

Title	Facilitate the planning and implementation of an educational and recreational programme and project		
Level	6	Credits	6

Purpose	People credited with this unit standard are able to: facilitate planning for an educational and recreational programme and project and facilitate implementation of the plan for an educational and recreational programme and project.
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Classification	Social Services > Community Work
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Available grade	Achieved
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Guidance Information

- 1 Legislation relevant to this unit standard includes but is not limited to:
 - Official Information Act 1982;
 - Privacy Act 2020.

- 2 Definitions:
 - *Community* may include but is not limited to – a community of interest, a community of locality, a cultural community, a kin group. Candidates awarded credit for this unit standard demonstrate competence in one context, with any combination of the factors listed above.
 - *Educational and recreational programmes and projects* may include but are not limited to – after-school programmes, arts, crafts, cultural, recreational, and sporting activities, events, programmes and projects, childcare activities, education and training activities, courses and programmes, holiday programmes, indoor and outdoor activities, and both passive and active recreational activities. Candidate awarded credit for this unit standard demonstrate competence in one context, with any combination of the above factors.
 - *Key people* may include but are not limited to – participants; their family or whānau; co-worker; supervisor; cultural or gender advisers; other professionals; other agencies.
 - *Nature of the individuals, group, or community* may be determined by reference to factors that may include but are not limited to – the age and stage of development, cultures, developmental needs, disabilities, gender, goals, health status, interests, kin relationships, language, sexual orientation, and/or socio-economic status, of the members of the group or community.
 - *Organisational policies and procedures* are the policies, procedures, and methodologies of an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in organisational health and safety plans, contract work programmes, quality assurance programmes, policies, and procedural documents such as job descriptors and employment contracts.

- 3 Sources of criteria established by legislation, ethical practice, and service provider guidelines may include but are not limited to – Official Information Act 1982, Privacy Act 2020, service provider codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.
- 4 Those who are engaged in educational and recreational programmes and projects may be individuals, groups, families or whānau, hapū, iwi, or other kin group, a community of interest, a community of locality, or a cultural community. They may be of a particular age group such as children, youth, or adults. People awarded credit for this unit standard demonstrate competence in one context, with any combination of the above factors.
- 5 People awarded credit in this unit standard must be able to implement Te Tiriti o Waitangi in the social services according to the authority and resources available to them and are able to this competence to the context of assessment.
- 6 People awarded credit in this unit standard must show that their actions are guided and supported by social service practice theories. Evidence is required of social service theories that are derived from authoritative sources. This may include but is not limited to – body of knowledge related to social service work; cultural theory; practice research.

Outcomes and performance criteria

Outcome 1

Facilitate planning for an educational and recreational programme and project.

Performance criteria

- 1.1 Roles and methods are identified to match the nature of the service users involved.

Range	roles may include but are not limited to – educator, enabler, facilitator, leader, presenter, researcher; methods may include but are not limited to – group discussion, hui, individual dialogue, oral and written presentation, seminar, workshop.
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- 1.2 Objectives are identified for the analysis of goals and developmental needs of service users.
- 1.3 Objectives are identified that promote empowerment and self-determination for service users.
- 1.4 Programmes and projects are designed according to identified objectives.

- 1.5 Key people and resources used to support the programmes and projects are identified.
- Range key people and resources may include but are not limited to – cultural leaders, church leaders, coaches, educators, educational and recreational equipment and materials, facilities, first aid and safety equipment, funding, interpreters, recreational facilitators or leaders, venues.
- 1.6 Essential details for implementing programmes and projects are included in the plan.
- Range essential details may include but are not limited to – budget, time frame, health and safety measures, responsibilities and accountabilities of people who will implement the plan, contingencies and procedures to be followed in relation to contingencies, methods for evaluating progress towards achieving the objectives.

Outcome 2

Facilitate implementation of the plan for an educational and recreational programme and project.

Performance criteria

- 2.1 Roles and methods are used that match the nature of service users and the nature of programmes and projects.
- Range facilitation roles may include but are not limited to – educator, enabler, facilitator, leader, presenter, researcher; facilitation methods may include but are not limited to – group discussion, hui, individual dialogue, oral and written presentation, seminar, workshop.
- 2.2 The plan is implemented in accordance with health and safety requirements of service users, criteria established by legislation, ethical practice, and organisational policies and procedures.
- 2.3 Resources to support plan implementation are obtained and used as and when required.
- 2.4 Programmes and projects are evaluated using methods that measure outcomes against objectives.
- 2.5 Where necessary, programmes and projects are amended according to the outcomes of the evaluation.

Planned review date	31 December 2025
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	7 November 1996	31 December 2022
Revision	2	10 August 1998	31 December 2022
Revision	3	6 January 2000	31 December 2022
Review	4	26 June 2002	31 December 2022
Review	5	25 February 2021	N/A

Consent and Moderation Requirements (CMR) reference

0024

This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.