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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 *CHCSAC005 Foster the holistic development and wellbeing of the child 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

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## 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 *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care* to the unit of competency.

<b>CHCSAC005 Foster the holistic development and wellbeing of the child in school age care</b>	<b>Where covered in the learner guide</b>
<b>Element 1: Foster physical development</b>	<b>Chapter 1: Fostering physical development</b>
1.1 Evaluate and monitor children's physical skills and development	1A Understanding development theories and monitoring physical skills
1.2 Plan and provide appropriate experiences and opportunities to foster each child's fine and gross motor and fundamental movement skills through play	1B Planning and providing experiences to foster physical skills
1.3 Plan and provide experiences which challenge the physical skills and abilities of children and promote physical fitness	1C Challenging abilities and promoting physical fitness
<b>Element 2: Foster social development</b>	<b>Chapter 2: Fostering social development</b>
2.1 Evaluate and monitor children's social skills and development	2A Understanding development theories and monitoring social skills
2.2 Plan and provide opportunities for different forms of social interaction between children during play with respect for each child's interests, goals and development stage	2B Providing opportunities for social interaction
2.3 Plan and provide opportunities for children to participate in meaningful ways in group discussions and shared decision-making	2B Providing opportunities for social interaction
2.4 Structure experiences in a way that promotes cooperation and conflict resolution	2B Providing opportunities for social interaction 2C Encouraging a sense of community and cooperation
2.5 Promote a sense of community within the service	2C Encouraging a sense of community and cooperation

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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 *CHCSAC005 Foster the holistic development and wellbeing of the child 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: Fostering physical development	
<b>Suggested time allocation:</b> 12 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> 2–18
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCSAC005 Foster the holistic development and wellbeing of the child in school age care</i> Chapter 1: Fostering physical development	<ul style="list-style-type: none"> <li>▪ Gross motor skills</li> <li>▪ Fine motor skills</li> <li>▪ Fundamental movement skills</li> <li>▪ Reflexes</li> <li>▪ Cephalocaudal and proximodistal development</li> <li>▪ Kinaesthetic awareness</li> <li>▪ Perceptual development</li> <li>▪ Sensory motor development</li> <li>▪ Sensory integration</li> <li>▪ Belonging, being and becoming</li> <li>▪ Sequence of development</li> <li>▪ Rate of development</li> <li>▪ Neurological or brain development</li> <li>▪ Critical periods</li> <li>▪ Holistic development</li> <li>▪ Play as learning</li> <li>▪ Individualised learning</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>CHCECE017 Foster the holistic development and wellbeing of the child in early childhood</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>	

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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 *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5, 6	1.1, 2.1, 3.1, 4.1, 5.1, 6.8, 6.13
B	1, 2, 3, 4, 5, 6	1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
C	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care*.

### Requirements

To complete this assessment activity, you need:

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

### Part A

Education and Care Services National Regulation 74 requires educators to document their assessments of each child's developmental needs. This is supported by MTOP Practice 'Assessment for learning', which requires you to determine the extent to which children are progressing toward the Learning Outcomes. The Practice explains how you can use the developmental information you gather to make decisions about a child's progress, identify any barriers to their progress and identify any areas of additional need.

## 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 *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 5, 6, 10, 12, 16	Activity 1: Part A Part B 2, 3, 4 Activity 2: Part A 2 Part C Activity 3: Part A Part C Activity 4: Part A 1, 2, 3 Part B 3, 4 Part C 2 Activity 5: Part A 1, 2 Part C Activity 6: Part A 1, 2	Part B 1, 2	Part C 1–3
Observation/demonstration	4, 5, 6, 7, 8, 11, 14, 15, 17, 18, 19	Activity 1: Part B 2, 5 Activity 2: Part A 1, 2 Activity 3: Part A Activity 4: Part A 1 Part B 1 Part C 1 Activity 5: Part A 1 Part B Activity 6: Part A 1 Part B 1, 2, 3, 4, 5, 6 Part C 1–12	Part A Part B 1, 2, 3, 4 Part D 1–9	Part A 1–4 Part B 1–5

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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> <i>CHCSAC005 Foster the holistic development and wellbeing of the child in school age care</i> <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>▪ plan and provide opportunities for at least three children ranging between the ages of 5 to 12 years, including:               <ul style="list-style-type: none"> <li>– facilitating and supporting emotional and psychological development in children</li> <li>– encouraging self-help and independence of children</li> <li>– planning opportunities to foster children's positive self-concept and self-esteem</li> <li>– providing a positive and safe environment to encourage children to express thoughts, feelings and ideas.</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>▪ perform the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care service.</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 Standards</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 navigate through framework and standards documents to find areas relevant to this unit of competency.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	