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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 *CHCECE009 Use an approved learning framework to guide practice* 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 *CHCECE009 Use an approved learning framework to guide practice* to the unit of competency.

CHCECE009 Use an approved learning framework to guide practice	Where covered in the learner guide
Element 1: Identify learning frameworks	Chapter 1: Identifying learning frameworks
1.1 Investigate different approved learning frameworks and identify the framework relevant to the service	1A Understanding learning frameworks
1.2 Recognise differences between relevant framework and other approved frameworks	
1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations	
Element 2: Apply a learning framework	Chapter 2: Applying the learning framework
2.1 Investigate how the framework is applied to support children's learning	2A Developing skills for applying the learning framework
2.2 Explore and develop an understanding of the principles and practices of the relevant framework	
2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role	2B Collaborating with others to apply the learning framework
2.4 Work in collaboration with others to implement framework learning outcomes	
2.5 Reflect on own practices in the workplace and discuss with supervisor	

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 *CHCECE009 Use an approved learning framework to guide practice*. 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 learning frameworks	
Suggested time allocation: 5–6 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–12
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE009 Use an appropriate learning framework to guide practice</i> Chapter 1: Identifying learning frameworks	<ul style="list-style-type: none"> ▪ Frameworks ▪ Foundations
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE009 Use an appropriate learning framework to guide practice</i>. 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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 required knowledge and skill. 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 *CHCECE009 Use an approved learning framework to guide practice*.

Part	Element	Performance criteria
A	1, 2	1.1, 1.2, 1.3, 2.1, 2.2
B	1, 2	1.1, 1.2, 2.1, 2.2
C	2	2.1, 2.2, 2.3, 2.4, 2.5

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE009 Use an approved learning framework to guide practice*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A, Part B and Part C and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the case study, then answer the questions that follow.

Case study

A special activity has been organised for the preschoolers at Blue Hill Preschool. Baby chickens have been brought in for the children to hold and touch, under supervision of the educator. The activity takes place after morning tea and before lunch, in the playground. Hazel (4) is very excited about the baby chickens, and as she lives on a property which has chickens, she is confident handling them. She tells the other children about where chickens come from, and how the mother hen lays eggs. One of the other children, Jimmy (5), is sitting off to the side. He doesn't attempt to participate. When the educator asks if he would like to sit a bit closer and perhaps hold a baby chicken. He tells the educator he doesn't like animals. Lina (4) has never seen a chicken before in real life. She grabs one a little too strongly, and the educator, Tara, needs to guide Lina and show her the safe way to hold the baby chickens. After handling the chicks, the educator helps the children wash their hands, to avoid spread of infection.

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 *CHCECE009 Use an approved learning framework to guide practice*.

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

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: CHCECE009 Use an approved learning framework to guide practice Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> ▪ work collaboratively with at least one other educator to implement an approved learning framework within an approved education and care service, including: <ul style="list-style-type: none"> – investigating and documenting at least two examples of how the learning framework is demonstrated in the service – researching and documenting at least one example of how each principle of the learning framework is reflected in the service – working closely with others and under supervision to help implement the framework – reflecting on and discussing practice with supervisor and others. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> ▪ investigate and document my own involvement in at least three examples of pedagogical practices in the service. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> ▪ how to access: <ul style="list-style-type: none"> – <i>Belonging, being and becoming: the early years learning framework for Australia</i> – <i>My time, my place: framework for school age care in Australia</i> – the relevant approved learning framework used in the service if different from those above. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	