant to their goals, outlining their next steps for retention and/or progression. • Plan and deliver an inclusive, safe and effective session including disabled people, using appropriate equipment and methods.
S4.2	Engaging participants	• Engage with each individual participant in a safe and inclusive way. • Builds rapport and relationships with all participants.
S4.3	Adaptability	• Adapt delivery method, structure and physical activity styles to include all and meet the needs of the participants.
S4.4	Evaluation and ongoing review	• Evaluate the effectiveness of the programme to ensure it is engaging, varied, and progressive to participants' needs/goals and seeks to increase and enthuse further participant engagement. • Evaluate sessions and make modifications to improve inclusion and outcomes for all participants. • Includes participants and support staff within the evaluation process. • Exhibits effective self-reflection and management skills to evaluate own work.
S4.5	Goal setting	• Review your analysis of the participants' level of development, actual and potential performance to inform goal setting.

5.   Effective communication

Ref	Knowledge and understanding:	Those Working inclusively - (working with disabled people) must:
K5.1	Effective communication	• Know how to effectively communicate with all participants, e.g. for participants who have sensory or intellectual disabilities. • Know how to demonstrate activities effectively to all participants.
K5.2	Promoting sessions	• Know the importance of communicating the promotion of sessions.
K5.3	Appropriate language and tone	• Know the importance of using the appropriate language and tone when communicating with participants, before, during and after the session.
K5.4	Communication with supporters	• Know the importance of effective communication with supporters during the session.

Ref	Skills:	Those Working inclusively - (working with disabled people) must be able to:
S5.1	Effective Communication	• Demonstrate inclusive verbal, non-verbal and written communication, whilst undertaking duties. • Demonstrate different methods of communication to suit the individual participant's needs. • Check and challenge understanding among all participants. • Use appropriate and respectful language and terminology.
S5.2	Participants	• Liaise with participant support personnel, if relevant. • Communicate sensitively to explore individual participant's wants and needs to be active.
S5.3	Promotion	• Demonstrate inclusive promotion of a session that is accessible by all participants.

6.   Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this Population Specialism.

- Heather Douglas: UK Coaching
- Simon Jones and Fiona Reid: Disability Sport Wales
- Heather Lowden: Scottish Disability Sport
- Mark Montgomery: Disability Sport Northern Ireland
- Kat Southwell and Chloe Studley: Activity Alliance

7.   Glossary of Terms

Impairment	The loss or limitation of **physical, mental, or sensory function** on a long term or permanent basis.
Condition	The particular medical definition of an impairment. It is suggested there are over 30,000 conditions. For further information about conditions related to specific impairments see www.cafamily.org.uk
Disability *World Health Organisation: International Classification of Functioning (ICF) (Social Model definition)*	The outcome of the interaction between a person with an impairment and the environmental and attitudinal barriers he/she may face.
Disability The Equality Act 2010	*Disability* is now defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.
Disabled Person/Person with a Disability	A person who has a long-term impairment.
Acquired Disability	This relates to a loss or limitation in opportunity as a consequence of an impairment which was acquired as a result of illness, accident or trauma.
Congenital Disability	This relates to a loss or limitation in opportunity as a consequence of an impairment which the individual was born with, as a result of a medical condition, or pre-/post-natal complication.
Functional ability	An individual's functional ability is their range of physical competency within a sport and physical activity setting. As a model it is the focus on what an individual can do, rather than what they can't. Everyone's physical competency will be different – sometimes this difference is linked to impairment. Therefore, a focus on functional ability means that the workforce must understand from the person what they can do, rather than based on assumptions of the implications of an impairment.
Coaching	Anyone involved in or receiving coaching across the whole sport and physical activity sector. e.g., sports coaching, personal training, group exercise.

| **Coaches** | Coaches are anyone who delivers coaching across the whole sport and physical activity sector. e.g. sports coaches, personal trainers, group exercise instructors. |

8.   Supporting information

8.1. An explanation of the Space Time Equipment People (STEP) framework

Introduction to STEP

Surprisingly and disappointingly many disabled children, athletes and players miss out on the opportunity to experience an inclusive environment in sport, physical activity and physical education. The vision of inclusion is where the accepted practice is for education, development and delivery opportunities to seamlessly include disabled children, athletes and players.

When an activity is modified it is changed to make it easier or harder. One way of looking at this modification process uses the **STEP** method.

By using the **STEP** framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success and have fun.

Space	Where the activity is happening?
Where?	- Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities - Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level - Length, height - Distance travelled - Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability - Nearer or further away targets - Allow some children to start at different times or from different places.

Task	What is happening? (Physical actions)
How?	- Easier – simplify the activity - Harder – introduce more rules - Rotate roles - Change rules to aid inclusion, e.g. allow different places to start, no contact rule - Be flexible - Try different ways of taking part, e.g. seated, standing, laying down - Use different targets for some children - The pace of the activity - Vary the speed of the object thrown or use a slower moving object such as a beach ball - Use a tee stand so the ball is hit from a static position - Allow slow movements - Alter the speed of play to suit the individual players (e.g. heighten the net to give receiver more time to respond to changes or change rules, allow one or two bounces).

Equipment

What is being used?			By varying:	
- Balls - Mats - Flags - Scarves - Feet - Cones	- Hurdles - Plastic Markers - Ropes - Bean Bags	- Canes - Soft Equipment - Bats - Racquets	- Size - Shape - Colour - Texture	- Weight - Environment - Play Surface - Indoor/Outdoor

How does this change the activity?

Balls, e.g.	
Lighter	
Larger	Travel slower in the air and gives more reaction time
Softer/slightly deflated	Easier to see and catch
Noise (e.g. jingle trainer)	Audio as well as visual stimulus
Different Colours	Easier to distinguish from the background colour

People	By type:	People with:	People in:
Who is involved?	- Independently - In groups - In pairs - In teams - With friends - With Learning support assistant	- Different/same roles - Different/same ability - Different/same size	- Own space - Big space - Small space - Restricted space - Open space - Different mediums (e.g. on poolside or in water)

8.2. An explanation of the Activity Inclusion Model (AIM)

Inclusive Sports offers all participants and performers with a disability, the opportunity to realise their full potential in physical activity including PE and sport by providing open, modified, parallel and specific sports options appropriate to their individual needs and abilities, relevant to the setting and activity. Engagement and transition within the model will be by choice or as part of a planned programme of sports participation, training or competition.

Fig 1: 3rd Generation – Activity Inclusion Model (September 2016). AIM evolved from Black & Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health.*

Clubs and Activity Sessions – Clubs and activity sessions that promote inclusive principles.

Coaches and Volunteers – Ensuring coaches and volunteers are prepared, confident and competent.

Health and Education Sectors – Supporting the inclusion agenda by ensuring the sectors are prepared, confident and competent to meet the needs of all participants with a disability.

Key Partner – Adopting policies and procedures that impact on delivery and ensure that participants with a disability are considered and included.

Open activity – everyone can take part – based on what everyone can do and does not include any modification.

Modified activity – people do the same activity in different ways.

Parallel activity – organised in ability groups, everyone takes part in a variation of the same activity.

Specific activity – people take part in unique activity specific to the sport.

Fig 1. Activity Inclusion model
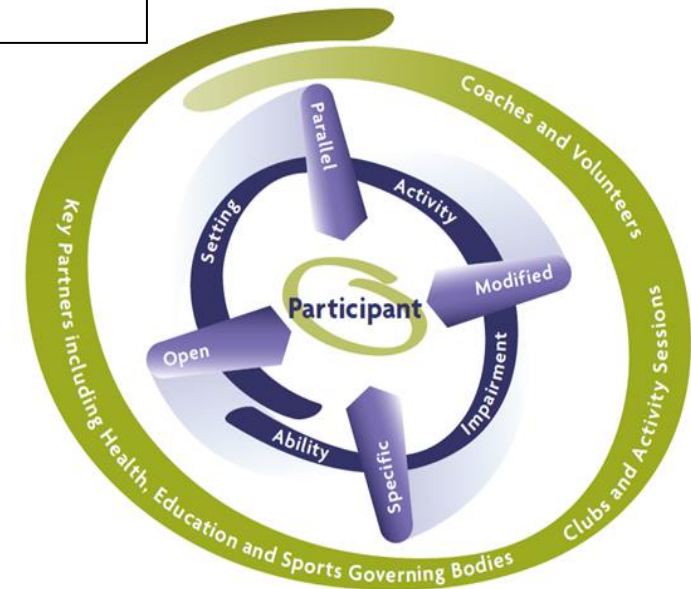
The four factors that influence inclusion (and inform the structure of provision) for each individual participant are ability, activity, impairment and the setting. All need to be considered when creating the most appropriate provision.

* Please note, there may be home country differences with the adoption of the AIM model for clarification please see; England – Activity Alliance. Scotland – Scottish Disability Sport, Wales – Welsh Disability Sport, Northern Ireland – Disability Sport Northern Ireland.