



**Australian Government**

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

# **CHCRH503A Develop leisure and health programs for clients with special needs**

**Release: 1**

## **CHCRH503A Develop leisure and health programs for clients with special needs**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to identify and respond to groups and individuals with special needs

### **Application of the Unit**

#### **Application**

The skills and knowledge of this unit of competency are mostly likely to be used be self directed and within organisation policy and procedure

### **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

- |  |  |
|--|--|
| <p>1. Identify and assess the specific requirements of <i>special needs clients</i> in leisure and health programs</p> | <p>1.1 Actively involve client with a special need, significant others and support staff and encourage them to participate in the assessment process</p> <p>1.2 Identify all relevant information on the persons special needs and his/her personal requirements and record according to organisation procedures</p>                                       |
| <p>2. Promote the role of leisure and health programs in enhancing the well being of special needs client/s</p>        | <p>2.1 Promote benefits of leisure and health programs to <i>stakeholders</i>, target groups and within the organisation to maximise client well being</p> <p>2.2 Implement appropriate evaluation and monitoring processes to ensure ongoing client benefits</p>  |
| <p>3. Plan required resources</p>  | <p>3.1 Identify the appropriateness of facilities</p> <p>3.2 Identify and gather or modify materials and equipment that are appropriate for the individual according to the plan</p> <p>3.3 Identify specialist resources according to the plan and request as needed</p> <p>3.4 Plan and utilise additional resources according to available finances</p> |

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 4. Create an environment which fosters participation of special needs client/s in leisure and health program                     | 4.1 Develop program in consultation with all involved to meet the desired outcomes and goals identified in client needs assessment                                  |
|  | 4.2 Review current program to identify its appropriateness for the individual   |
|  | 4.3 Gather detailed information to identify individual's needs  |
|  | 4.4 Develop strategies for ongoing communication and review with all those involved   |
|  |   |
| 5. Manage and develop strategies to meet the requirements of special needs client/s participating in leisure and health programs | 5.1 Demonstrate innovative approach to ways to meet the requirements of special needs clients   |
|  | 5.1 Show empathic attitude to specific requirements of special needs clients  |
|  | 5.2 Support leisure and health programs in a manner that supports the person's strengths and interests  |
|  | 5.3 Support leisure and health programs in a manner that supports duty of care and legislative requirements   |
|  | 5.4 Support leisure and health programs according to risk management plan   |
|  | 5.5 Support active integration of special needs clients into the community and community activities through provision of <i>special requirements</i> where possible |

## 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 in special needs clients
- Different approaches to program planning and development
- Criteria for selecting a specific programming approach
- Assessment of key variables to guide decision-making about programming approach
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Up-to-date information and a range of sources of information is assessed as resources for program development
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge of development - build on strengths of individual
- Issues such as integration, segregation and contemporary approaches relating to client groups with a range of special needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantage

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Identify and assess the specific requirements of special needs clients in leisure and health programs
- Promote the role of leisure and health programs
- Plan required resources
- Follow a leisure and health plan
- Create an environment which fosters participation
- Manage and develop strategies to meet the requirements of special needs client/s

## REQUIRED SKILLS AND KNOWLEDGE

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:

- Outline a personal philosophy about the use of leisure and health programs to promote special needs clients well being, social justice and equity
- Demonstrate application of skills in:
  - observation
  - communication skills
  - consultative process
  - identification of local community resources
  - occupational health and safety (OHS) principles and practices
  - cultural awareness

## 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 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

## 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
- 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

## EVIDENCE GUIDE

### *Related units:*

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCAC318A Work effectively with older people

## 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.

### *Special needs clients may include:*

- Disabled
- Mental health
- Aboriginal and Torres Strait Islander
- Youth
- Mature aged/seniors
- Ethnic/cultural
- HIV/AIDS

### *Logistic requirements include:*

- Transport
- Venue

### *Special requirements may include:*

- Individual differences/needs/wants/abilities
- Communication skills and techniques
- Specific equipment/apparatus requirements
- Transportation needs
- Appropriate staff ratios/training/expertise



**RANGE STATEMENT**

*Stakeholders / significant others  
may include:*

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health practitioners
- Support networks
- Multi-disciplinary team members
- Management

**Unit Sector(s)**

Not Applicable