Contents

Section 1:
Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCSAC001 Support children to participate in school age care* and other information relevant to it.

It contains the following information:

1.1 Elements of competency and performance criteria

1.2 Assessment requirements

1.3 Dimensions of competency

1.4 Foundation skills

1.5 Skill sets

1.6 Recognition of prior learning (RPL)

1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCSAC001 Support children to participate in school age care* to the unit of competency.

CHCSAC001 Support children to participate in school age care	Where covered in the learner guide
Element 1: Identify the support needs of children in school age care	**Chapter 1: Identifying the support needs of children**
1.1 Evaluate specific support needs of the child and match to any existing experiences in the program	1A Evaluating the specific support needs of children and matching them to existing experiences
1.2 Use appropriate communication techniques to engage children and to identify specific needs	1B Using appropriate communication techniques to engage children and to identify specific needs
1.3 Consult with supervisor or other staff about particular needs of children including cultural needs, abilities, and developmental and behavioural needs	1C Consulting with your supervisor or other staff about particular needs of children
1.4 Clarify individual children's support and guidance needs with the child, family, supervisor and other staff prior to working with child	1D Clarifying support and guidance needs of children
1.5 Recognise and support sibling relationships where appropriate	1E Supporting sibling relationships
Element 2: Implement appropriate support and guidance strategies	**Chapter 2: Implementing support and guidance strategies**
2.1 Implement strategies to ensure inclusion of children from diverse backgrounds and children with additional needs	2A Ensuring inclusion of children from diverse backgrounds and children with additional needs
2.2 Follow appropriate procedures to minimise effects of aggressive or abusive behaviour in children	2B Minimising the effects of aggressive or abusive behaviour of children
2.3 Use age-appropriate approaches and communication to enable children to express their need for support in a range of ways	2C Enabling children to express their need for support
2.4 Access support from supervisor as required to optimise the child's participation in school age care	2D Accessing support from your supervisor to optimise children's participation

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ❑ Details of the training organisation, including the contact person
- ❑ The unit/s of competency to be delivered in the program of study
- ❑ Pathways
- ❑ The learner or target group
- ❑ Delivery mode/s
- ❑ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ❑ Methods of assessment and evidence gathering
- ❑ Program duration and delivery schedule
- ❑ Session locations including workplace assessment information
- ❑ Delivery and assessment staff
- ❑ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCSAC001 Support children to participate in school age care*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Identifying the support needs of children	
Suggested time allocation: 12 hours **Suggested resources**: ▪ Recommended reading ▪ Slide presentation software	**Slide nos**: 2–26
Recommended reading	**Terminology checklist**
Aspire learner guide *CHCSAC001 Support children to participate in school age care* Chapter 1: Identifying the support needs of children	▪ Rapport ▪ Active listening ▪ Siblings
Suggested training strategies	
▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *CHCSAC001 Support children to participate in school age care*. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.	
▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.	
▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.	
▪ The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of performance and knowledge evidence. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning.	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCSAC001 Support children to participate in school age care*.

Part	Element	Performance criteria
Whole activity	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCSAC001 Support children to participate in school age care*.

Requirements

To complete this assessment activity, you need:

▪ access to a children's services environment

▪ access to the National Quality Framework, the National Quality Standard and the relevant approved learning framework

▪ to complete the tasks outlined and submit responses as directed by your trainer/assessor/training organisation

▪ to ensure you maintain confidentiality as required.

1. Briefly explain how physical aids can assist children with physical disabilities to participate in activities, and provide an example.

2. Explain how you might use communication techniques with a child who is clearly annoyed by a younger sibling following her closely, when you can see that the older child wants to play with her own friends instead.

3. Explain how you might seek relevant information about a 9-year-old child with a learning disorder, to help determine his homework needs.

4. What techniques might you use to encourage a shy child to participate more fully in group activities?

5. What are the benefits of asking directly for feedback about your performance rather than waiting for a performance review meeting with your supervisor?

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCSAC001 Support children to participate in school age care*.

Methods of assessment				
Assessment method	**Practice task**	**Assessment activity**	**Final assessment**	**Alternative final assessment**
Question/answer	3, 6, 7, 11, 12	Activity 1: Part A 1, 4, 5, 6 Activity 2: Part A 1, 2, 3, 4, 5, 6 Activity 3: Part B 1, 2, 3, 4, 5 Activity 4: Part A 1, 2, 3, 4, 5		1, 5, 6, 7, 8, 9, 10, 11, 12
Observation/demonstration			Part A	
Case study	1, 4, 9, 10, 14	Activity 2: Part B 1, 2, 3, 4 Activity 4: Part B 1, 2, 3, 4	Part B 1, 2, 3, 4, 5	2, 3, 4
Role-play	2			
Training log, diary or journal				
Portfolio, reports, work samples	5, 8, 12, 13	Activity 1: Part B 1, 2, 3 Activity 3: Part A	Part C 1, 2	
Third-party reports				

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments**: where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment**: where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.

- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.

- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.

- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.

- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.

- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.

- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.

- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: *CHCSAC001 Support children to participate in school age care* Trainer/assessor: Date:		
I can: ▪ use strategies to engage children to participate fully in out-of-school-hours program.	❑ Confident ❑ Basic understanding ❑ Not confident	Comments
I can: ▪ identify particular support needs of individuals and groups of children.	❑ Confident ❑ Basic understanding ❑ Not confident	
I can: ▪ review individual child's needs and ensure program reflects those needs.	❑ Confident ❑ Basic understanding ❑ Not confident	
I can: ▪ consult with supervisor and family regarding effectiveness of support and development, and alternative support strategies.	❑ Confident ❑ Basic understanding ❑ Not confident	
I can: ▪ review program to determine effectiveness and adjust support strategies where required.	❑ Confident ❑ Basic understanding ❑ Not confident	
I can: ▪ perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.	❑ Confident ❑ Basic understanding ❑ Not confident	

I understand:
▪ how to access:
  – the National Quality Framework
  – the National Quality Standards
  – the relevant approved learning framework.
	❑ Confident
	❑ Basic understanding
	❑ Not confident	