



enablelearning

Guides

2010



CHCRH401A

UNIT OF COMPETENCY

Work effectively in the leisure and health industry

Unit Descriptor:

This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and its role in enhancing well being



CONDITIONS OF USE

©2010 this is a controlled document. Do not copy. Persons copying licensed copies or in possession of unlicensed copies of this document will be subject to prosecution. Licensed copies of this document have a valid registration number and user name displayed in on the first page of this document.

The copy produced under this licence must have recorded on this page a valid registration number and user name.

No person should rely on the contents of this publication without first obtaining advice from a suitably qualified professional person. This publication is provided on the terms and understanding the authors are not responsible for any actions taken on the basis of information in this publication nor for any error in or omission from this publication. Information provided in this document is provided as information only and should not be considered as being professional advice or replacing the need to seek professional advice. Where professional advice is required a suitably qualified professional person should be consulted.

This resource has been compiled from information from numerous sources and years of experience on the part of the author and I thank the many people who have supported the compilation of this programme.

The information from or through this text is provided 'as-is,' 'as available' and all warranties, express or implied, are disclaimed (including but not limited to the disclaimer of any implied warranties of merchantability and fitness for a particular purpose). The information may contain errors, problems or other limitations. Our sole and entire maximum liability for any inaccurate information, for any reason, and user's sole and exclusive remedy for any cause whatsoever, shall be limited to the amount paid by the customer for the information received (if any). We are not liable for any indirect, special, incidental, or consequential damages (including damages for loss of business, loss of profits, litigation, or the like), whether based on breach of contract, breach of warranty, tort (including negligence), product liability or otherwise, even if advised of the possibility of such damage. The limitations of damages set forth above are fundamental elements of the basis of the bargain between you and us. We would not provide this text and information without such limitations. No representations, warranties or guarantees whatsoever are made as to the accuracy, adequacy, reliability, currency, completeness, suitability or applicability of the information to a particular situation.

These resources are continually being upgraded and we are continuing to respond to the demand of the sector for more resources by writing them quickly. Some of these books are pre release so they are provided 'as is', and will be updated as part of our continuous improvement programme. Please feel free to email the author direct on enable@three.com.au with editing enquiries, or suggestions for new publications.

Published by ENABLE Learning Guides Publishing Unit

Edited by Sharon Parker

Photographs © A. De Maria

Researcher Jenny Parashakis

First Published 2009, Reviewed and reproduced, 2009

© A. De Maria 2010 Adelaide, South Australia

Enable Learning Guides ABN 80 417 455 414

www.enablelearning.biz



ENABLE Learning Guides

IP RESOURCE TRAINING AND DEVELOPMENT

Australian Owned & Operated

P.O. BOX 97

SEMAPHORE S A. 5019

email enable@three.com.au

Distributed under licence

Licensed

E C S A 4 5 8 2 0 1 1

Must have registered licensed watermark

You have legal copies



Australian Owned & Operated

Dear user of Enable Learner Guides

Thank you for choosing Enable Learner Guides. We are an Australian owned community based service organization committed to the improvement of the quality of life of people who are served by community services. We do this by providing skills and competency enhancement of community services workers.

You have been sent a licensed and legal version of our resources. Please read the **Conditions of Use** on the first page of each book, and check that you have a valid license number. It is identified in **watermark** and the cover of the book will be colored.

If you have come across a counterfeit copy of this please take it out of circulation and notify us. You will be able to order these resources to replace the illegal copy.

Illegal Copies

Report illegal reproduction.

If you are aware that there is illegal reproduction of these resources please notify us.

We will provide for you a license to reproduce these worth \$3,000 for any information leading to the successful prosecution of any person or organization illegally reproducing these resources.

By using legal versions of these resources you are protecting Australian jobs, ensuring you have the latest research, and funding continuous research and development.

Thank you for your interest from the IP division.



The author and Chief Editor is Antonio De Maria, who has worked in this field for over 28 years. Tony is the founder, a past CEO and Director of the **Enable Group**, a Company providing Rehabilitation, Training and Recruitment, committed to promoting a skilled workforce. He has worked in the Age Care and Disability Sector since 1978, in a number of roles, including Developmental Educator, Case Manager, Staff Training Officer, University Lecturer, Human Resource Manager, Registered Nurse, Therapist, and Advocate, for a variety of government and non government agencies. He has a Bachelor of Applied Science (Developmental Disability) and is a Nationally Accredited Vocational Trainer and Assessor. Tony has had a long-term commitment to Disability and Aged Care Sector reforms and Advocacy, and has committed **Enable Learning Guides** to continue this work. The proceeds of these resources contribute to continuing research and development in the industry.

From the Author *Antonio De Maria*

B App. Science (Disabilities) Cert 4 Workplace Training, Registered Nurse

These books have been written with the worker, the client or person being supported, and the organisation in mind so that all stakeholders are served.

This book is a compilation of over 28 years of work in which I personally have been involved.

Thanks to my colleagues and other team members who have provided me with information and advice, I am able to update these periodically. I have included many best practices in a professional yet straightforward way so the worker can use it as not only a learning reference but long after when they need to review a part of their job role.

This book does not just contain theory; it's about a hands-on approach! You should use it as a tool for your learning, and in addition you should make sure you interact with the supervisors and mentors you have in a workplace.

For VET practitioners; If it is being used in the VET sector, you should be mindful of all local legislation, and regulations, and take care that as an assessor you ensure you implement the critical and essential aspects of the assessment requirements.

You may wish to moderate this, and vary the assessments from time to time, as you may find that in your situation you may not require all the assessments I have included, or may find you wish to add a supplementary assessment as well.

Contents

Introduction 6

SECTION1: WORK WITHIN THE CONTEXT OF THE LEISURE AND HEALTH SECTOR 13

Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being 14

In all work in the sector demonstrate consideration of the historical *context* of the sector..... 17

Statement of validation 23

Evaluation form 25

Feedback about this book..... 26

Introduction

Welcome to this unit of study. As you work through the workbook, you will be developing the skills essential for successful completion of this unit.

If you don't understand an activity, ask questions and discuss issues with your trainer, mentor or supervisor. It's important that the skills you develop are relevant to the workplace. You must be able to demonstrate your skills in a work situation, or in a simulated situation which approximates the workplace as closely as possible.

If you are not currently employed, you will need to develop a relationship with a workplace and find a mentor who is prepared to assist you through this program. If you are already employed, then your supervisor will be your mentor.

We encourage you to seek regular feedback on the activities you are undertaking for this unit.

Competency

In order to be assessed as Competent (C) you will need to provide evidence which demonstrates that you can perform the required competencies, to the required standard.

Competency is all about being able to demonstrate that you can do the task, not just once, but with confidence, over and over again.

Please read through the learning objectives at the beginning of each section. They outline the performance criteria which describe the competencies you need to be able to demonstrate.

If you believe that you can already demonstrate these skills, please talk with your trainer about applying for recognition of your skills.

Assessment

Complete all the activities and the assessment tasks in this workbook.

Have your supervisor/mentor sign the statement of validation at the end of the workbook.

Compile any other evidence you have or have been asked to gather.

Place all your documents into an evidence folder, ready to hand in to your assessor.

The evidence you need to provide for an assessment of competence in this unit will be based on, but not limited to:

- Completion of the activities and the final assessment activity in this workbook
- Verbal discussion and questioning by your assessor
- Mentor /supervisor verification of your competence
- Any other evidence you have or have been asked to gather by your supervisor or assessor
- Any other assessment activities your assessor considers necessary.

You are completing a formal qualification so make your portfolio of evidence a reflection of the quality of work you would want to produce in a workplace. Be neat, tidy, detailed and organised.

The work presented in your portfolio must be verifiably your own work so be prepared to answer questions about your work.

ENJOY YOUR STUDY!

CHCRH401A Work effectively in the leisure and health industry

Descriptor This unit describes the knowledge and skills required to work in a context within which leisure and health work occurs and its role in enhancing well being

Employability Skills This unit contains Employability Skills

Application This unit may apply to community services work in a range of contexts

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Work within the context of the leisure and health sector | 1.1 Demonstrate in all work understanding of the value of <i>leisure, recreation and play</i> in enhancing well being
1.2 In all work in the sector demonstrate consideration of the historical <i>context</i> of the sector
1.3 Demonstrate consideration of the changing social, political, and economic context in all work
1.4 Demonstrate an understanding of the different work environments and work roles within the industry |
| 2. Develop knowledge of the leisure and health industry | 2.1 Demonstrate knowledge of <i>current issues</i> which impact on the sector and different models of leisure and health
2.2 In collecting information about leisure and health, collect and use views of key <i>stakeholders and representatives</i> from relevant target groups
2.3 Seek information for professional development and further <i>training options</i> and identify potential career pathways |
| 3. Demonstrate a commitment to the central philosophies of the leisure and health sector | 3.1 Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken
3.2 Demonstrate <i>commitment to access and equity principles</i> in all work in the sector
3.3 Ensure clients participate in all aspects of service planning and support activities
3.4 Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs
3.5 Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities |
| 4. Operate within the policies and procedures of the leisure and health sector | 4.1 Identify <i>relevant organisation policies</i> and discuss with colleagues and team
4.2 Ensure all work is consistent with relevant statutory and legislative provisions
4.3 Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health |

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- The leisure and health industry
- Leisure theory
- Facts/myths about the value of leisure and recreation in enhancing health and well being
- Importance of consumer input and choice
- Importance of respecting individual recognition
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment / disempowerment
- Principles of access and equity
- Concepts of autonomy and independence
- Concepts of integration and segregation
- Policy, regulatory, legislative and legal requirements include:
 - Privacy Act
 - equal employment opportunity principles
 - Guardianship Board
 - Freedom of Information Act
 - individual rights
 - disability services acts and standards
 - aged care accreditation standards
 - Aged care Act (1997) including the 'Quality Care principles'
 - National Home and Community Care standards
- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practices of duty of care
- Principles of quality of life
- Indigenous Australian culture
- Knowledge specific to working with people from culturally, spiritually and linguistically diverse backgrounds
- Occupational health and safety (OHS) principles and practices
- Significance of the advocacy role when working with marginalised groups including the boundaries and limitations

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the context of the leisure and health sector
- Demonstrate commitment to the central philosophies of the leisure and health sector
- Operate within the policies and procedures of the leisure and health sector

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Prepare reports so the information and organisation of information is appropriate to its purpose and audience
- Demonstrate application of skills in:
 - interpersonal communication with clients and other stakeholders
 - working as part of a team or as a sole worker
 - effective facilitation techniques
 - reflecting – feelings, experience, content
 - problem solving
 - communication
 - application of OHS principles and practices

RANGE STATEMENT

Leisure, recreation and play include:

- Examples of leisure: Free choice activities which are not seen as work, obligatory or constrained that foster well being
- Examples of recreation: Participation in community, outdoor, fitness, sport, racing, arts, entertainment. Music, tourism activities
- Examples of play: all of the following activities outside of our usual roles which include any of the following; voluntary, fun, role play, games, fantasy, exploring, social exchange and learning.

Context includes:

- Range of sectors within which leisure and health work takes place, such as disability, aged care residential and community, hospital, rehabilitation services, mental health, correctional services
- Statutory framework within which leisure and health work takes place
- Historical context of leisure and health work e.g. changing attitudes to Leisure and recreation ; changing approaches to using leisure with clients
- Changing social context of work and leisure e.g. consumer centred approach, changing government and societal views of leisure and health approaches to working with clients
- Political context e.g. government policies and initiatives affecting leisure and health work
- Economic context e.g. the current economic situation as it relates to and affects the subsequent impact on client needs
- Facts/myths about the place of leisure and health in our lives

RANGE STATEMENT

Current issues and models of work in the leisure and health sector may include:

- Community development and education
- Leisure and health promotion
- Clubs and societies
- Psychosocial rehabilitation
- Employment options
- Peer support / self help
- Consumer run models
- Residential services
- Respite care
- Home based support

Stakeholders and representatives may include:

- Consumers
- Carers
- Friends, peers and target groups
- Families and care givers
- Local community
- Community organisations
- Government representatives and service providers
- Leisure and health services
- Peak bodies and networks in the sector
- Management, colleagues, supervisor, team members

Training options may include:

- TAFE
- Universities
- Other training providers:
 - private
 - government

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Community education
- Promotion of health and well being
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of consumers
- Commitment to empowering the consumer
- Encouragement of personal growth and wellness

A commitment to access and equity principles includes:

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

RANGE STATEMENT

Relevant organisation policies and legislation may include:

- Child Protection Act
- Commonwealth Disability Services Act 1986
- Commonwealth Disability Discrimination Act 1992
- Mental Health Act
- Relevant state/territory acts
- EEO or anti-discrimination acts
- Organisation mission statements
- Organisation policies
- Occupational health safety and welfare
- Juvenile justice regulations
- Aged care accreditation standards
- Aged Care Act (1997) including the 'Quality Care principles'
- National Home and Community Care standards

EVIDENCE GUIDE

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

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

EVIDENCE GUIDE

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

COMMUNITY SERVICES TRAINING



SECTION 1: WORK WITHIN THE CONTEXT OF THE LEISURE AND HEALTH SECTOR

LEARNING OBJECTIVES

When you have finished this section you should be able to demonstrate your ability to:

- 1.1 Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being
- 1.2 In all work in the sector demonstrate consideration of the historical *context* of the sector
- 1.3 Demonstrate consideration of the changing social, political, and economic context in all work
- 1.4 Demonstrate an understanding of the different work environments and work roles within the industry

Demonstrate in all work understanding of the value of *leisure, recreation and play* in enhancing well being

The concept of both health and leisure has varied and contested meanings. The understanding we have of health however, is important for determining ways in which leisure might be considered meaningful to health policy. For example, the ways in which leisure and health care providers understand the connection between leisure and health will have direct bearing on the way these services are delivered.

Various forms of leisure can be used for preventative or therapeutic health purposes, however, we should also realise that in keeping with the actual meaning of the term leisure, there is no need for leisure activities to have any purpose.

The World Health Organisation (WHO) has defined health as 'a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity'.

Physical Health

Involves being free from illness and being fit enough to be able to do the things you want to do.

Mental Health

Involves feeling good about yourself, having a positive attitude to life and being able to cope with everyday stresses and strains.

Social wellbeing

Involves being able to interact with people around you in a positive way.

Despite this holistic definition, arguments for outcome based leisure participation tend to focus on health as the prevention of disease, without mention of quality of life or other factors. While sections of the health profession remain sceptical, another approach to health has emerged in recent times, which emphasises wellbeing and moves beyond health as the absence of disease.

The term 'wellness' represents a deliberate attempt to capture positive aspects of health and a sense of wellbeing, moving away from the negative connotations of health. Also, the idea of 'wellness' takes into account the subjective experience of individuals and how they conceptualise their own physical, mental, and social health including emotional/spiritual health.

Sport and recreation can be defined as the vast array of health activities that people pursue in their leisure time and which we generally think of as leisure. They include activity groupings such as entertainment and the arts, attending sporting and cultural events, participating in sport and physical recreational activities, involvement in hobbies and interests pursued out of personal taste, watching television or videos, listening to music, reading, social involvement with friends, family, community groups and taking holidays.

It doesn't take much to gain a load of benefits from becoming more active. As little as 30 minutes a day can improve wellbeing and provide overall health benefits. Overall the principle characteristics of sport and recreation are therefore, the activity is freely chosen and undertaken by the individual in their spare time.

Many people, if asked about their leisure time, will claim to have very little or none at all, but if asked about participation in specific activities their pattern of leisure invariably emerges.

Research on leisure motivation seeks to discover why people engage in leisure activities. The focus of much of this research has been the question of whether people engage in leisure for intrinsic or extrinsic reasons.

The intrinsic value of leisure is people engage in activities for their own sake. The activities provide their own rewards, such as relaxation, enjoyment, and satisfaction.

The extrinsic, extra, value is you stay mentally, emotionally, and physically alert and continually grow. The rewards, in this case, come from outside the activity itself for example, in the form of social approval for success in sport or dance, obtaining health benefits from engaging in physical recreational activities, or gaining peer acceptance.

Overall, researchers suggest activities are more leisure like and more satisfying if they are intrinsically motivated.

One's wellbeing arises from many interconnected factors in personal life and the community in which you live. Certainly health is not just the absence of disease or symptoms. Your self esteem, independence, and interdependence with others are crucial. They come from leisure, learning, and work activities which challenge you on many levels.

Wellness comes from psychological and social factors as much as medical ones and can be affected by the type of sport, recreation, and social services available and whether they encourage the independence of a person being supported.

Older people need the same things as younger people i.e. shelter, food, company, support, and activities they find interesting. They need to be autonomous and to lead their lives in a way which gives self esteem and a sense of worth. In short, to feel valued.

All these factors are, of course, interrelated. For example, financial stability helps give you a choice of leisure, health services and activities. Also being with others to the degree one needs, contributes to the feeling of wellness.

People with disabilities or with special needs may require particular attention with regard to the design and planning of leisure and recreation activities. These people are valued members of society, and have a right to be included and participate fully in the community. For people with disabilities, leisure and recreation goes beyond respite and is a central factor which leads to increased opportunities, health, and quality of life.

It is recognised children who are active, participate in sport and recreation activities, will learn and develop more effectively. Also, modern research shows adults who establish and maintain a balance between work and leisure activities develop positive attitudes towards their own health and self image and are likely to live longer, healthier lives.

Overall, wellness has to do with attitudes to yourself, to life, to the world, and to other people. It is about finding a point of balance between opposing beliefs about growing older, namely the possibilities and problems inherent in that transition.

This alternative approach puts the responsibility for day-to-day health in the hands of individuals, rather than relying on the medical profession, prescription drugs, surgery, and hospitalisation to restore health.

The logical extension of this alternative and beneficial approach is to return the control over health to the wider population and incorporate healthy lifestyle activities into day-to-day living.



Activity 1

Based on your own understanding and experience of the term health, develop your own definition.

Here in Australia, does the current health promotion approach to leisure and health, reduce leisure activities to that which is considered to be good for you? Provide a brief explanation for your answer.

In accepting benefits based approach to leisure, what are the implications of becoming prescriptive and coercive about how individuals should spend their free time?

In all work in the sector demonstrate consideration of the historical *context* of the sector

Two major historical influences on contemporary Australian leisure can be identified, namely, traditional Indigenous Australian culture, and the European tradition, particularly the British. North American and Asian cultural influences in Australia have also increased in recent decades.



Contemporary Australian leisure today originated from the English working and middle class influences of the early colonial period (eighteenth century), as they were played out in the environment of a male dominated penal colony. The importance of sport, drinking, and gambling as leisure activities was established at this time. Sport activities included, cricket, sculling, football, bicycle races, and most commonly horse racing with bookmakers regularly attending race meetings, and Australian Rules Football and cricket matches.

Following these beginnings, the question arises as to whether the development of leisure in Australia over the past 150 years has been in any significant way different from the experience of other Western countries.

There are many other examples of past events filtering into present ideology and practice related to leisure. There is evidence to suggest while the role of television, car transport, radio, film, increased affluence, and commercialisation has been common to all economically developed capitalist societies, we would argue leisure has played a particularly prominent role in Australia's recent history, compared with such in other countries.

This conclusion is from a variety of sources used to illustrate contemporary patterns of Australian leisure time, participation, and expenditure. Key features of the information are the relative popularity of home based leisure and of entertainment and social activities, the age, gender and occupational differences in participation and the substantial significance of leisure related items in the average household budget and hence in the economy.

Of the traditional Indigenous Australian way of life, four major leisure themes can be identified spiritual, creative, artistic activity, the playing of games, and forms of social organisation.

The role of the spiritual lies in spiritual celebration as a leisure time activity. Creative, artistic activity can be seen as a form of continuity with traditional culture i.e. storytelling, making music, singing and dancing, and the decorative arts such as body painting.

The playing of games was part of traditional Indigenous Australian culture. Some game playing is functional in traditional communities, including the learning and practising of social and technical skills (e.g. spear throwing contests), while other games are 'just for fun'. It is said games such as chess, monopoly, and the TV game show, have their origins in tribal societies.

Finally, the forms of social organisation which have originated from tribal societies and continues to this day, is the demarcation of male and female roles in society. In traditional Indigenous Australian society the role of women as food gatherers and child carers were differentiated from the role as hunter. Also, differences between the traditional way of life and contemporary western lifestyles are, of course, numerous.

Leisure and health is but one of the activities and institutions which make up social life however, the trends of today's modern world suggests it is of growing significance in terms of time, activity, the individual, culture, and the economy.

Leisure participation activities today include:

- sport and recreation
- arts and entertainment
- hospitality specific
- hobbies/pastimes
- social and entertainment
- cultural industries
- tourism specific.



What does the future hold for leisure in Australia? The easiest form of prediction is to assume existing trends for leisure participation and the factors influencing leisure will continue into the future.

The factors influencing future leisure patterns are:

- women in the workforce
- work and leisure
- transport
- technology and electronic communications media
- demographic change
- globalisation.

Overall, in considering the future of leisure, there is a tendency to examine the impacts of new technology and increasing individual prosperity as the two major drivers of change in our society. Also, the multicultural combination of leisure forms in Australia is unique, evident by the international variety of sports, restaurants, clubs, literature, and forms of entertainment that exist.



Activity 2

What features of Australia's leisure history are unique? You will need to research the history of Australian leisure further in order to answer this question successfully.

Briefly describe in what ways has technology influenced the development of leisure in Australia.

Research the depression years in Australia and then conduct an interview of people you know who lived through them. Briefly describe how the depression influenced the leisure aspects of their lives.

Competency assessment map			
Element	Performance criteria	Assessed by:	Assessment Question
Work within the context of the leisure and health sector	Demonstrate in all work understanding of the value of <i>leisure, recreation and play</i> in enhancing well being	Activity Question Observation Project	Leisure and health workers can work at a number of different places but their titles may be different, name four different titles. What is a Job Description? Define the difference between recreation, leisure and play.
	In all work in the sector demonstrate consideration of the historical <i>context</i> of the sector	Activity Question Observation Project	Leisure and health workers can work at a number of different places but their titles may be different, name four different titles. What is a Job Description? Define the difference between recreation, leisure and play.
	Demonstrate consideration of the changing social, political, and economic context in all work	Activity Question Observation Project	Leisure and health workers can work at a number of different places but their titles may be different, name four different titles. What is a Job Description? Define the difference between recreation, leisure and play.
	Demonstrate an understanding of the different work environments and work roles within the industry	Activity Question Observation Project	Leisure and health workers can work at a number of different places but their titles may be different, name four different titles. What is a Job Description? Define the difference between recreation, leisure and play.
Develop knowledge of the leisure and health industry	Demonstrate knowledge of <i>current issues</i> which impact on the sector and different models of leisure and health	Activity Question Observation Project	Leisure and health workers can work at a number of different places but their titles may be different, name four different titles. What is a Job Description? Define the difference between recreation, leisure and play.
	In collecting information about leisure and health, collect and use views of key <i>stakeholders and representatives</i> from relevant target groups	Activity Question Observation Project	Look up the website of one local government authority and identify the range of leisure programmes and community activities offered. Conduct a similar assessment of these programmes and activities, which in your assessment would contribute to maintaining physical and mental health.
	Seek information for professional development and further <i>training options</i> and identify potential career pathways	Activity Question Observation Project	What is a Job Description? Describe the function of a multidisciplinary team.

Demonstrate a commitment to the central philosophies of the leisure and health sector	Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken	Activity Question Observation Project	Identify six underpinning values and philosophy the leisure and health industry is built upon.
	Demonstrate <i>commitment to access and equity principles</i> in all work in the sector	Activity Question Observation Project	How do you ensure access and equity in leisure programs?
	Ensure clients participate in all aspects of service planning and support activities	Activity Question Observation Project	Identify three providers of leisure. Identify the stakeholder of your clients.
	Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs	Activity Question Observation Project	Describe the function of a multidisciplinary team.
	Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities	Activity Question Observation Project	Identify six underpinning values and philosophy the leisure and health industry is built upon.
Operate within the policies and procedures of the leisure and health sector	Identify <i>relevant organisation policies</i> and discuss with colleagues and team	Activity Question Observation Project	Describe the function of a multidisciplinary team.
	Ensure all work is consistent with relevant statutory and legislative provisions	Activity Question Observation Project	What duty of care requirements must you consider?
	Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health	Activity Question Observation Project	What duty of care requirements must you consider?

Statement of validation

This states that
has successfully demonstrated the skills and knowledge required for this unit.

Element	Performance Criteria	C
Work within the context of the leisure and health sector	Demonstrate in all work understanding of the value of <i>leisure, recreation and play</i> in enhancing well being	<input type="checkbox"/>
	In all work in the sector demonstrate consideration of the historical <i>context</i> of the sector	<input type="checkbox"/>
	Demonstrate consideration of the changing social, political, and economic context in all work	<input type="checkbox"/>
	Demonstrate an understanding of the different work environments and work roles within the industry	<input type="checkbox"/>
Develop knowledge of the leisure and health industry	Demonstrate knowledge of <i>current issues</i> which impact on the sector and different models of leisure and health	<input type="checkbox"/>
	In collecting information about leisure and health, collect and use views of key <i>stakeholders and representatives</i> from relevant target groups	<input type="checkbox"/>
	Seek information for professional development and further <i>training options</i> and identify potential career pathways	<input type="checkbox"/>

Demonstrate a commitment to the central philosophies of the leisure and health sector	Demonstrate consideration and understanding of the <i>underpinning values and philosophy of the sector</i> in all work undertaken	<input type="checkbox"/>
	Demonstrate <i>commitment to access and equity principles</i> in all work in the sector	<input type="checkbox"/>
	Ensure clients participate in all aspects of service planning and support activities	<input type="checkbox"/>
	Undertake all work as part of the inter disciplinary team and exhibit an awareness of the role of a conjoint approach to leisure and health programs	<input type="checkbox"/>
	Identify personal values and attitudes regarding leisure, recreation and play and take them into account when planning and implementing all work activities	<input type="checkbox"/>
Operate within the policies and procedures of the leisure and health sector	Identify <i>relevant organisation policies</i> and discuss with colleagues and team	<input type="checkbox"/>
	Ensure all work is consistent with relevant statutory and legislative provisions	<input type="checkbox"/>
	Demonstrate knowledge of ethical conduct and duty of care requirements relevant to the practice of leisure and health	<input type="checkbox"/>
	Knowledge Assessment Completed	<input type="checkbox"/>
	Practical Assessment Completed	<input type="checkbox"/>
	On the Job Performance Completed	<input type="checkbox"/>

Name and signature of supervisor

 PRINT NAME HERE SIGN HERE **Date:** _____

Name and signature of participant

 PRINT NAME HERE SIGN HERE **Date:** _____

Registered Training Organisation

Name and signature of RTO representative

 PRINT NAME HERE SIGN HERE **Date:** _____

Evaluation form

PART A FOR ALL COURSES

- Please rate the following

THE COURSE CONTENT	Not required	Didn't meet my needs	average	good	Above average	Excellent
SUPPORT SERVICES [if required]	Not required	Didn't meet my needs	Average	Good	Above average	Excellent

Rate how helpful the program has been [cross one please]

Very helpful		Slightly helpful		Fairly helpful		Unhelpful	
---------------------	--	-------------------------	--	-----------------------	--	------------------	--

Did your assessor:

YES - NO

Consult with you on timing and methods to be used for this assessment?		
Take into account special needs or requests you have discussed regarding assessments?		
Explain your right to appeal the assessment decision?		
Make a fair assessment decision and clearly explain the reasons for the decision?		
Provide support during the assessment?		
Provide constructive feedback after the assessment?		
Involve you in planning the above learning activities when preparing for the next assessment?		
Provide you with written details on activities for your next assessment?		

Comments:

Trainee name/ Signature (Compulsory): _____

Date: _____

OFFICE USE ONLY RTO Action Response List:

Training Consultant Signature:

Feedback about this book

Please feel free to provide us with feedback on how we may improve this product for you. We will endeavour to collate all the comments and requests and address as many as possible. Taking into account the many different comments and requests we will make the necessary adjustments.

WHAT WAS VERY HELPFUL

PAGE NUMBER

OTHER

WHAT YOU WANT MORE ON

PAGE NUMBER

OTHER

WHAT YOU WANT LESS OF

PAGE NUMBER

OTHER

ERRORS [IF ANY]

PAGE NUMBER

OTHER

YOUR DETAILS; OPTIONAL

NAME
ROLE
ADDRESS
EMAIL

DO YOU WANT A NEW BOOKLIST EMAILED TO YOU?

- Yes if so, leave your email address for us
- No

THANK YOU FOR YOUR FEEDBACK

FAX IT TO; THE EDITOR ENABLE R P; 08 844 74266