



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCRH401C Work effectively in the leisure and health industry**

**Release: 1**

## CHCRH401C Work effectively in the leisure and health industry

### Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH401B Work effectively in the leisure and health industry	CHCRH401C Work effectively in the leisure and health industry	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and to effectively support its role in enhancing well being

### 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

### PERFORMANCE CRITERIA

1. Work within the context of the leisure and health sector

1.1 Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being

1.2 In all work in the sector demonstrate consideration of the historical *context* of the sector

1.3 Demonstrate consideration of the changing social, political, and economic context in all work

1.4 Demonstrate an understanding of the different work environments and work roles within the industry

2. Develop knowledge of the leisure and health industry

2.1 Demonstrate knowledge of *current issues* which impact on the sector and different models of leisure and health

2.2 In collecting information about leisure and health, collect and use views of key *stakeholders and representatives* from relevant target groups

2.3 Seek information for professional development and further *training options* and identify potential career pathways

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 3. Demonstrate a commitment to the central philosophies of the leisure and health sector | 3.1 Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken                           |
|  | 3.2 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector   |
|  | 3.3 Ensure clients participate in all aspects of service planning and support activities  |
|  | 3.4 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs        |
|  | 3.5 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities |
| 4. Operate within the policies and procedures of the leisure and health sector           | 4.1 Identify <i>relevant organisation policies</i> and discuss with colleagues and team   |
|  | 4.2 Ensure all work is consistent with relevant statutory and legislative provisions  |
|  | 4.3 Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health                                       |

## 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:

- Concepts of autonomy and independence, integration and segregation
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Facts/myths about the value of leisure and recreation in enhancing health and well being

- Historical and social context
- Holistic and client-centred care
- Importance of consumer input and choice
- Importance of respecting individual recognition
- Indigenous Australian culture
- Knowledge specific to working with people from culturally, spiritually and linguistically diverse backgrounds
- Leisure theory
- Work health and safety (WHS) principles and practices
- Policy, regulatory, legislative and legal requirements include:
  - Privacy Act
  - equal employment opportunity principles
  - Guardianship Board
  - Freedom of Information Act
  - individual rights
  - disability services acts and standards
  - aged care accreditation standards
  - Aged care Act (1997) including the 'Quality Care principles'
  - National Home and Community Care standards
- Political and economic context
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment / disempowerment
- Principles of quality of life
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Significance of the advocacy role when working with marginalised groups including the boundaries and limitations
- The leisure and health industry

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate commitment to the central philosophies of the leisure and health sector
- Operate within the policies and procedures of the leisure and health sector
- Work within the context of the leisure and health sector

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:
  - interpersonal communication with clients and other stakeholders
  - working as part of a team or as a sole worker
  - effective facilitation techniques
  - reflecting - feelings, experience, content
  - problem solving
  - communication
  - application of WHS principles and practices
- Prepare reports so the information and organisation of information is appropriate to its purpose and audience
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

## 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 person being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place

- 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
- 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

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.

*Leisure, recreation and play include:*

- Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being
- Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities
- Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.

*Context includes:*

- Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure and health approaches to working with clients
- Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs
- Facts/myths about the place of leisure and health in our lives
- Historical context of leisure and health work e.g. changing attitudes to Leisure and recreation ; changing approaches to using leisure with clients
- Political context e.g. government policies and initiatives affecting leisure and health work
- Range of sectors within which leisure and health work takes place, such as disability, aged care residential and community, hospital, rehabilitation services, mental health, correctional services
- Statutory framework within which leisure and health work takes place



*Current issues and models of work in the leisure and health sector may include:*

- Clubs and societies
- Community development and education
- Consumer run models
- Employment options
- Home based support
- Leisure and health promotion
- Peer support / self help
- Psychosocial rehabilitation
- Residential services
- Respite care

*Stakeholders and representatives may include:*

- Carers
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target groups
- Government representatives and service providers
- Leisure and health services
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

*Training options may include:*

- TAFE
- Universities
- Other training providers:
  - private
  - government

*The underpinning values and philosophy of the sector may include:*

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Encouragement of personal growth and wellness
- Promotion of health and well being

*A commitment to access and equity principles includes:*

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Creation of a consumer oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

*Relevant organisation policies and legislation may include:*

- Aged care accreditation standards
- Aged Care Act (1997) including the 'Quality Care principles'
- Child Protection Act
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Services Act 1986
- EEO or anti-discrimination acts
- Juvenile justice regulations
- Mental Health Act
- National Home and Community Care standards
- Work health safety and welfare
- Organisation mission statements
- Organisation policies
- Relevant state/territory acts

## **Unit Sector(s)**

Not Applicable