
Contents

About this guide	1
Section 1: Unit of competency	3
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	6
1.3 Dimensions of competency	8
1.4 Foundation skills	9
1.5 Skill sets	10
1.6 Recognition of prior learning (RPL)	10
1.7 Glossary of terms	12
Section 2: Training requirements	15
2.1 Training and assessment strategy	16
2.2 Training strategies	20
Section 3: Assessment resources	33
3.1 Alternative final assessment	34
3.2 Assessment mapping	37
3.3 Solutions – general guidance	44
3.4 Solutions to practice tasks	45
3.5 Solutions to assessment activities	52
3.6 Solutions to final assessments	62
3.7 Evidence of competency	75
3.8 Assessment records	77
Glossary	89

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 *CHCSAC003 Work collaboratively and respectfully with children 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 *CHCSAC003 Work collaboratively and respectfully with children in school age care* to the unit of competency.

CHCSAC003 Work collaboratively and respectfully with children in school age care	Where covered in the learner guide
Element 1: Communicate effectively with a range of children in the school age care context	Chapter 1: Communicating effectively with a range of children in the school age care context
1.1 Listen to children to gain an understanding of them as individuals in the environment	1A Listening to children to understand them as individuals
1.2 Use communication strategies that encourage relationship-building and are appropriate to the individual	1B Using appropriate communication strategies that encourage relationship-building
1.3 Act upon information that the child provides about their needs	1C Acting upon information that children provide about their needs
1.4 Use cross-cultural communication strategies to engage with children from diverse backgrounds	1D Using cross-cultural communication strategies to engage with children from diverse backgrounds
1.5 Use varied communication techniques to ensure the inclusion of all children	1E Varying your communication techniques to include all children
Element 2: Reflect an understanding of middle childhood	Chapter 2: Reflecting an understanding of middle childhood
2.1 Consider the interests and needs of the child in all actions and decisions	2A Considering children's interests and needs in all your actions and decisions
2.2 Evaluate issues in relation to child's abilities and culture and adjust approaches accordingly	2B Evaluating issues and adjusting approaches according to children's abilities and culture
2.3 Select activities and resources to promote access, equity, diversity and inclusion of all children in the service	2C Selecting activities and resources to promote access, equity and diversity and include all children
2.4 Establish guidelines relevant to middle childhood when required	2D Establishing guidelines relevant to middle childhood development
Element 3: Work within the framework of school age care	Chapter 3: Working within the framework of school age care

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 *CHCSAC003 Work collaboratively and respectfully with children 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: Communicating effectively with a range of children in the school age care context	
Suggested time allocation: 22 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–28
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCSAC003 Work collaboratively and respectfully with children in school age care</i> Chapter 1: Communicating effectively with a range of children in the school age care context	<ul style="list-style-type: none"> ▪ Child-focused approach ▪ Active listening ▪ Rapport ▪ Cross-cultural ▪ Stereotypes ▪ Access ▪ Equity
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>CHCSAC003 Work collaboratively and respectfully with children in school age care</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. 	

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 *CHCSAC003 Work collaboratively and respectfully with children in school age care*.

Part	Element	Performance criteria
Whole activity	1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCSAC003 Work collaboratively and respectfully with children in school age care*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
 - access to the relevant learning framework
 - to complete the tasks and submit responses as directed by your trainer/assessor/training organisation
 - to ensure you maintain confidentiality as required.
-
1. Do you owe a duty of care to a child who is a regular attendee in your school age care program at a time when you are not scheduled to be working? Explain your views in a paragraph or verbally and give full reasons for your answer.
 2. Consider a school age care program where you have worked. Write a summary of around 350 words or prepare a five minute talk for your trainer to identify and explain at least four ways the program management team could reduce their costs of purchasing consumable items (art and craft supplies, foods and drinks, decorations, displays, etc.). Explain why and how reducing costs on consumable items is of benefit from an ethical and sustainability perspective.
 3. Complete a radial diagram similar to the following to show five factors that could affect how you communicate with a child in middle childhood.

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 *CHCSAC003 Work collaboratively and respectfully with children in school age care*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	3, 10, 14	Activity 1: Part A 4 Activity 3: Part A 1 Part B		1, 2, 3, 5, 6, 8
Observation/demonstration			Part A	
Case study	4, 6, 7, 8, 11, 15	Activity 1: Part A 1, 2, 3 Part B 1, 2 Activity 3: Part A 2 Part C 1–5	Part B 1–6 Part C 2	4, 7
Role-play	4			
Training log, diary or journal				
Portfolio, reports, work samples	1, 5, 9, 12, 13	Activity 2: 1, 2, 3, 4	Part C 1	
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: CHCSAC003 Work collaboratively and respectfully with children in school age care Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> communicate appropriately with children and show active listening skills. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> use communication strategies to encourage children to participate in activities and build relationships. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> consider individual needs and interests of children and inclusion tactics when planning activities. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> utilise engagement strategies for encouraging children to participate fully in school age care. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> consistently follow and apply industry standards, frameworks and organisational policies and procedures, including ethical practice. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> 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. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standards the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	