



Australian Government

Department of Education, Employment and Workplace Relations

CHCRH506A Provide leisure education

Release: 1

CHCRH506A Provide leisure education

Modification History

Not Applicable

Unit Descriptor

Descriptor

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

Application of the Unit

Application

This unit may apply to community sector 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 in a leisure education context

- 1.1 Demonstrate understanding of the history and philosophy of leisure education
- 1.2 Demonstrate the application of leisure education theory to the provision of leisure education
- 1.3 Demonstrate the application of leisure education in the context of its *purpose*, processes and outcomes
- 1.4 Demonstrate the application of leisure education models
- 1.5 Identify the place of leisure education as a component of a comprehensive leisure service

ELEMENT**PERFORMANCE CRITERIA**

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

- 2.1 Determine the suitability of the client for involvement on a *leisure education program*
- 2.2 Determine the components of a leisure education program that would be of benefit to the client using appropriate assessment tools and processes
- 2.3 Determine leisure education goals based on assessed needs
- 2.4 Develop a leisure education program incorporating the required components
- 2.5 Document leisure education session plans with particular detail on content and processes

3. Conduct leisure education programs

- 3.1 Demonstrate the application of the use of helping skills and the development of professional friendships
- 3.2 Implement appropriate helping skills relevant to the client and leisure education program
- 3.3 Adapt the environment and equipment to maximise client participations
- 3.4 Demonstrate effective presentation techniques with an emphasis on facilitative styles of presentation
- 3.5 Work with the client to achieve documented goals using facilitation techniques, including encouragement and assistance
- 3.6 Adapt the leisure education session plan where necessary

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 4. Evaluate the effectiveness of leisure education programs | 4.1 Determine criteria for evaluation and review |
| | 4.2 Assess client progress against goals |
| | 4.3 Determine the effectiveness of individual education sessions and the leisure education program as a whole |
| | 4.4 Document and evaluate program outcomes according to the client's needs |
| | 4.5 Facilitate further design of leisure education programs using results and information from evaluation |

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:

- Leisure education philosophy
- 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

REQUIRED SKILLS AND KNOWLEDGE

- Leisure education processes
 - leisure planning
 - learning skills
 - needs analysis
- Well being
 - self-esteem
 - stress management
 - rehabilitation
 - mental health
- Adapting leisure education session plans, environment and equipment
- Range of leisure education goals

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Assess clients suitability for involvement in a leisure education program
- Adapt session plans, equipment and the environment
- Develop leisure education programs and session plans based on assessed needs
- Document leisure education session plans

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:

- Use facilitation skills
- Use helping skills
- Develop professional friendships
- Undertake evaluation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

EVIDENCE GUIDE

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

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

EVIDENCE GUIDE

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
- 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

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.

Relevant information may include:

- Leisure education is part of a comprehensive leisure and health program
- Leisure education is not suited to all clients
- Leisure education has a specific philosophy, purpose and outcomes

Leisure education program may have the following focus:

- Self awareness in leisure
- Leisure attitudes and appreciation
- Problem solving and decision-making skills
- Knowledge of education recourse
- Social interaction skills
- Leisure activity skills

Leisure education programs are planned and implemented for the purpose of:

- Personal understanding of leisure
- Range of opportunities to participate
- Skill development
- Personal development
- Self expression
- Long term behaviour
- Attitudinal change

Unit Sector(s)

Not Applicable