



Australian Government

Department of Education, Employment and Workplace Relations

CHCRH504A Coordinate planning, implementation and monitoring of leisure and health programs

Release: 1

CHCRH504A Coordinate planning, implementation and monitoring of leisure and health programs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to undertake advanced planning, coordination implementation and evaluation of programs for the provision of activities for individuals and groups

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

1. Plan comprehensive *assessment* of a client

- 1.1 Work in a team with health practitioners and relevant others
- 1.2 Select appropriate leisure and health assessment tools
- 1.3 Develop agency specific assessment tool if required
- 1.4 Coordinate the application of the assessment tool
- 1.5 Evaluate the effectiveness of the assessment tool and process
- 1.6 Critically analyse and interpret assessment results
- 1.7 Maintain confidentiality while assessing and documenting assessment findings and results

ELEMENT

PERFORMANCE CRITERIA

2. Facilitate the design of programs

- 2.1 Design programs using a consultative approach based on the client/s needs assessment
- 2.2 Ensure program designs are relevant to cultural and social *contexts* of individuals and their community and reflect multi-cultural perspective
- 2.3 Develop and document individualised leisure and health program plans from the results of the assessment
- 2.4 Coordinate planning and design of leisure and health programs for individuals and groups
- 2.5 Schedule programs using clinical judgement to establish frequency, intensity and duration of leisure and health programs
- 2.6 Develop motivational strategies to maximise client involvement in leisure and health programs
- 2.7 Develop tools and processes to monitor levels of participation in leisure and health programs
- 2.8 Undertake activity analysis and document activity plans

3. Coordinate the implementation of programs

- 3.1 Ensure *required resources* are planned, identified and organised according to relevant needs, interests and timeframe available
- 3.2 Develop setting and environment for leisure and health activities within constraints of resources, location and client's needs and availability
- 3.3 Plan and develop timetables that provide structure and flexibility and serve as a communication tool
- 3.4 Implement programs, allowing for clear staff communication, adapting to conditions and needs on day, in line with service requirements
- 3.5 Organise off-site excursions as extension of program where appropriate
- 3.6 Maintain ongoing communication with those involved in the program
- 3.7 Identify and utilise facilities, materials and equipment

ELEMENT

PERFORMANCE CRITERIA

4. Monitor and evaluate leisure and health programs

- 4.1 Assess progress of each individual
- 4.2 Establish opportunities for regular *review of program* by all participants and workers
- 4.3 Clearly identify *criteria* for documentation and evaluation of leisure and health programs and use for review
- 4.4 Determine the appropriate range of evaluation tools and processes
- 4.5 Develop agency specific evaluation tools
- 4.6 Analyse and interpret evaluation results
- 4.7 Regularly document and evaluate program outcomes according to individual/service requirements
- 4.8 Use evaluation results and information to facilitate further design of programs and implement changes

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 human development both biological and psychological
- A range of assessment processes and techniques
- Professional documentation requirements
- The role of leisure and health programs
- Models of professional practice including:
 - social model
 - leisure flow
 - leisure ability
 - integrated community recreation model
 - community
 - person-centred
- 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
- Detailed knowledge of facilitating a variety of learning experiences e.g. art, music, sport
- Able to state and outline a personal philosophy about development through programming which considers theories of development, learning, social justice and equity
- 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 and development - build on strengths of individual
- Occupational health and safety (OHS) principles and practices

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Gather and record detailed information about client/s
- Facilitate the design of programs
- Coordinate the implementation of Implement programs according to plan or instruction
- Monitor and evaluate program
- Promote leisure and health programs
- Plan required resources
- Follow a leisure and health plan

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
 - developing and designing assessment tools
 - managing leisure events
 - adaptation/modification of leisure activity resources
 - identifying characteristics of a range of approaches to leisure and recreation in relation to values and concepts

REQUIRED SKILLS AND KNOWLEDGE

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
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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 must be assessed after or in conjunction with related units:

- CHCRH402A Undertake leisure and health programming
- CHCRH404A Plan, implement and monitor leisure and health programs

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.

Assessment may include:

- Interview with client, careworkers, parents/family
- Review of care/plan documentation
- Observation in activity sessions
- Use of standard proformas
- Development and use of agency specific assessment tools

Holistic approach includes consideration of:

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

RANGE STATEMENT

Programs include:

- Routines
- Transitions
- Organisation of time and space
- Experiences
- Interactions

Ideas and suggestions for programming may be gathered from:

- Colleagues
- Networks resource workers
- Workers in other services
- Newsletters, magazines, articles
- Publications
- Internet

Programs may include a variety of experiences:

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

Contexts of the individual's lives 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

RANGE STATEMENT

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

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

Service philosophies include:

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

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

- Creativity
- Leisure
- 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
- Promoting social interaction and friendship development
- Provide an avenue for emotional and psychological support
- Enable participants to meet their spiritual and religious needs

RANGE STATEMENT

Identities of individuals may include:

- Racial
- Gender
- Cultural
- Social
- Peer Group

Concerns about the current program could include:

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

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

- Geographically
- Socially

Required resources may include:

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

RANGE STATEMENT

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
- Profession specific publications

Additional resources may include:

- Worker training
- Resource centres

Review of program could include:

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

Criteria to evaluate 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