



Australian Government

Department of Education, Employment and Workplace Relations

CHCRH404A Plan, implement and monitor leisure and health programs

Release: 1

CHCRH404A Plan, implement and monitor leisure and health programs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to participate in planning, implementation and evaluation of programs providing activities for individuals

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Gather and record detailed information about client/s

PERFORMANCE CRITERIA

- 1.1 Work in a team with health practitioners and relevant others
- 1.2 Use appropriate *methods to assess* client/s leisure and health needs according to specific purpose and under the guidance of an experienced worker
- 1.3 Use a variety of recording methods according to the purpose for recording and under the guidance of an experienced worker
- 1.4 Record information using *holistic approach* to health and well being of client/s
- 1.5 Participate in the analysis of information gained to identify individual strengths, needs, interests and preferences
- 1.6 Maintain confidentiality while observing and recording

ELEMENT**2. Participate in the design of individual program plans****PERFORMANCE CRITERIA**

2.1 Participate in the design of *individual programs* using a consultative approach based on client's leisure and health needs assessment

2.2 Participate in the design of individual program plans using a range of resources and *ideas*

2.3 Participate in the design of individual program plans using *a variety of experiences*

2.4 Participate in the design of individual program plans within the *client's life, development and social context*

2.5 Participate in the design of individual program plans to enhance the health, well being and abilities of the individual

2.6 Participate in the design of individual program plans that meet additional and specific leisure and recreation needs of the client

2.7 Participate in the design of individual program plans that reflect the *philosophy and goals of the service*

2.8 Participate in the design of individual program plans that are relevant to cultural and social contexts of the individual and their community

2.9 Participate in the design of individual program plans that reflect multi-cultural perspective

2.10 Document an individual program plan for the client based on information gathered during assessment

ELEMENT**PERFORMANCE CRITERIA**

3. Implement individual program plans

3.1 Contribute to developing the setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability

3.2 Contribute to developing timetables that provide structure and flexibility and serve as a communication tool

3.3 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements

3.4 Gather and organise *resources required* for the individual program plan

3.5 Organise off-site outings as extension of program where appropriate, according to directions

3.6 Maintain ongoing communication with those involved in the program

3.7 Identify *concerns about current individual program plans* and refer appropriately

4. Monitor and evaluate individual program plans

4.1 Assess progress of each individual using specified processes

4.2 Contribute to regular *review of the individual program plan*

4.3 Regularly document and evaluate individual program plan outcomes according to individual/service requirements

4.4 Clearly identify *criteria* for documentation and evaluation and use for review

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of development
- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Client assessment processes and relevant data collection tools
- Data collection methods
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Facilitation techniques
- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Up-to-date information and a range of sources of information is assessed as resources for individual program plan development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge and development - build on strengths of individual
- Occupational health and safety (OHS) principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document an individual program plan
- Gather and record detailed information about client/s
- Participate in the design of programs
- Implement programs according to plan or instruction

REQUIRED SKILLS AND KNOWLEDGE

- Monitor and evaluate individual program plans

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - respect for different family expectations
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - OHS principles and practices

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed either on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
 - Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential 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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods to assess may include:

- Interview with client, care workers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas

RANGE STATEMENT

Holistic approach includes consideration of:

- Physical health
- Emotional health
- Mental health
- Social health
- Spiritual health
- Cognitive health

Individual programs include:

- Activities designed to address needs of individuals
- Activities designed to meet needs identified in research
- Activities to extend the participation numbers in existing programs
- Passive and/or active activities
- Physical, mental, emotional, social and/or spiritual activities
- Strategies to address barriers to participation
- Those directed to individual people and their needs
- Those directed at the general community
- Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
- Those designed to respond to social, economic and demographic changes

Ideas and suggestions for programming may be gathered from:

- Client assessment
- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications
- Professional body

RANGE STATEMENT

A variety of experiences for use in programs may include:

- Excursion/at usual location
- Familiar experiences/special events
- Unstructured/structured
- Indoor/outdoor
- Busy/quiet experiences
- Surprising/predictable and planned
- Challenging/confirming

Client's life, development and social context may include:

- Geographic context, e.g. remoteness, buildings, lack of space, isolation
- Community groupings, alliances and conflicts
- Historical context of community, e.g. significant events, future plans
- Social context, e.g. social isolation, crowding and noise
- Cultural context

All those involved with program design may include:

- Individual
- Staff/care providers
- Parents/family member
- Management

Information about an individual's development and social cultural context may be gained by:

- Recorded observations
- Conservation
- Consulting family/community representatives
- Written report/records

Philosophy and goals of the service include:

- Culturally specific services philosophies
- Philosophies about people, their development and learning
- Philosophies and values about society and communities

RANGE STATEMENT

Goals of the service may be oriented to an emphasis on:

- Leisure
- Creativity
- Recreation
- Holistic care and development
- Personal attention and flexibility
- Learning and education
- Social interaction and development
- Language development
- Psychomotor development
- Cultural identity and knowledge
- Environmental understanding
- Confidence with technology
- Multicultural understanding
- Education/learning/training
- Personal development and support (e.g. coping skills)
- Therapeutic
- Maintaining and improving cognitive functioning
- Maintaining and improving physical abilities
- Promoting social interaction and friendship development
- Providing an avenue for motional and psychological support
- Enabling participants to meet their spiritual and religious needs

Identities of individuals may include:

- Racial
- Gender
- Cultural
- Social
- Peer group

Concerns about the current program plans may include:

- Gaps
- Resourcing issues
- Repetition
- Aspects where an individual's participation is low

RANGE STATEMENT

Mobile service may need to design programs particularly targeted to those who are isolated:

- Geographically
- Socially

Resources required may include:

- Transport
- Equipment
- Venue
- Equipment and materials
- Games
- Leisure activities
- Curriculum/learning materials
- Staffing
- Food and drink
- Support staff and resource staff
- Skills of staff

Specialist resources may include:

- Professionals with expertise about particular needs
- Written information
- Special equipment
- Information and education videos
- Resource Networks
- Family member
- Bilingual workers
- Interpreter services
- Resource units
- Extra staffing

Additional resources may include:

- Worker training
- Resource centres

Review of the individual program plan may include:

- Review of individual with additional needs
- Review of strategies for meeting needs of individuals within context of whole group

RANGE STATEMENT

Criteria to assess programs may be in relation to:

- Short term and long term goals of program
- Progress of individual
- Progress of the group
- Philosophy and goals of the service
- Cost effectiveness
- Appropriate practice
- Daily programs, weekly programs

Unit Sector(s)

Not Applicable