



Australian Government

CHCLAH008 Provide leisure education

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.

Application

This unit describes the skills and knowledge required to assist clients to develop appreciations, interests, skills and opportunities to use leisure in personally rewarding ways.

This unit applies to workers in a range of community services and health contexts who provide leisure and health services. Work is undertaken with minimal supervision within broad but generally well-defined guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Develop leisure education programs based on the individual client's needs

1.1 Determine the suitability of the client for involvement on a leisure education program

1.2 Determine the components of a leisure education program that would be of benefit to the client, using appropriate assessment tools and processes

1.3 Determine leisure education goals based on assessed needs

1.4 Develop a leisure education program incorporating

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

the required components

1.5 Document leisure education session plans and include particular detail on content and processes

2. Conduct leisure education programs

2.1 Develop professional relationships with client, colleagues and other relevant parties

2.2 Use appropriate helping skills relevant to the client and leisure education program

2.3 Adapt the environment and equipment to maximise client participation

2.4 Use effective presentation techniques with an emphasis on encouraging participation

2.5 Encourage and assist the client to achieve documented goals

2.6 Be flexible and adapt the leisure education session plan where necessary

3. Evaluate the effectiveness of leisure education programs

3.1 Determine criteria for evaluation and review

3.2 Assess client progress against goals

3.3 Determine the effectiveness of individual education sessions and the leisure education program as a whole

3.4 Document and evaluate program outcomes according to the client's needs

3.5 Facilitate further design of leisure education programs using results and information from evaluation

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCLAH008 Provide leisure education

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed, planned, implemented and documented a leisure education program, including 2 session plans for at least 2 of the following purposes:
 - personal understanding of leisure
 - range of opportunities to participate
 - skill development
 - personal development
 - self expression
 - long term behaviour
 - attitude change
- planned and implemented at least 2 programs that addressed:
 - self awareness in leisure
 - leisure attitudes and appreciation
 - problem solving and decision making skills
 - social interaction skills
 - leisure activity skills
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- history and philosophy of leisure education
- the place of leisure education as a component of a comprehensive leisure service
- the skills required of an effective helper and why they are important to the leisure education process
- the purpose of leisure education, including:
 - personal growth
 - skill development and mastery
 - removal of barriers
 - increased access
 - health
 - socialisation
- outcomes and benefits of leisure education, including:
 - personal understanding of leisure
 - range of opportunities to participate
 - skill development
 - personal development
 - self expression
 - long term behaviour
 - attitudinal change
 - various leisure education models
- main components of a leisure education program:
 - self awareness in leisure
 - leisure attitudes and appreciation
 - problem solving and decision-making skills
 - knowledge of leisure resources
 - social interaction skills
 - leisure activity skills
- leisure education processes:
 - leisure planning
 - learning skills
 - needs analysis
- well being:
 - self-esteem
 - stress management
 - rehabilitation
 - mental health

- leisure education session plans, environment and equipment and how to adapt them
- a range of leisure education goals

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - individualised plans and equipment or resources outlined in the plan
 - assessment tool/s for developing leisure education programs

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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