Australian Government

Department of Education, Employment and Workplace Relations

CHCRH402B Undertake leisure and health programming

Release: 1

CHCRH402B Undertake leisure and health programming

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH402A Undertake leisure and health programming	CHCRH402B Undertake leisure and health programming	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 with health practitioners and other relevant people to create, plan, coordinate, deliver and evaluate appropriate leisure and health activities and programs for individuals and groups

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. Identify activities/programs to match leisure and health needs of the client or group	1.1 Work with health practitioners and key others to develop activity/program plans
	1.2 Collect and review *relevant information* to establish the needs of leisure and health clients, based on the leisure and recreation assessment
	1.3 Identify and review a range of possible *programs* to meet needs
	1.4 Select *program focus* and type based on client needs, organisation's criteria and resource availability
	1.5 Undertake an activity/program analysis to match client needs to the characteristics of the activity/ program
	1.6 Where appropriate, undertake an assessment of outing requirements
	1.7 Undertake risk assessment for activities/programs and outings

ELEMENT	PERFORMANCE CRITERIA
2. Prepare activity/program plan	2.1 Undertake *appropriate planning* of activities within team context to ensure client needs are met
	2.2 Incorporate consultation with key clients and stakeholders into planning of activities
	2.3 Determine operational arrangements for conducting the program and assess for feasibility
	2.4 Develop and document goals and outcomes for each activity/program
	2.5 Include appropriate implementation and evaluation strategies in the activity/program plan
	2.6 Develop plans to include activity/program modifications required to meet client needs
	2.7 Document resource adaptations, where appropriate, according to organisation procedures and protocols
	2.8 Ensure planned activities reflect accepted good practice in working with leisure and health clients
	2.9 Document the activity/program plan according to organisation procedures and protocols
3. Identify and obtain required resources	3.1 Devise and implement strategies to obtain and utilise necessary human, financial and physical resources
	3.2 Where required resources are not readily available, make submissions to potential sources, in accordance with relevant guidelines
	3.3 Evaluate, select and arrange suitable locations for program implementation
	3.4 Demonstrate an understanding of the range of leisure and recreation options and experiences suitable to client needs
	3.5 Identify components of an activity relevant to the abilities of the client
	3.6 Where necessary, modify and adapt activities to meet client needs
	3.7 Conduct resource audit

ELEMENT	PERFORMANCE CRITERIA
4. Promote activity/program	4.1 Identify potential program users and design and distribute appropriate information to achieve maximum response
	4.2 Evaluate effectiveness of promotional activities and make changes as indicated by response
	4.3 Develop motivational strategies to maximise client participation
	4.4 Evaluate effectiveness of motivational strategies and make amendments as indicated by the response
5. Deliver activity/program	5.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements
	5.2 Provide participants with access to a range of activities suited to their needs and interests
	5.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
	5.4 Adapt program to changing needs of participants as required
	5.5 Promptly address problems in program delivery
	5.6 Use effective facilitation techniques in the delivery of activities
	5.7 Develop strategies to deal with challenging behaviour
	5.8 Implement strategies to deal with challenging behaviour
	5.9 Monitor levels of client participation
	5.10 Amend activity to facilitate an appropriate level of client participation

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ELEMENT	PERFORMANCE CRITERIA
6. Evaluate activity/program	6.1 Define criteria to judge program effectiveness in consultation with clients and stakeholders
	6.2 Routinely use appropriate evaluation strategies during and after the program and for revision and development
	6.3 Collect, organise and report evaluation information in a format that is accessible and meaningful to clients and stakeholders
	6.4 Prepare and present reports as required
7. Document the activity/ program	7.1 Determine documentation requirements that reflect accepted good practice in working with leisure and health profession
	7.2 Conduct documentation processes according to organisation guidelines and legal/statutory requirements
	7.3 Evaluate the effectiveness of documentation

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:

- Current documentation requirements and expectations within the profession
- Relevant aspects of psychology and behaviour management
- Motivational theory and strategies
- Client choice
- Holistic health (emotional, social, physical, mental, spiritual)
- Levels of human needs (universal, developmental, special)
- A range of activities and programs
- Facilitation techniques

- Legal and safety requirements as they relate to activities and programs
- Risk assessment processes
- Outing assessment processes
- Relevant funding sources
- Research and consultation
- Coordination and management of programs
- Analysis of data, information and relationships
- Advocacy
- Provision of support to a diverse range of people/organisations
- Conflict resolution communication and negotiation
- Cross cultural communication and negotiation
- Literacy adequate to prepare a range of appropriate resource material
- Working with and through community leaders
- Volunteers
- Work health and safety (WHS) principles and practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Document steps within the programming process
- Identify the leisure and health needs of the client or group
- Prepare activity/program plan
- Identify and obtain required resources
- Promote, deliver and evaluate activity/program

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:
  - a range of activities and programs
  - motivating clients
  - promoting activities and programs
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution communication and negotiation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material

- working with and through community leaders
- WHS principles and practices
- effective use of relevant information technology in line with WHS guidelines

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 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
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
	
	• Competency should be assessed in the context of:
	   • working with individuals and groups
	   • target groups relevant to the worker and the activity or program
	   • consulting with relevant stakeholders
	   • for at least two of the types of activities and programs identified in the Range Statement
	   • for at least two of the purposes identified in the Range Statement
	   • individually or as part of a team

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

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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.

Relevant information may include:	• Interviews with clients • Social history • Care plans/case notes • Research past lifestyles and interests • Holistic assessment of client
Programs include:	• Activities designed to address needs of target groups or 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 at 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

Program focus may include:	• Leisure • Education/learning/training • Personal development and support (e.g. coping skills) • Therapeutic • Music and performing arts (e.g. theatres, band, video production team) • Language and art based • Spiritual and religious • Research, planning and management (e.g. excursions, travel) • Community action and development • Special interest causes (e.g. environmental issues) • Enterprise development activities • Employment, fund raising, small business
Program activities may include:	• Discussion groups • Games • Outings • Reminiscence • Poetry and drama • Storytelling and reading • Art and craft • Cognitive stimulation • Sporting and recreational activities • Structured and unstructured social activities • Leisure activities • Play • Work-related tasks

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Appropriate planning and implementation of programs is undertaken for the purpose of:	• Providing immediate and ongoing support • Promoting participation and personal development • Enabling people to use their time constructively, have fun and maintain independence • Enabling people to learn and explore skills, knowledge and attitudes • Enhancing well being • Maintaining and improving cognitive functioning • Maintaining and improving physical abilities • Promoting social interaction and friendship development • Provide an avenue for emotional and psychological support • Enable participants to meet their spiritual and religious needs

Unit Sector(s)

Not Applicable