

CHC40113

Certificate IV in School Age Education and Care



Qualification Outline

Online

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The Purpose of the Qualification Outline

The purpose of this document is to provide a robust platform for the delivery and assessment of the CHC40113 Certificate IV in School Age Education and Care completed via online delivery.

This is your training and assessment plan.

CHC40113 Certificate IV in School Age Education and Care

About WISE EDUCATION GROUP

Wise Education is a national RTO delivering work based qualifications in partnership with local and national clients. We have been delivering in various sectors for over 7 years and hold a strong portfolio of participants.

Our products offerings include qualifications in the following industry sectors:

- Business
- Business Administration
- Sales
- Customer Engagement
- Work Health & Safety
- Hospitality
- Management
- Warehouse Operations
- Aged Care
- Child Care
- Disability Services
- Employment Services
- Education Support
- Volunteering Services
- Retail
- Record Keeping
- Marketing & Advertising
- Small Business Management
- Franchising
- Tourism & Events
- Accounting & Bookkeeping
- Project Management

As a Registered Training Organisation:

- * We provide flexible work based solutions for employers and staff
- * Have a strong team of trainers expertise
- * Have demonstrated knowledge in developing concepts for training regimes that reflect the industry needs
- * Have a strong account management structure
- * Have a sound internal working management system that ensures we commit to our promise
- * Have a culture that is built entirely on customer care
- * Have a Work Placement Scheme that supports most qualifications
- * Have logbooks that record your work placement activities and supports your practical learning

	<p>* Have available webinars which can be undertaken at any time as a recorded session or Live led by your trainer</p>
<p>The Need</p>	<p>General: Outside school hours care services, also known as school age care services, offer care for mainly primary school age children, including children enrolled in Prep, before and after school.</p> <p>Services operate from a variety of locations such as schools, youth clubs and community centres. Programs are designed and delivered by staff who hold relevant qualifications specified by legislation.</p> <p>They are designed to complement the school day, and provide an opportunity for children to relax and play in a supervised environment. School age care services must comply with the Education and Care Services National Law. This includes vacation care services operating for more than four weeks or more per year.</p> <p>From an industry perspective: It is imperative that these facilities comply with the Education and Care Services National Law (2011). Typically these type of care services may also attract already qualified staff or volunteers to support the services provided particularly if the centre is the local school or community centre.</p> <p>Employer’s perspective:</p> <p>Employers must ensure that their workers maintain and follow the requirements of the Education and Care Services National Law. In order to do this they must support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. As a result, Employers take advantage of the nationally accredited framework and funding opportunities available to them to support the further education of their own staff. This is a critical component of their success as a business and often will form part of all parents when making decisions.</p> <p>From potential participants’ perspective:</p> <p>Staffs require training in order to undertake their roles effectively. They require internal support under direct supervision and also the support of a registered training organisation for the job or theory component. They are also required to undertake this training within the regulatory framework and their level of qualification is based on their appointed role within the child centre. This level qualification is aimed at staff wishing to enter into this industry and create a career and learning pathway for themselves.</p>
<p>Target Market</p>	<p>Typically they will work in the following roles:</p> <ul style="list-style-type: none"> • Outside School Carers worker or assistant • Vacation Care Supervisor • Senior Play Leader • Out of School Hours Care Assistant • Mobile Assistant
<p>Entry requirements</p>	<p>Training Package: There are no formal entry requirements for this qualification. However, you will need to obtain a Working With Children (WWC) Check before</p>

completing your work placement. Please visit:
<https://wwccheck.ccpw.nsw.gov.au/Applicants/Application#>

Wise Education Requirements: Participants must be able to fulfil the following specific requirements:

- Be working in full time or part time capacity
- Pay your student qualification fee
- Complete an enrolment form
- Complete a language, literacy & numeracy test
- Good physical and mental health
- A Working with Children Check is required
- an aptitude for caring for, relating to, and working with young children
- the ability to communicate in English orally and in writing in order to prepare accurate reports and effectively communicate with clients and co-workers once they enter the workforce.
- The enrolment form will be emailed and you must save it locally on your computer prior to completing the forms. They can be completed and filled in electronically or you can post directly to:

Wise Education Group
PO Box 6252 Alexandria NSW 2015

You will also be provided with a copy of the following

- VET Handbook
- Qualification Outline
- Training Logbook

Work Placement

As part of the assessment to achieve this qualification, you will need to arrange work placement for a total of at least 120 hours in a regulated education or childcare service centre to meet requirements of the following:

- CHCSAC001 Support children to participate in school age care
- CHCSAC003 Work collaboratively and respectfully with children in school age care
- CHCSAC004 Support the holistic development of children in school age care
- CHCECE010 Support the holistic development of children in early childhood

If you require assistance to find work placement, please contact our Student Support Officer, who will discuss with you the best options to suit your needs. You will be provided with the following:

- Structured Workplace Learning Support Kit – this gives details of what is involved in the work placement process. Please complete the final page and return to operations@wise.edu.au
- Work Placement Scheme Agreement – This is a formal agreement between Wise, the Host employer and the student, outlining the terms and conditions of the work placement and required contact details
- Host Organisation Resource Kit – We provide this to your chosen host organisation
- Student Log Book – You are to record structured training activities to confirm learning and competency within the workplace. It is important you maintain, update and keep a record of these activities throughout the term of your training program. You and your manager are required to complete the required

	<p>sections of the log book and return to your trainer when the period of your work placement is completed in full.</p>
<p>Outcomes</p>	<p>This program has been designed to equip participants (see target market) with the skills and experience required to work within the roles mentioned. They will obtain the following skills and knowledge:</p> <ul style="list-style-type: none"> • Working within a legal and ethical framework • Developing cultural competence • Ensuring the health & safety of children • Develop positive and respectful relationships with children • Use an approved learning framework • Provide experiences to support children play and learning • Support children to participate in school age care • Develop and implement play and leisure experiences in school age care • Provide emergency first aid • Participate in Work, health & safety • Work with Aboriginal and or Torres Strait Islander people • Support behaviours of young children and to connect with their world • Work effectively with culturally diverse client and co workers
<p>Program overview</p>	<p>The delivery and assessment of this program is completely online with the addition of completing a work placement logbook.. All modules are allocated to the Learning Management System. Participants will be allocated a 1 unit of competency at a time.</p>
<p>Delivery and Assessment</p>	<p>Online Training - The theory components are the first part of the online experience. You will undertake each of your modules allowing up to 8 hours completing the module and at least 4 hours for assessment completion. The learning module and assessment can be carried out over time and we recommend scheduling at least one module with assessment per month.</p> <p>At the conclusion of the module you will complete your assessment in a writable pdf document. Refer to the assessment section for instructions.</p> <p>The modules are made up of 2 components:</p> <ul style="list-style-type: none"> • Learning Content • The quiz, which are your assessment questions combined with My Project which are both free form text assessment. • You will also need to substantiate your assessment with responses to case studies or scenarios that have a workplace context <p>You will flow to each component as you complete each section.</p> <p>Non-Accredited Online Modules- Students have the opportunity to use additional online resources which are non-accredited and which provide further learning support for their program. These modules have been developed by and for industry and are specific to the childcare centres. These modules take approximately 1 hour each to complete</p> <ul style="list-style-type: none"> - Documenting and Assessing Children’s Learning - Duty of Care for Workers - Early Childhood Nutrition - Reconciliation in Action – Part 2 - Support Children’s Self-regulation: Ages 3- 5

	<p>- Using Critical Reflection</p> <p>Work Placement – minimum 120 hours. Learners must participate in work placement in direct support work in at least one regulated education and care centre. The work placement time is a training package requirement and allows learners to develop their skills and apply knowledge in the actual workplace.</p>																																	
Duration	<p>This program will be delivered over a 12 month period.</p> <p>The course is a total of 755 nominal hours. This equates to:</p> <ul style="list-style-type: none"> • 30 hours per week for full time study • 15 hours per week for part time study <p>You will be allocated with 1 module and assessments at a time. Your Trainer/Assessor will monitor the completion of your assessments and mark these within 5 working days. You will receive an email notification of your competency.</p> <p>Once you have been deemed competent your Assessor will allocate the next unit for completion.</p>																																	
Pre requisites	<p>There are no unit level pre requisites that participants must complete to enter this program.</p>																																	
Packaging	<p>To complete this qualification participants must complete a total of 19 units of competency comprising:</p> <p>15 Core Units Plus 4 elective units which may be taken from the list below</p>																																	
Units	<p>Wise Education Group is able to deliver and assess the following units of competency. Units of competency will be selected to create a specialisation that is specific to the client.</p> <table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</th> <th>Core/ Elective</th> </tr> </thead> <tbody> <tr> <td>CHCLEG001</td> <td>Work legally and ethically</td> <td>C</td> </tr> <tr> <td>CHCECE001</td> <td>Develop cultural competence</td> <td>C</td> </tr> <tr> <td>CHCECE002</td> <td>Ensure the health and safety of children</td> <td>C</td> </tr> <tr> <td>CHCECE004</td> <td>Promote and provide healthy food and drinks</td> <td>C</td> </tr> <tr> <td>CHCECE009</td> <td>Use an approved learning framework to guide practice</td> <td>C</td> </tr> <tr> <td>CHCECE011</td> <td>Provide experiences to support children’s play and learning</td> <td>C</td> </tr> <tr> <td>CHCPRT001</td> <td>Identify and respond to children and young people at risk</td> <td>C</td> </tr> <tr> <td>CHCSAC001</td> <td>Support children to participate in school age care</td> <td>C</td> </tr> <tr> <td>CHCSAC002</td> <td>Develop and implement play and leisure experiences in school age care</td> <td>C</td> </tr> <tr> <td>CHCSAC003</td> <td>Work collaboratively and respectfully with children in school age care</td> <td>C</td> </tr> </tbody> </table>	Unit Code	Unit Title	Core/ Elective	CHCLEG001	Work legally and ethically	C	CHCECE001	Develop cultural competence	C	CHCECE002	Ensure the health and safety of children	C	CHCECE004	Promote and provide healthy food and drinks	C	CHCECE009	Use an approved learning framework to guide practice	C	CHCECE011	Provide experiences to support children’s play and learning	C	CHCPRT001	Identify and respond to children and young people at risk	C	CHCSAC001	Support children to participate in school age care	C	CHCSAC002	Develop and implement play and leisure experiences in school age care	C	CHCSAC003	Work collaboratively and respectfully with children in school age care	C
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	CHCSAC004	Support the holistic development of children in school age care	C
	HLTAID004	Provide an emergency first aid response in an education and care setting	C
	CHCDIV001	Work with diverse people	C
	CHCDIV002	Promote Aboriginal and/ or Torres Strait Islander cultural safety	C
	HLTWHS001	Participate in work health & safety	C
	BSBINN301	Promote innovation in a team environment	E
	CHCECE012	Support children to connect to their world	E
	CHCECE006	Support behaviour of children and young people	E
	CHCECE010	Support the holistic development of children in early childhood	E
Delivery arrangements	<p>The delivery of this qualification will be completely online. Wise Education Group will support all participants by providing availability to an allocated Trainer/Assessor via phone or email support.</p> <p>In each of the modules, learning activities are provided to ensure that the appropriate learning is being undertaken.</p> <p>You will be required to complete at least one unit per month to remain on track within a 12 month period. Should you choose to fast track your duration you are able to complete the units at your own pace.</p>		
Sequencing	See Appendix A		
Work environment	<p>Participants enrolled in this qualification will have full access to a regulated education and care centre, its facilities, equipment, resources and support.</p> <p>The participant must be working regular or consistent hours in order to meet the compulsory requirements against performance evidence as stated below in 'Assessment'.</p> <p>Wise Education Group has a partnership with Qualified Carers.</p> <p>Qualified Carers is the fastest growing job site in the Care Industry attracting an extensive range of experienced and qualified carers actively seeking employment opportunities in Child Care, Aged Care, and Disability sectors.</p> <p>This partnership will allow you to gain access to available work positions. You will benefit from work placement while studying and potentially receive full-time work after you have completed your study. To register, please visit</p>		

Assessment

<http://www.qualifiedcarers.com.au/profile/22/Register-Now> and follow the instructions.

The assessments that participants enrolled in this program are required to complete will include a mix of:

- Questions relating to the workplace
- Observation in the workplace
- Scenario assessment
- Workplace project or case study
- Workplace logbook

Specific detail on the assessments for each module is included in the summary section of the relevant Module Assessment Plan.

The following units of competency also require a specific number of minimum working hours as outlined in the unit performance criteria:

CHCSAC001 Support children to participate in school age care- a period of at least 120 hours of work in at least one regulated education and care service

CHCSAC003 Work collaboratively and respectfully with children in school age care- a period of at least 120 hours of work in at least one regulated education and care service

CHCSAC004 Support the holistic development of children in school age care- a period of at least 120 hours of work in at least one regulated education and care service

CHCECE010 Support the holistic development of children in early childhood- a period of at least 120 hours of work in at least one regulated education and care service

For unit HLTAID004 Provide an emergency first aid response in an education and care setting, Wise Education Group will engage with an approved external provider, St Johns Ambulance, to undertake the training and assessment of this qualification. Where the care facility may already be engaged with an external provider, we will utilise their services.

There are different forms of assessment:

1. Catapult online assessment - Formative assessments – short answer questions
2. Catapult online assessment - Summative assessment 1 and 2 – short answer questions and work related or research projects
3. Workplace logbook completed in hardcopy version

When you have logged into you unit the below screen will be on the right-hand side and all sections must be completed in full.

Learning Support Material
Part 1
Part 2
Part 3
Pre-assessment
Skill and knowledge self-assessment
Assessment
Assessment Plan
Formative assessments
Summative assessment 1
Summative assessment 2
Observation Report
Third Party Evidence Collection Agreement
Third Party Evidence Collection

Click on the assessment area to open and complete – you will be able to type straight into the question area.

Upload any relevant documents requested within the assessments to the LMS portal via the supporting documents upload section

RPL

All participants will be provided with the opportunity to undertake recognition of prior learning. They have the opportunity to apply for this process at enrolment and they will then be provided with the following information:

- RPL Application Kit
- RPL Evidence Guide

Wise Education Group also provides the Trainer/ Assessors with a support guide to RPL

Principles of assessment

Assessment is conducted in accordance with the following:

Principles of Assessment

Reliability - Wise Education Group seeks to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the learner and for assessors. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies.

Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the validation of assessment judgements.

Fairness - Wise Education Group assessment approach encourages fairness in assessment through consideration of the learner's needs and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with the learners to ensure that the learner is fully informed about, understands and is able to participate in the assessment process.

The learner will be given the opportunity to challenge the result of any assessment task and undertake re-assessment if required.

Validity –Any assessment decision of Wise Education Group is justified, based on the evidence provided by the individual learner. Wise conducts assessment against the broad range of skills and knowledge identified within each unit of competency and which is integrated with the performance of workplace tasks.

We ensure that the assessment is transferable to different contexts and situations and all components of the unit of competency are being assessed.

Flexibility – Wise Education Group strives to provide assessment opportunities that reflect a learner's needs. Our chosen assessment strategies provide for recognition of a learner's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the learner themselves. Individual needs of learners are met as required as the learner notifies Wise Education Group's staff of their need.

Rules of Evidence

Currency – Wise Education Group must be satisfied that the learner currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence submitted is to be based on the learner's performance either at the time of the assessment decision or in the very recent past.

Sufficiency - Learners are required to complete and submit the assessment tasks provided for each unit. The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency. The assessment mapping ensures that all aspects of the unit of competency have been satisfied and that competency can be demonstrated repeatedly.

Validity – Each of the assessment tasks reflect the relevant unit of competency. They cover skills and knowledge required of an individual to perform a wide range of business functions. We collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace.

Authenticity – Wise Education Group seeks evidence that is authentic for each learner. To support this, assessors must be assured that the evidence presented for assessment

	<p>is the learner’s own work. Learners will need to sign an authenticity declaration as part of submitting their work to state that it is the learner’s own work.</p>
<p>Resources</p>	<p>To adequately support the delivery of the workplace qualification, Wise Education Group will collect the appropriate policies and procedures from the regulated education and care service so the learning and assessment can be contextualised appropriately.</p> <p>Wise Education Group will also ensure all Trainers are provided with access to the following:</p> <ul style="list-style-type: none"> • The National Quality Framework for Early Childhood Education and Care • The National Quality Standards • Education and Care Services National Law (2011) <p>These documents will be saved on our SharePoint drive and made available to the Trainer/ Assessor working on the qualification and client account.</p> <p>Wise also provides non accredited online units as additional resources and to provide a different format to allow further study at home</p> <ul style="list-style-type: none"> - Documenting and Assessing Children’s Learning - Duty of Care for Workers - Early Childhood Nutrition - Reconciliation in Action – Part 2 - Support Children’s Self-regulation: Ages 3- 5 - Using Critical Reflection <p>Wise is not accredited to deliver the first Aid training and will work with a 3rd Party provider to undertake the course and provide students with this learning for their program. The 3rd party provider will be communicated at each course based on state and location of training so we can arrange a suitable location to minimise travel</p>
<p>Facilities and Equipment</p>	<p>Access to a workplace with the following facilities & equipment:</p> <ul style="list-style-type: none"> • Operating location • The standards and frameworks listed above • Organisational policies and procedures • Operational plans, business performance documentation • Signage within the regulated facility • Indoor and outdoor activity areas within the service • Engagement with an approved external provider of first aid, such As St Johns Ambulance
<p>Trainer Materials</p>	<p>The following documents have been developed which describe the delivery and assessment of the qualification. The units of competency are in single unit format and also clustered specifically for clients.</p> <ul style="list-style-type: none"> • WISE EDUCATION GROUP Trainer Scheduling doc • Aspire Learners Guide with Facilitator notes for activities • Wise Education Assessment Kit • Wise Education Assessors Marking Guide • Wise Education Mapping Guide

	<p>For more information on the delivery and assessment materials to be used by the trainer please refer to the central register: WISE EDUCATION GROUP Curriculum Resource and Development Plan</p>																								
<p>Student Materials</p>	<p>The following documents have been developed which describe the delivery and assessment of the qualification. The units of competency are in single unit format and also clustered specifically for retail clients.</p> <ul style="list-style-type: none"> • WISE EDUCATION GROUP Trainer Scheduling doc • Work placement Log Book' • Work placement Support Guide • Learners Guides • Assessment kits • Online access to non-accredited modules 																								
<p>Trainer requirements</p>	<p>To deliver this program WISE EDUCATION GROUP requires its trainers and assessors to:</p> <ul style="list-style-type: none"> • Hold a TAE40110 Certificate IV in Training and Assessment • Hold the following qualifications: <ul style="list-style-type: none"> ○ CHC40113 Certificate IV in School Age Education and Care (or equivalent or a level higher) • Have worked as a Trainer/ Assessor professional within the last 12 months • Have worked in an after school hour or vacation care facility with a minimum of 3 years' experience • Hold membership or that of a related industry body • Have participated in specific professional development within the last 12 months; and • Maintain their Industry Currency at least annually by attending 'Return to Industry' programs as set out in professional development plan • Have undertaken training and assessment professional development within the last 12 months. 																								
<p>Trainer Allocation</p>	<p>Wise Education Group will allocate a single Trainer where appropriate to a client site. Where single or multiple trainers are required, we have set out the Trainer responsible for undertaking the units of competency as below:</p> <table border="1" data-bbox="427 1487 1461 2020"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</th> <th>Trainer/ Assessor</th> </tr> </thead> <tbody> <tr> <td>CHCLEG001</td> <td>Work legally and ethically</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCECE001</td> <td>Develop cultural competence</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCECE002</td> <td>Ensure the health and safety of children</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCECE004</td> <td>Promote and provide healthy food and drinks</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCECE009</td> <td>Use an approved learning framework to guide practice</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCECE011</td> <td>Provide experiences to support children's play and learning</td> <td>Tenneile Pintabona</td> </tr> <tr> <td>CHCPRT001</td> <td>Identify and respond to children and young people at risk</td> <td>Tenneile Pintabona</td> </tr> </tbody> </table>	Unit Code	Unit Title	Trainer/ Assessor	CHCLEG001	Work legally and ethically	Tenneile Pintabona	CHCECE001	Develop cultural competence	Tenneile Pintabona	CHCECE002	Ensure the health and safety of children	Tenneile Pintabona	CHCECE004	Promote and provide healthy food and drinks	Tenneile Pintabona	CHCECE009	Use an approved learning framework to guide practice	Tenneile Pintabona	CHCECE011	Provide experiences to support children's play and learning	Tenneile Pintabona	CHCPRT001	Identify and respond to children and young people at risk	Tenneile Pintabona
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HLTAID004	Provide an emergency first aid response in an education and care setting	Tenneile Pintabona
CHCDIV001	Work with diverse people	St Johns Ambulance
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HLTWS001	Participate in work health & safety	Tenneile Pintabona
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Foundation skills

Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF) and the Employability Skills/Core Skills for Work, identified by employers as critical for effective performance in the workplace such as problem solving, teamwork and digital literacy. They exist on a continuum from very basic skills to highly-developed and specialist skills.

Each unit contains ACSF Levels essential to performance and the foundation skills have been addressed in the assessment as part of the performance criteria for this unit.

AQF IV summary

- Learners at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

Knowledge

- Learners at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.

Skills

- Learners at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to:
 - complete routine and non-routine activities
 - provide and transmit solutions to a variety of predictable and sometimes unpredictable problems

	<p>Application of knowledge and skills</p> <ul style="list-style-type: none"> Learners at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.
<p>Pathways</p>	<p>Upon successful completion of this qualification, participants are able to continue their learning journey into:</p> <p>CHC50113 Diploma of Early Childhood and Care</p>
<p>Access & Equity</p>	<p>Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the Learning and Assessment Strategies. Needs will be identified prior to students' commencing programs. Customised delivery and assessment strategies, including reasonable adjustment to meet client needs.</p> <p>The learner's individual needs are determined prior to or at enrolment and also during the learner's on-going participation in the course. Students' needs are identified in the following ways:</p> <ul style="list-style-type: none"> Student pre-enrolment interview requests information on any special learning needs Student enrolment form asks for specific information Observation and discussion with learner On-site visit records <p>The Student's record and notes are attached to the student profile in the Student Management System- JobReady</p> <p>Reasonable adjustment to training and assessment, including extra support, is provided for students who have an identified need. This is determined by the learner informing their trainer of their requirements or through trainer identifying struggling learners.</p>
<p>Support Services</p>	<p>Learning Support – LLN support (through initial analysis (LLN form) and feedback then follow up support where necessary); disability support services</p> <p>Student Support – Wise Account Manager and Wise Trainer</p> <p>Wise Education Group Learner & Client Engagement Strategy</p> <p>Training Log Book- This is a record book for students to log hours worked and also understand the types of activities that must be exposed to in the workplace</p> <p>Work Placement Scheme- This is supported with a Students Workplacement Kit, Host Employer Kit and Workplacement Agreement. Wise has the appropriate insurances in place</p> <p>Your Tutor- a 24 hour online service where students can live chat with expert tv tutors or have their research or project work checked with a 24 hour turnaround. The project work check is for grammar and referencing</p>
<p>Participant Satisfaction</p>	<p>Wise Education Group will periodically conduct random surveys with participants. At regular management meetings, Wise Education Group will analyse the feedback and implement any corrective actions.</p>

**Your
Commitment**

- Actively participate in your modules
- Liaise with your Trainer/Assessor to receive adequate support
- Complete your models and assessment in a timely manner

Online/Distance Training Communication Process



Appendix A - Sequence of Learning

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency	Months	Learning topics						
			Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book	
CHCLEG001	1	<ul style="list-style-type: none"> - Identify and respond to legal requirements - Identify and meet ethical responsibilities - Contribute to workplace improvements 	✓	✓	✓		✓	
			Assessment due Month 2	Assessment due Month 2	Assessment due Month 2		Assessment conducted Month 12	
HLTWHS001	2	<ul style="list-style-type: none"> - Contribution to safe work practices - Own safe work practices 	✓	✓	✓		✓	
			Assessment due Month 3	Assessment due Month 3	Assessment due Month 3		Assessment conducted Month 12	
CHCPRT001	3	<ul style="list-style-type: none"> - Implement work practices which support the protection of children - Report indications of possible risk or harm - Apply ethical and nurturing practices in work 	✓	✓	✓		✓	
			Assessment due Month 4	Assessment due Month 4	Assessment due Month 4		Assessment conducted Month 12	
CHCECE002	3	<ul style="list-style-type: none"> - Support each child's health needs 	✓	✓	✓		✓	

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency	Months	Learning topics	Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book	
		<ul style="list-style-type: none"> - Implement effective health and hygiene practices - Supervise children to ensure safety - Minimise risks 	<i>Assessment due</i> Month 4	<i>Assessment due</i> Month 4	<i>Assessment due</i> Month 4		<i>Assessment conducted</i> Month 12	
CHCECE004	3	<ul style="list-style-type: none"> - Respond to emergency situations - Apply first aid procedures - Communicate details of the incident - Evaluate the incident 	✓ <i>Assessment due</i> Month 4	✓ <i>Assessment due</i> Month 4	✓ <i>Assessment due</i> Month 4		✓ <i>Assessment conducted</i> Month 12	
CHCSAC001	4	<ul style="list-style-type: none"> - Identify the support needs of children in school aged care - Implement appropriate support and guidance strategies - Determine effectiveness of individual support provided - Monitor and adjust support strategies to include review outcomes 	✓	✓	✓		✓	
			<i>Assessment due</i> Month 5	<i>Assessment due</i> Month 5	<i>Assessment due</i> Month 5		<i>Assessment conducted</i> Month 12	
CHCSAC002	5	<ul style="list-style-type: none"> - Identify play and leisure interests of children in school age care - Prepare play and leisure experiences 	✓	✓	✓		✓	

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency		Months	Learning topics	Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book
	experiences in school age care		<ul style="list-style-type: none"> - Implement school age care experiences and/or program - Evaluate activities and programs in school age care 	Assessment due Month 6	Assessment due Month 6	Assessment due Month 6		Assessment conducted Month 12
CHCSAC003	Work collaboratively and respectfully with children in school age care	6	<ul style="list-style-type: none"> - Communicate effectively with a range of children in the school age care context - Reflect an understanding of middle childhood - Work within the framework of school age care 	✓	✓	✓		✓
				Assessment due Month 7	Assessment due Month 7	Assessment due Month 7		Assessment conducted Month 12
CHCSAC004	Support the holistic development of children in school age care	7	<ul style="list-style-type: none"> - Support physical development - Support social development - Support emotional development - Support cognitive development - Support communication development - Create and environment for holistic learning and development 	✓	✓	✓		✓
				Assessment due Month 8	Assessment due Month 8	Assessment due Month 8		Assessment conducted Month 12
CHCECE012	Support children to connect to the world	7	<ul style="list-style-type: none"> - Support children to develop an understanding and respect for the natural environment 	✓	✓	✓		✓

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency	Months	Learning topics	Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book	
		<ul style="list-style-type: none"> - Identify areas for change - Support others in implementing sustainable practices 	Assessment due Month 8	Assessment due Month 8	Assessment due Month 8		Assessment conducted Month 12	
HLTAID004	8	<ul style="list-style-type: none"> - Respond to emergency situations - Apply first aid procedures - Communicate details of the incident - Evaluate the incident 	Undertaken through external provider					
CHCECE009	8	<ul style="list-style-type: none"> - Identify learning frameworks - Apply the learning framework 	✓ Assessment due Month 9	✓ Assessment due Month 9	✓ Assessment due Month 9		✓ Assessment conducted Month 12	
CHCECE011	9	<ul style="list-style-type: none"> - Create an environment for play - Facilitate children's play, learning and activity 	✓ Assessment due Month 10	✓ Assessment due Month 10	✓ Assessment due Month 10		✓ Assessment conducted Month 12	

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency		Months	Learning topics	Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book
CHCECE007	Develop positive and respectful relationships with children	9	<ul style="list-style-type: none"> - Interact positively with children - Support and respect children - Maintain the dignity and rights of children 	✓ <i>Assessment due</i> <i>Month 10</i>	✓ <i>Assessment due</i> <i>Month 10</i>	✓ <i>Assessment due</i> <i>Month 10</i>		✓ <i>Assessment conducted</i> <i>Month 12</i>
CHCECE006	Support behaviour of children and young people	10	<ul style="list-style-type: none"> - Contribute to a safe and supportive environment - Use positive techniques - Implement strategies to support children who require additional support - Monitor and review strategies 	✓ <i>Assessment due</i> <i>Month 11</i>	✓ <i>Assessment due</i> <i>Month 11</i>	✓ <i>Assessment due</i> <i>Month 11</i>		✓ <i>Assessment conducted</i> <i>Month 12</i>
CHCECE001	Develop cultural competence	10	<ul style="list-style-type: none"> - Reflect on own cultural identity and biases - Develop cultural competence - Support individual cultural identities - Create environments to support cross cultural understanding and relationships - Support the implementation of inclusive practices - Support children in developing confidence 	✓ <i>Assessment due</i> <i>Month 11</i>	✓ <i>Assessment due</i> <i>Month 11</i>	✓ <i>Assessment due</i> <i>Month 11</i>		✓ <i>Assessment conducted</i> <i>Month 12</i>

SEQUENCE OF LEARNING				ASSESSMENT				
Unit of Competency		Months	Learning topics	Short Answer Questions	Case Studies/ scenarios	Project	Portfolio	Practical Log Book
CHCDIV001	Work with diverse people	11	<ul style="list-style-type: none"> - Reflect on own perspectives - Appreciate diversity and inclusiveness, and their benefits - Communicate with people from diverse backgrounds and situations - Promote understanding across diverse groups 	✓	✓	✓		✓
				Assessment due Month 12	Assessment due Month 12	Assessment due Month 12		Assessment conducted Month 12
CHCDIV002	Promote Aboriginal and/ or Torres Strait Islander cultural safety	12	<ul style="list-style-type: none"> - Identify cultural safety issues in the workplace - Model cultural safety in own work - Develop strategies for improved cultural safety - Evaluate cultural safety strategies 	✓	✓	✓		✓
				Assessment due Month 12	Assessment due Month 12	Assessment due Month 12		Assessment conducted Month 12
BSBINN301	Promote innovation in a team environment	12	<ul style="list-style-type: none"> - Create opportunities to maximise innovation - Organise and agree effective ways of working - Support and guide colleagues - Reflect on how team is working 	✓	✓	✓		✓
				Assessment due Month 12	Assessment due Month 12	Assessment due Month 12		Assessment conducted Month 12
Undertake work placement ensuring you complete 120 hours. This can be done over time and conducive to workplace requirements								

