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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 *CHCECE023 Analyse information to inform learning* 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 *CHCECE023 Analyse information to inform learning* to the unit of competency.

<b>CHCECE023 Analyse information to inform learning</b>	<b>Where covered in the learner guide</b>
Element 1: Gather and document information about children	Chapter 1: Gathering and documenting information about children
1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches	1A Observing and gathering information
1.2 Ensure the assessment methods and tools used to gather information consider assessment principles	1B Following guidelines for gathering information and making observations
1.3 Gather information and observations over time and in a variety of spaces	1B Following guidelines for gathering information and making observations
1.4 Include the voices of educators, children, peers, families and other professionals where appropriate	1B Following guidelines for gathering information and making observations
1.5 Demonstrate inclusive assessment practices	1B Following guidelines for gathering information and making observations
Element 2: Monitor children's learning and development	Chapter 2: Monitoring children's learning and development
2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes	2A Using information and observations to analyse, monitor and plan
2.2 Identify children who may need additional support in order to achieve particular learning outcomes	2B Supporting children's learning
2.3 Use summative assessment to reflect on children's learning over a period of time	2A Using information and observations to analyse, monitor and plan
2.4 Collaborate with families and colleagues to support children's learning	2B Supporting children's learning

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## 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 *CHCECE023 Analyse information to inform learning*. 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: Gathering and documenting information about children	
<b>Suggested time allocation:</b> 8 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–17
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE023 Analyse information to inform learning</i> Chapter 1: Gathering and documenting information about children	<ul style="list-style-type: none"> <li>▪ Inclusive language</li> <li>▪ Secondary sources</li> <li>▪ Jottings</li> <li>▪ Anecdotal information</li> <li>▪ Time samples and running records</li> <li>▪ Questioning</li> <li>▪ Event samples</li> <li>▪ Sociograms</li> <li>▪ Webs</li> <li>▪ Learning stories</li> <li>▪ Information Communication Technology (ICT)</li> <li>▪ Portfolio assessment</li> <li>▪ Formative assessment</li> <li>▪ Objective assessment</li> <li>▪ Subjective assessment</li> <li>▪ Summative assessment</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE023 Analyse information to inform learning</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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	

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## 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 *CHCECE023 Analyse information to inform learning*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2
B	1, 2, 3, 4	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE023 Analyse information to inform learning*.

### Requirements

To complete this assessment activity, you need:

- access to a regulated education and care service and its standards, policies and procedures
- access to the National Quality Framework and the Early Years Learning Framework
- to answer questions in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

### Part A

Read the following scenario, then complete the tasks that follow.

#### Scenario

Your service director has called a team meeting at the beginning of the calendar year to discuss new directions the curriculum can take to accommodate the abilities, interests, strengths and developmental needs of the individual children attending the service. The children are aged between 3 and 5 years old. The service director has asked you to coordinate gathering and analysing information for the development of new activities and experiences that can be offered.

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## 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 *CHCECE023 Analyse information to inform learning*.

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

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## 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.



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## 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

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CHCECE023 Analyse information to inform learning <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>collect and document observations of at least three different children, including:               <ul style="list-style-type: none"> <li>children's behaviour and learning</li> <li>children's play preferences</li> <li>strengths, interests and relationships.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<b>I can:</b> <ul style="list-style-type: none"> <li>apply information to educational practice, including:               <ul style="list-style-type: none"> <li>sharing information with families, educators, children, experts and specialists</li> <li>collaborating with families to plan for children's individual needs</li> <li>using information gathered to inform planning.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>how to access:               <ul style="list-style-type: none"> <li>the National Quality Framework</li> <li>the National Quality Standard</li> <li>the relevant approved learning framework.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>how to interpret the relevance of framework and standards documents in guiding work in this unit of competency.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>observation and inclusion principles.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	