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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

Section 2: Unit of competency information

2.1 Unit of competency

CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification history

Release	Comments
Release 1	<p>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.</p> <p>Merged CHCRH406A/CHCRH407A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to understand how human behaviour across the lifespan development stages, and sociological concepts of health and leisure impact on leisure and health programming and client participation.

This unit applies to workers assisting in leisure and health activity programming in a range of contexts.

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.

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming

Modification History

Release	Comments
Release 1	<p>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.</p> <p>Merged CHCRH406A/CHCRH407A. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>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:</p> <ul style="list-style-type: none"> assisted with the development of at least 3 leisure activity programs to cater for the needs and interests of clients with varying cognitive and functioning abilities
Knowledge Evidence	<p>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:</p> <ul style="list-style-type: none"> meaning of terms, including: <ul style="list-style-type: none"> sociology, society, social structure, socioeconomic status culture, gender, trans-cultural institutions, power ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live factors that have had negative and positive impact on individual leisure, including: <ul style="list-style-type: none"> legislation governing access for people with disabilities changes to Australian society the (micro) culture of the workplace and the impact of health care provision on workers and clients the social context of health and leisure to the development of leisure activity programs

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"> • how to work through the learner guide • foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none"> • information about the assessment and its scope • an „Are you ready for assessment?“ checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment • an overview of the final assessment tasks, outlining task options • an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken • the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment • a record of outcome for the assessor to use to confirm competency.
eBook	An eBook version of the learner guide is also available from Aspire.

3.2 Learning mapping

CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify the lifespan developmental stages of the client	Topic 1: Identify the lifespan developmental stages of the person	n/a	n/a
1.1 Identify relevant aspects of human physical, social and intellectual development according to client's lifespan development stage	1A Identify aspects of development according to person's lifespan development stage	1	LC 1: Part A 1, 3 Part B 1
1.2 Identify relationship between the lifespan development stage and the needs, interests and skills of the client	1B Identify relationship between lifespan development stage and the needs, interests and skills of the person	2	LC 1: Part A 1, 2
1.3 Identify behaviours of the client consistent with lifespan development stage	1C Identify person's behaviours consistent with lifespan development stage	3	LC 1: Part A 3
1.4 Identify and monitor cognitive processes of the client which may impact on development stages across the lifespan	1D Identify cognitive processes that may impact on development stages across the lifespan	4	LC1: Part A 5 Part B 1, 2, 3
Element 2: Identify how the Australian social context of health might impact on client participation	Topic 2: Identify how the Australian social context of health might impact on participation	n/a	n/a
2.1 Identify key social aspects of health provision in Australia and how they might impact on clients	2A Identify social aspects of health provision and the impact on people	5	LC 2: Part A 1

3.4 Solutions to practice tasks

Practice task 1

Example response to Question 1

Human development across the lifespan refers to the transition from one life stage to another. There is a range of features and characteristics for each particular life stage: infancy, childhood, adolescence, adulthood and elderly.

Example response to Question 2

Human physical development across the lifespan refers to how human beings change and progress through the life stages. Examples include the following:

- Infant movement patterns rely partly on involuntary reflexes, which serve as a protective mechanism while the infant is developing voluntary movement skills. These reflexes cease at quite specific times during infancy.
- During adolescence, motor skills are fully developed and physical characteristics change.
- In adulthood the body is fully physically developed, although some parameters such as muscular strength, lung function and flexibility decline over time.

Example response to Question 3

Psychosocial development occurs through well-described stages that are similar to those of cognitive development. It is affected by physical changes in the brain and how it functions, as well as through the influence of parents, peers and others in society. Examples include the following:

- During infancy intentional behaviour begins. Interactions revolve mostly around primary caregivers. Infants are not able to take turns or see situations from the perspective of another person. Play is side-by-side, rather than true interactive play. Interactions focus on small groups, building close relationships and a regular, predictable routine.
- In childhood, play begins to occur with others rather than simply engaging in own tasks alongside another child. Play occurs with a wider range of people. Experiences are less controlled by adults. Experiences occur in a wider range of settings. The individual begins to see themselves as a participant in a variety of settings and situations.
- Adolescence – There is greater influence of peer group. Tendency to take risks and experiment with behaviours. The individual is focused on themselves and their role in the world. Friendship groups are based on similar views, ways of expression and interests. The influence of family decreases, but there is still a need for boundaries, rules and parenting by negotiation.
- Adulthood - There is a strong set of moral beliefs. Wide social networks are drawn from people known through work, family, social and sporting activities. Multiple roles are taken in life; for example, parent, worker, friend and partner. Time needs to be balanced across multiple responsibilities and roles.

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<p>Complete the following task</p>	<ul style="list-style-type: none"> • Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses. • Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses. • Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<ul style="list-style-type: none"> • Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Identify the lifespan developmental stages of the client			
1.1 Identify relevant aspects of human physical, social and intellectual development according to client's lifespan development stage		CS1, CS2, CS3, CS4	O1
1.2 Identify relationship between the lifespan development stage and the needs, interests and skills of the client		CS5	O3
1.3 Identify behaviours of the client consistent with lifespan development stage		CS6	O6
1.4 Identify and monitor cognitive processes of the client which may impact on development stages across the lifespan		CS7, CS8	O7
Element 2: Identify how the Australian social context of health might impact on client participation			
2.1 Identify key social aspects of health provision in Australia and how they might impact on clients		CS11	O9
2.2 Identify how demographic issues impact on client health		CS12	O10
2.3 Identify health issues that impact on the provision of health services to clients		CS17	O13
Element 3: Identify how the Australian social context of leisure might impact on client participation			

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	<i>CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	